

Welcome Life

(For Class-XII)



ਇਹ ਪੁਸਤਕ ਪੰਜਾਬ ਸਰਕਾਰ ਦੁਆਰਾ ਮੁਫਤ
ਦਿੱਤੀ ਜਾਣੀ ਹੈ ਅਤੇ ਵਿਕਰੀ ਲਈ ਨਹੀਂ ਹੈ।



Punjab School Education Board
Sahibzada Ajit Singh Nagar

© Punjab Government

Edition : 2020-21.....58,021 copies

Revised Edition : 2021-22.....39,000 copies

All rights, including those of translation, reproduction
and annotation, etc., are reserved by the
Punjab Government.

Warning

1. The Agency-holders shall not add any extra binding with a view to charge extra money for the binding. (Ref. CI. No.7 of agreement with Agency-holders).
2. Printing, Publishing, Stocking, Holding or Selling etc., of spurious Text-books qua text-books printed and published by the Punjab School Education Board is a cognizable offence under Indian Penal Code.
(The text-books of the Punjab School Education Board are printed on paper carrying 'watermark' of the Board.)

ਇਹ ਪੁਸਤਕ ਵਿਕਰੀ ਲਈ ਨਹੀਂ ਹੈ।

Published by : Secretary, Punjab School Education Board, Vidya Bhawan, Phase-8,
Sahibzada Ajit Singh Nagar-160062 and printed by M/s Bright Printers, Jalandhar.

Foreword

Punjab Curriculum Framework (PCF-2013) which is based on National Curriculum Framework (NCF-2005) recommends that the child's knowledge must be connected to his/her life outside the school. It indicates the departure from the legacy of bookish learning and ensures that learning is shifted from rote methods to an activity based curriculum and should provide an opportunity for the holistic development of the students.

Under the leadership of Sh. Krishan Kumar, I.A.S., Secretary, Department of School Education (Punjab), a new progressive spirit has been infused in the entire system of school education in the state of Punjab. In due course of time, it has been realised that the inculcation of moral values through a specific subject can bring a major transition in the overall development of our students.

The present education system is indeed enabling students to compete worldwide in the modern times of growing economic and materialistic attitude but it is only the values of life that can transform them into real human beings. Therefore, focusing upon this prime objective of education, the Department of School Education, Punjab, in collaboration with Punjab School Education Board has introduced a new subject '**Welcome Life**' which is based on human values. It will be implemented in class I to XII from Academic Session 2020-2021.

The main objective of this practical and thought-provoking curriculum is to provide insight to the students in such a way that they will be able to realize their full potential and become well-balanced and responsible individuals and dignified assets to the society. We believe that this new subject, '**Welcome Life**' will undoubtedly prove beneficial in transforming the students into highly civilized individuals, sensitive to the diversity and human life. This text-book is an outcome of hard work and sincere efforts of 'Text-book Development Committee', who have contributed immensely by their conscious efforts to nurture an over-riding identity of students through this subject.

Punjab School Education Board welcomes suggestions and feedback from the stakeholders for the improvement of subsequent editions of the t

Chairman

Punjab School Education Board

‘ਸਮਾਜਿਕ ਨਿਆ ਅਧਿਕਾਰਤਾ ਅਤੇ ਘੱਟ ਗਿਣਤੀ ਵਿਭਾਗ’, ਪੰਜਾਬ

Preface

The purpose of the handbook, 'Welcome Life', launched in the academic year 2020-2021 for school children across Punjab, is to inculcate a variety of values in the students and to promote their healthy mental development in such a way that they can assert their unique presence in the student world. To this end, the handbook is the brain child of the teachers, officials and technical experts working in different institutions who have worked day and night to make this initiative of the Punjab School Education Department a marked success, so that this text-book could reach out to the students well in time.

This handbook has been designed for Grade XII and it includes personal, social, age-related, social evils, gender sensitivity, decision-making ability and group values required for students. These values have been interpreted appropriately with the help of sub-topics and have been prepared according to the level of the students. Care has been taken to add moral values in the curriculum in line with the level of this category so that the fragrance received from this subject taught in an experiential manner is emanated from the character of the students. It has also been taken care of that the subject does not exert any mental pressure on the formal education of the students. For this purpose, teachers have also been advised to incorporate this subject into the multi-faceted personality of the students in a natural way through related activities. The short stories, dramas and role-plays given in the text-book have been designed in such a way that their video adaptation can prove beneficial to the students of this category and to the whole society as well.

A uniform methodology that would enable the teachers to guide the students to study the text-book has been developed so that the students obtain from each lesson: (i) acquaintance with the values and information related to the values (ii) activities related to each value (iii) motivation to implement the relevant subject in a practical way and (iv) ideas how to review the subject at all its stages and then imbibe the values into their lives.

From the beginning of the process of high-level thinking and the various thought-processes involved in preparing the text-book of the subject to the arrival of the text-book in the hands of the students, many mentors and collaborators have played their role perfectly, for the which we shall remain forever grateful to all of them. In the foreground and background of the entire work of this book, there have always been the contributions of some of the great personalities, academic experts and colleagues, to whom it becomes my personal duty to shout out a loud 'Thank You'. Among them are Mr. Krishan Kumar, I.A.S., Secretary, Department of School Education, Punjab; Mr. Inderjit Singh, P.E.S., Ex.-Director (S.C.E.R.T., Punjab); Mrs. Amarjit Kaur Dalam, Deputy Secretary (Academic) P.S.E.B.; Dr. Davinder Singh Boha, State Coordinator (Parho Punjab, Parhao Punjab) and Dr. Raminderjit Singh Wasu, Subject Expert (P.S.E.B.) deserve special thanks. Besides the authors of this subject, we also extend our thanks to Suniti Suri, Gurmeet Singh Bajwa, Pawan Kumar Kamra, Prem Kumar Mittal, Parminder Singh Sunam, Jagtar Singh Sokhi, Farzana Shamim, Lakhwinder Kumar, Anupam Sharma, Pahul Partap Singh Kalsi, Satbir Singh Bawa, Udham Kumar, Gurbir Singh and Sharanjit Singh for editing and designing this book perfectly to lend it an aesthetic look. Looking forward to valuable suggestions for further improvement of this maiden effort, we shall forever remain indebted to the Punjab School Education Department for this valuable initiative.

Project Coordinator

Mrs. Nirmal

A.S.P.D. (Quality)

**State Project Coordinator (Mathematics),
Department of School Education, Punjab**

Coordinator and Editor

Paramjit Singh Kalsi (Dr.)

(State & National Awardee)

Text-book Development Committee

Subject Orientation :

- Amarjit Kaur Dalam, Deputy Secretary (Academic)
- Dr. Raminderjit Singh Wasu, Subject Expert, Punjab School Education Board

Project Coordinator:

- Smt. Nirmal, A.S.P.D., Department of School Education, Punjab

Coordinator & Editor:

- Dr. Paramjit Singh Kalsi (State & National Awardee), Lecturer, Govt. Sr. Sec. Smart School, Aliwal (Gurdaspur)

Writers:

- Dr. Paramjit Singh Kalsi (State & National Awardee), Lecturer, Aliwal (Gurdaspur)
- Karamjit Singh Grewal (State & National Awardee), Punjabi Master, Kheri-Jhameri (Ludhiana)
- Pawan Kumar (State Awardee), Lecturer, Jalalabad (Fazilka)
- Dr. Armanpreet Singh (State Awardee), Lecturer, Birampur (Hoshiarpur)
- Dr. Jagdip Singh (State Awardee), Lecturer, Mana Singh Wala (Ferozpur)
- Maninder Kaur, Deputy D.E.O. (E.E.), Faridkot
- Prem Kumar Mittal, Principal, G.S.S.S., Jhumba (Bathinda)
- Gurmeet Singh Bajwa (State Awardee), Lecturer, Kalanaur (Gurdaspur)
- Mandip Kaur, Lecturer, Kanjli, Kapurthala
- Rajwant Kaur, Punjabi Mistress, Mari Buchian (Gurdaspur)

Translators:

- Farzana Shamim (Recipient of Malti Gyan Peeth Puraskar), Lecturer, Chandbaja (Faridkot)
- Lakhwinder Kumar, Lecturer, Panjgrain Kalan (Faridkot)

Proof Readers:

- Farzana Shamim (Recipient of Malti Gyan Peeth Puraskar), Lecturer, Chandbaja (Faridkot)
- Lakhwinder Kumar, Lecturer, Panjgrain Kalan (Faridkot)
- Dr. Paramjit Singh Kalsi (State & National Awardee), Lecturer, Aliwal (Gurdaspur)
- Pawan Kumar (State Awardee), Lecturer, Jalalabad (Fazilka)
- Prem Kumar Mittal, Principal, G.S.S.S., Jhumba (Bathinda)
- Suniti Suri, Senior Lecturer, D.I.E.T., Hoshiarpur
- Gurmeet Singh Bajwa (State Awardee), Lecturer, Kalanaur (Gurdaspur)
- Anupam Sharma, English Mistress, Banur (S.A.S. Nagar)
- Rajnish Kumar, Astt. Publication Officer, Punjab School Education Board

Graphics & Technical Work:

- Suniti Suri, Senior Lecturer, D.I.E.T., Hoshiarpur
- Gurmit Singh, Computer Faculty, Moga
- Rajesh Kumar, Computer Faculty, Amritsar

Table of Contents

Lesson No.	Topic	Subtopic	Page No.
1.	Personal Values	Tolerance	1-8
		Kindness	
2.	Social Values	Respect for the Society : Respect for the Parents and the Elderly	9-16
		Love and Respect for the School	
3.	Values Associated with Growth in Adolescence	Personality Development	17-24
		Self-Awareness	
4.	Values Associated with the Influence of the Peer Group	Meaningful Impact of Group Cooperation and Leadership	25-29
5.	Values Associated with Awareness against Social Evils	Social Reform: Renounce Drugs and Bad Company	30-36
6.	Values Associated with Healthy Adolescence	Understanding to Overcome Anger/ Stress and Insight of Prosperous Life	37-41
7.	Values Associated with Gender Sensitisation	Responsible Lifestyle with a Sense of Humanity and Empathy	42-46
8.	Values Associated with Ability of Decision Making	Self-Confidence and Creative Thinking	47-55
		Problems and Solutions	
9.	Values Associated with Selection of Life Skills and its Significant Use	Social Media, Mobile, Internet: Fair Use and Choice	56-58

TOLERANCE



1. To understand the meaning of tolerance and spread it.
2. Inspire the students to understand mutual love and respect.
3. To be a source of positive change and enhancement of co-operation in the society.

Tolerance is a spirit to live with patience and humbleness. It is tolerance to accept every religion, caste, colour, creed, region or culture. In fact, this virtue is related with the art of living, rising above mutual rivalry and jealousy. In other words, it means to accept the merits of others with patience, wisdom and aesthetic sense. We have our own way in which we want to live, eat, sit and speak. If the other person does all this in the same way or differently, the ways adopted to accept him is tolerance. A tolerant student knows and understands that if he wants to be



**Different States different languages,
This is our fraternity; this is our tolerance.**

happy, others also want the same. A tolerant person lives with patience and becomes more successful in life. Tolerance does not mean to consider oneself weak and bear oppression silently but to express oneself peacefully and with logic. Our tolerance is tested in adverse conditions.

Due to lack of tolerance, we can get nervous quickly and get furious or tensed. To attain this virtue, company of tolerant people, positive thinking and innate meditations are very much required.

First Activity

Suppose two students sit on each bench in the class. You sit with a student who is your fast friend. Today a new student who is from some other state and speaks different language has joined your class. The teacher has told you that this student will sit with you from today.

What thoughts came into your mind regarding that student? You have to note down these thoughts yourself and read them. Then evaluate your tolerance yourself.

Students have to put a tick (✓) or a cross (×) against each statement for the purpose of evaluation :

1. I should not sit on my bench.
2. I felt good that this student has come from some other state. I will gain some knowledge about his state.
3. I don't like it. In the next period, I will ask him to sit on some other bench.

Some other thoughts might come into the mind of the students. They can write them also.

After doing this activity, under the guidance of their teacher, the students will try to understand their tolerance power. The student, who treats the student from other state and language lovingly and endures his behaviour will be more tolerant than others.

Second Activity (A story)

There was a student called Manjeet who was very short in height. Since his childhood, students had been teasing him and calling him 'Chhottoo'. He felt much anguished. One day, he watched a movie on the T.V. It was about a boy like him. In the movie, when anyone teased him calling him 'Chhottoo', he just smiled and said, "One day, I will become great through my good deeds".

The movie had a great effect on Manjeet. Since that day, Manjeet resolved that he would not get irritated on being teased by others. This thought made him good-natured. In order to achieve his aim, he started reading library books in addition to his course books. He began to top the class. His teachers and parents felt proud



of him. Now, the other students started calling him by his real name. By dint of his hard work, he cracked the P.C.S. exam. The virtue of tolerance that he had learnt in his childhood proved useful in resolving the problems of others as well. In his office, he listened to his subordinates patiently and made wise decisions. He became a popular officer. This is a remarkable quality of tolerance.

Worksheet

Part-I

Q.1. Why did Manjeet not get angry on being called 'Chottoo' by his fellow students?

Ans.

Q.2. If you react with tolerance at your home, in your school, neighbourhood and relationship, what benefits can you achieve? Write down your answer on the basis of the above story.

Ans.

Q.3. Do you feel that one can live more peacefully in the society by being tolerant?

Ans.

Part-II

Tick one of the statements that appeals you the most in each of the given situations:

- 1.** A student has removed a notebook from your bag without asking you.
 - i. I will grab the notebook from him/her at once.
 - ii. I will go to the teacher to complain against him/her.
 - iii. I will tell him/her that if he/she needs any notebook, he/she should ask for it.
- 2.** Your friend has told you that a student of your school was using bad words for you.
 - i. On hearing this, you will immediately start fighting with him so that no one else would do the same in future.
 - ii. You will also use bad words for him and compete with him.
 - iii. You will say that you don't care for such things. If needed, you will talk to him/her.
- 3.** You are going to the town with one of your seniors on a scooter and a car brushes against his scooter by mistake. The scooter was new.
 - i. You will stop the car driver and use abusive language.
 - ii. You will say politely, "Please drive carefully."
 - iii. You will go to the police-station immediately and register a complaint against him.

4. After the school, a student misbehaves with you.
 - i. You will fight with him.
 - ii. You won't say anything at that time and will leave peacefully. You will bring it to the notice of your parents and teachers and sort out the matter afterwards.
 - iii. You will summon your friends and fight with him.
5. Your friends are having expensive mobiles. You have requested your parents many a times to get you a mobile phone but they are not doing so.
 - i. You will keep on insisting.
 - ii. You will distance yourself from them.
 - iii. You will understand the problems of your parents and give up your obstinacy.
6. You went to a shop to buy vegetables. There was a heavy rush. Some customers came later than you but left earlier after buying vegetables.
 - i. You will ask the shopkeeper angrily to sell the vegetables turn wise.
 - ii. You will push the other customers and buy the vegetables before them.
 - iii. You will suggest the shopkeeper to sell the things through token system.

In the above activities, the students will learn to become much tolerant as they react with patience, steadiness and wisdom. With the help of the teacher, the students will understand that tolerance has great value in life. A tolerant student becomes good at studies and popular among parents, teachers and friends. Living with humbleness, he can touch great heights in life.



KINDNESS



1. To create the feeling of sensitivity among the students.
2. To think about the methods of adopting kindness, forgiveness and broadmindedness.
3. Make efforts to incorporate compassion in human character.

Kindness, in fact, is a human instinct or feeling in which there is a sensitivity of kindness, forgiveness and broadmindedness. Being kind is having positive thinking for human beings as its important aspect. A person having the spirit of kindness learns how to live a prosperous life psycho-physically and socio-culturally. The objective of this lesson is to inspire the students to rise above narrow mindedness, live with kindness and make the society better along with their own lives.

First Activity: Children Showering Happiness (Role-Play)

First Scene

Chorus :

In the morning Amrit and Binder
While going to school
Let's see on the way
What they did ?

(Amrit is humming something while cycling
to his school.)

Amrit : Do good, have good. A good
deeds always come around.

Binder : Stop...stop...stop, friend.
Since when have you started
doing such good deeds?

Amrit : Dear....we must do good
deeds unconditionally. My grandmother also related such a story yesterday.

Binder : Okay then. Start your mission by doing a good deed for me from today.

Amrit : How ?

Binder : You know my parents can neither get me a bicycle nor escort me to school.

Amrit : Ok, dear! Do come with me daily. Come and sit behind me.

Binder : (sitting on the carrier) Thank You, Amrit!

Amrit : Ok, dear! You need not thank me. Rather, it's my duty.



(In the meantime, a student, Saurav of Class 6, passing by them, suddenly falls down.)

- Saurav : Bro, lift me up ! Lift me up please!
- Binder : Hey, why do you keep riding in the air?...Don't worry! Just lifting you up!
- Saurav : Be quick, brother. My uniform has got spoiled.
- Amrit : (Dusting Saurav's uniform and taking him by his arms asks him in a worried tone.) Are you okay? Any injury?
- Saurav : No, bro. ...it's okay.
- Amrit : Alright; but do ride your bicycle slowly.



Second Scene

Chorus :

Doing two noble deeds
Amrit and Binder reached school
Crack your brain to understand
What they said to the
teacher in the school ?

(Before the morning assembly, on seeing the teacher, Amrit hums something with due respect once again.)

- Amrit : Do good, have good. A good deeds will always come around.
Good Morning, Ma'am!
- Madam : Good Morning, my son!
- Binder : Mam, please let me hold your bag for you...
- Madam : It's Okay, my son !
- Amrit : (Spreading his arm towards the bag) No, Madam!
Please give it to me. My grandmother said that you get blessings on doing something for others.
- Madam : Wow, very good ! Take these files and give them to the Principal.
(The Principal is standing outside the office. Both the boys advance towards him.)



Both the boys : Good Morning, Sir!
Principal : Good Morning, Boys!
Amrit : Sir, our Punjabi teacher has sent these files for you.
Principal : Keep them in the office.
(Binder actually opens the door as a token of respect before the Principal could open it.)
Binder : Please move in, Sir!
Principal : Thanks a lot, my son.
Both : Thanks a lot, Sir.



(Saying this respectfully, both join the other students sitting in front of them.)

Third Scene

(Class Incharge is collecting fee from the students.)

Chorus :

Two girls Harman and Komal

Studying whole heartedly.

Let's see in the school

What type of noble work they do?

Incharge : Okay, students! First of all, deposit your fee.
Harman : Yes, Sir! Take my fee first.
Incharge : (On seeing the 500 rupee note) Very Good! Just wait! Giving you the balance.)
Harman : Right, Sir! Thank you!
Incharge : Get up, Komal. Bring your fee.
Komal : Yes, Sir! Take my fee.
Incharge : Yes....Deep, why aren't you getting up to deposit your fee?
Deep : Sir, I could not bring my fee.
Incharge : Did you forget or couldn't bring?
Deep : No, Sir! This is not the case. Papa couldn't get any work and mom is ill.
Incharge : Okay, it doesn't matter. I will deposit it myself. You just study whole- heartedly.
Harman : No, Sir! I will deposit it. Papa often says that we should be kind and help our needy fellow mates.
Incharge : Very good, Harman!
Ram Parsad : I have yet to deposit my fee. I have half of the amount. I will give the rest of it later.
Komal : (Intervening, stands up.) Yes, Sir! Ram Parsad lives with his maternal grandparents in our colony. Please deposit his fee from my balance.
Incharge : Long live my brave kids! You are very kind. Your fellow mates are helped and pleasure is also achieved.



Ram Parsad : (Nods his head with respect and feels happy.)

(On seeing all this, the students of the class experience a different type of pleasure. Teacher addresses them after looking at their pleasant faces.)

Incharge : Very good, Students! You must have realized what kind of ecstasy kindness gives. In fact, this is the real joy of life. Take out your books. Let's read the next lesson on beautiful life.

Questionnaire

Q.1. According to the first scene, which values should you adopt?

Ans.

Q.2. Which line did Amrit hum again and again?

Ans.

Q.3. How did Binder and Amrit help the teacher in the second scene?

Ans.

Q.4. In the third scene, what lesson do you get from the mutual co-operation of the students?

Ans.

Practical Work

1. Ask the students to have their lunch together during the recess. Keep monitoring and encourage them to be kind and help one another.
2. On a chart, write in bright colours the names of the characters who showed kindness in the role play.
3. Ask the students to write a paragraph in about 100 words describing the act of kindness, help or welfare done by them for the elderly people, children or needy people in their surroundings. Read out the best writing in the class/morning assembly.



RESPECT FOR THE SOCIETY : RESPECT FOR THE PARENTS AND THE ELDERLY



1. To inculcate a sense of respect for relationships in the society.
2. To understand the importance of relationships on an emotional and experiential level.
3. To equip relationships with the qualities of humility, respect and cordiality.

The most precious relationship for children is the parent-child relationship. That is why every child loves his parents so much. His parents nurture him in his childhood and give him the courage to face all the challenges in life boldly. It is love that instils the virtue of self-confidence and success in a child. It is the mutual love of children and parents that strengthens the child



mentally and emotionally and motivates him to achieve something in life. This love helps the child to

progress and grow up to be a responsible and sensible person. This sharpens his intellect. He understands the feelings of others and expresses his feelings in an appropriate way. It is love that gives the children the strength to take care of their parents in their sufferings and to serve them in their old age. This love is passed down from generation to generation in the Indian society. The picture of healthy and ideal society emerges from the love of his parents.



Cool shade
of a tree,
Just like a
mother's
lullaby...

ACTIVITY-1 POETRY/SONG

Under the guidance of his teacher, the students will recite the following song/poem related to mother's attachment in their class.

Teacher : Students, let each of us recite a poem about love and affection with parents. (A student stands up and recites a poem.)

Student : I am in paradise; I have parents.
 Let me thank God; I have parents.
 Feeling thirsty in the midnight, if I utter 'water' just once,
 Gives water without any delay, my mother.
 I don't know, what time my mother goes to bed.
 I have parents; a place of paradise for me.
 In Dad's rebukes, strong love is seen.
 Their every dream is just for us.
 They fulfil every wish, whatever I say.
 I have parents; a place of paradise for me.
 Keeping the children happy, O Lord, you keep the parents happy.
 Says the one from 'Bandala' - O God ! Have mercy on all!
 'Pargat Singh', May all the children enjoy in the shade of their parents.
 I have parents; a place of paradise for me.



—Pargat Singh 'Bandala' (Poet)

Answer as per your understanding:

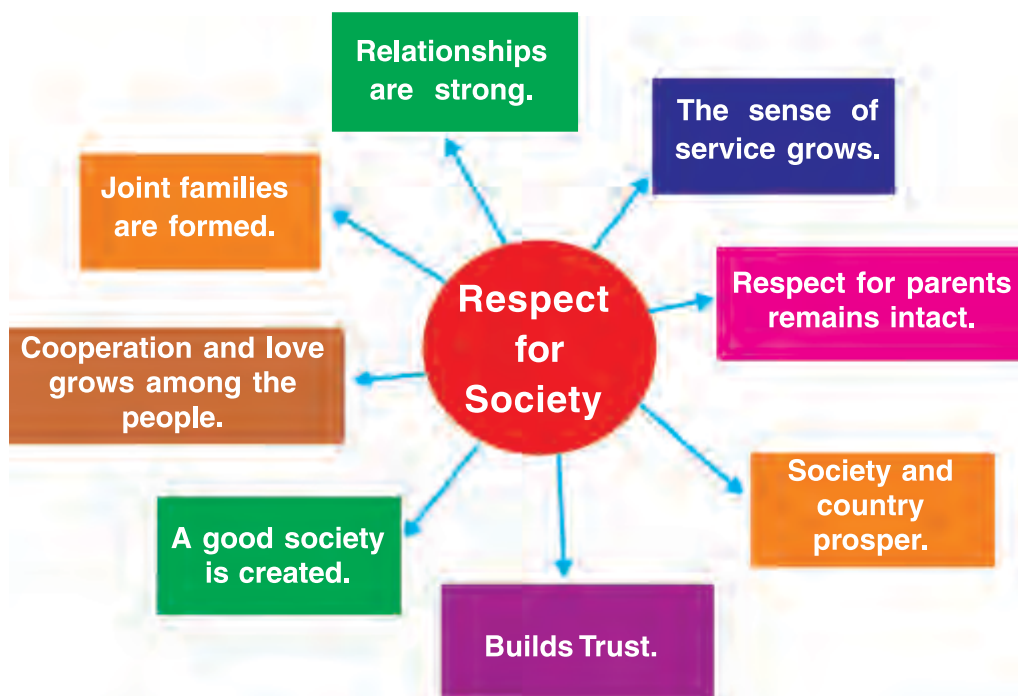
Sr. No.	Statements	Yes	No	Sometimes
1	You love your parents.			
2	Parents must obey their children.			
3	Parents never scold their children.			
4	You consider your parents a place of paradise.			
5	The poet begs God for the happiness of both.			
6	The love of young generation towards parents has decreased.			

Then the students will try to correct these answers according to the above song and try to instil respect for parents in their lives.

Activity- 2

Students will make charts and mottos showing respect for their grandparents, parents and siblings. Ask them to write a poem, song, essay or story based on the theme of this lesson. There will also be a song or a poem related to the love for one's parents and society. After

doing this activity in the classroom, two groups of students will be formed to discuss the activities done by the students. Then they will arrive at a conclusion. The students will hereby be able to understand the importance of relationship with parents, the elderly people and other social relationships. All the students will make a chart as per the following picture and put them up in the class/ school/ home.



In the society, children's love for their parents is shared from the cradle upto the last breath of life. It is from this love that qualities like morality, mutual cooperation, respect, spirit of service, humility, cordiality and mutual trust are born. Respect for social relations, social values, teachers, parents, elderly, children etc. prevailing in the society is a glimpse of the beauty of a truly healthy life.



LOVE AND RESPECT FOR THE SCHOOL



1. To understand the contributions of schools and other educational institutions.
2. Outline the role of school and teacher in the holistic development of students.
3. To evaluate the school's performance in a multi-faceted manner.

School is a sacred place of learning that determines the future of the students. School is a very important institution in a child's life. After home, school is the place where most of the childhood is spent. The school itself makes the child a responsible citizen of the society by instilling in him qualities like discipline, cooperation and living skills. The school shapes the child's personality to make him or her a responsible person. The school has a great contribution in helping the child to achieve great heights in life. If the roots of a tree are strong, it is not afraid of being uprooted. In the same way, school strengthens and empowers students. Although many children do not love school or love it less, yet they always remember their school with a sense of pride and discuss about it whenever they happen to meet their peers. Although the school is a common institution for all, we all address or talk about our school using the expression, 'my school'. The word, 'my' reflects one's deep and strong love for school.

Activity-1: Role-Play

This activity is a role-play. Teachers will prepare their students for the relevant role-play participation and the students will play their respective roles accordingly. The teachers can also take part in this activity.

Role-Play : Alumni Meet

- Student** : Sir, what is an Alumni Meet?
- Teacher** : Those of you who know the answer, please raise your hands.
(Many children raise their hands; the teacher asks a student to speak.)
- Student** : Alumni Meet is a get-together of passed out students of an institution.
- Teacher** : Well done!
- Another student** : Sir, we all know what an Alumni Meet is because we had an Alumni Meet in our school last week. (Pointing to the student who had questioned the teacher.) He was on leave that day.
- Another student** : Sir, that day during your speech onstage, you said that there were about

childhood here. Their visit to this school was like a trip down the sweet memory lanes of their childhood days. These are the memories that keep the love for one's school alive. Children, I forgot to mention something. It was decided on that day that all the members who had come here would collect money among themselves and donate the amount to



the school for the construction of a theatre-like hall; that too before the next Alumni Meet. Once the theatre is ready, the first function to be organized in the hall will be the Alumni Meet. Then the hall will be handed over to the school. Apart from this, an open gym will also be provided by them to the school.

(All the children let out a cheer.)

Sir, that's great! We'll conduct plays in the theatre! They have done a great job.

Teacher

: Kids, a great job, indeed! All of them have been nurtured by this school. That is why they all love it. I had heard them say, 'School is our second home' the source of our progress!



The following worksheet will be filled by the students on the basis of the above role-play :

- Q. 1. Do you love your school?
- Q. 2. Do you take care of the school property?
- Q. 3. Do you think that the school has given us a lot?
- Q. 4. When you attain a good position in your life, will you donate something to the school?
- Q. 5. The school plays a very important role in the life of the students. How?

Ans. _____

Q. 6. Fill in the blanks:

1. I my school.
2. When I grow up, I will become a
3. My school is for me.
4. Whatever I become, I will try to make for my school.
5. Teachers from my beloved school are my and they have guided me in

Under the guidance and inspiration from the teacher, the students will definitely feel the love for their school through the above role-play. They will consider everything in the school as their own property and pledge to take care of it.

Activity-2

The class will be divided into three different groups. The students of these three groups will take turns visiting any one area of the school in the five minutes allotted by the teacher and will return after carrying out any one activity that would reflect love for their school. The three groups will then discuss in 50 words the work done in their respective groups.

The teacher can also suggest some activities reflecting love for one's school. They are as follows:

1. Turn off unnecessary lights, bulbs, running fans, motors etc.



2. Watering plants, gardens etc.
3. Enter the school after bowing their head respectfully at the main entrance.
4. Keep any scattered school supplies in a suitable place.
5. Close any water tap running unnecessarily.

After the activities, the students will answer the following questions in Worksheet-2

Q. 1. Share an unforgettable memory that shows love and respect for your school.

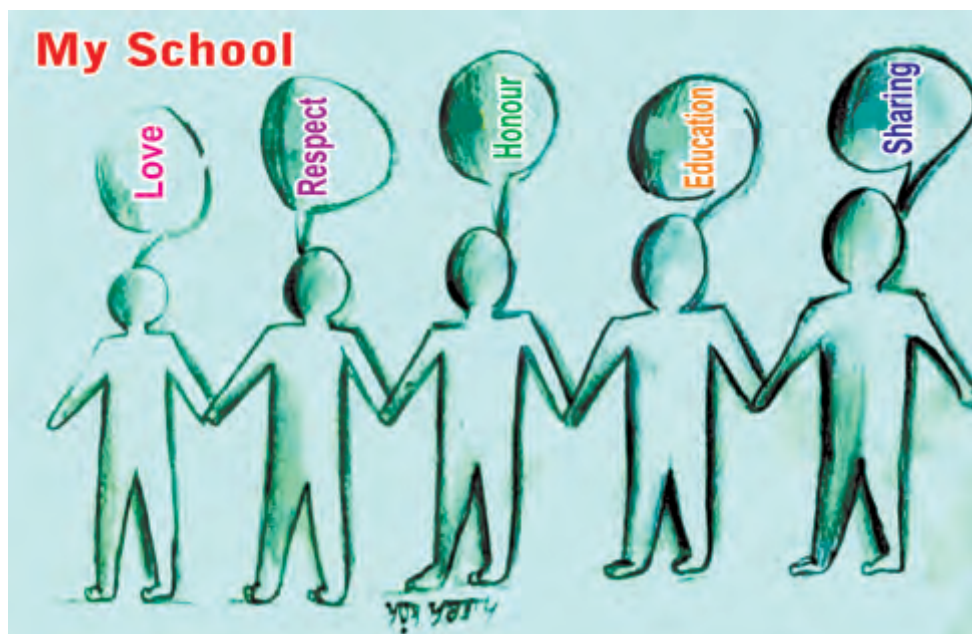
Ans.

Q. 2. Students will collect the following details of their parents from home.

- Mother's name Name of Mother's school
- Father's name Name of Father's school

Q. 3. Did their parents ever visit their school after completing their education? (Answer in Yes or No. If yes, when did they visit it?)

Ans.



The teacher's guidance in these activities will increase the students' respect and love for the school. The students will also be free to show their school to their parents by bringing them to the school. Every student should think that the school he/she is attending is his/her own home.



PERSONALITY DEVELOPMENT



1. Understanding different aspects of human personality and improving them.
2. Learning ways to change negative aspects of one's personality into positive ones.
3. Personality development as an aggregate of physical, mental, intellectual and spiritual growth.

Personality development can be defined as the process of building up, developing and enhancing one's personality. Personality is the aggregate or conglomeration of memories and incidents in an individual's entire life span. Psycho-physical and socio-cultural factors, family background, financial conditions, genetic factors, situations and circumstances also contribute to an individual's personality. How we behave in our society reflects our personality. Personality development helps an individual to gain confidence, generate high self-esteem and develop a positive attitude. Personality development includes physical, mental, intellectual and spiritual growth put together.



Activity-1

In this activity, a chart is given. The student has to fill all its columns honestly. Let's know our personality on the given scale :

Sr. No.	Statements	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1.	I do each job thoughtfully.					
2.	I distance myself from others.					
3.	I keep my promises.					
4.	I waste time.					
5.	I enjoy helping others.					
6.	I am uncooperative.					
7.	I make rash decisions.					

8.	I make friends very easily.					
9.	I break rules.					
10.	I don't bother about others' feelings.					
11.	I am very imaginative.					
12.	I find it difficult to approach others.					
13.	I am sympathetic towards the homeless.					
14.	I panic easily in any difficult situation.					

From the above sentences, every child shall understand some aspects of his/her personality through self-reflection.

Activity-2: Discover Yourself for Insight

In this classroom activity, all the students of the class will take a plain sheet of paper and write their replies to the following questions beginning their sentences with the phrase "I am proud that"

1. What have you done for your parents in your life?
2. What have you done for your brother-sister in your life?
3. What have you done for your grandparents in your life?
4. What have you done for your relatives in your life?
5. What have you done for your best friend in your life?
6. What have you done for your neighbour in your life?
7. What have you done for your school in your life?
8. What have you done for your village in your life?
9. What have you done for humanity in your life?



With an objective to improve their personality, the teacher shall guide the students based on their reply. The teacher shall give them a home assignment to write ten lines on 'I love'

Activity-3

All the students will sit in pairs such that the boys pair with boys and girls pair with girls. The last group shall accommodate anyone left out in case of odd number of students in the class. Each pair of students will take a plain sheet of paper and write 5 similarities and 5 differences that they identify between them in 20 minutes. The students can exchange their views with their partners. Everyone should speak and listen with due respect.

The activity aims at encouraging students to learn as following :

1. to show respect to the fellow students.
2. to understand their similarities and dissimilarities.
3. to think before asking questions to their partner.
4. to share personal information and experiences.

The activity can be repeated after increasing the number of students in each group (e.g. from two to three, four, etc.). The teacher needs to act smartly and build upon and create awareness among the students about the need to accept the similarities and differences existing among them through 'Unity in Diversity' concept. The students can share their experiences with the whole class as asked by the teacher.



Activity-4

In this activity, the students will assume that some event (like Sports Meet, Annual Function, Fete, etc.) is being organized in the school. Every student will perform a role in this activity. The subject of the programme/event shall be decided by the teacher as per the convenience of the class. The event can involve some classes or even the whole school. At the end of the event, the teacher will thank all the students for their wonderful performance, thereafter asking them to go home happily and write a paragraph using the following points:

1. What was the event?
2. How did you prepare for the event?
3. What new skills did you learn?



4. Who helped you during the preparation?
5. How did you feel while performing your assigned role?
6. What would you like to celebrate next in a similar manner?

Based on this, the teacher will evaluate the development in personality of each student, keeping in mind the gain in communication skills, self-confidence, self-esteem, sense of responsibility, positive attitude and cooperation. In this way, a student, after understanding his/her personality traits, can strive for improvement in his/her personality by developing and polishing it.



SELF-AWARENESS



- To realise your strength and weakness with deep introspection.
- To learn the art or method of converting your weaknesses into your strengths.
- To conceptualise a bright future based on realistic self-awareness.

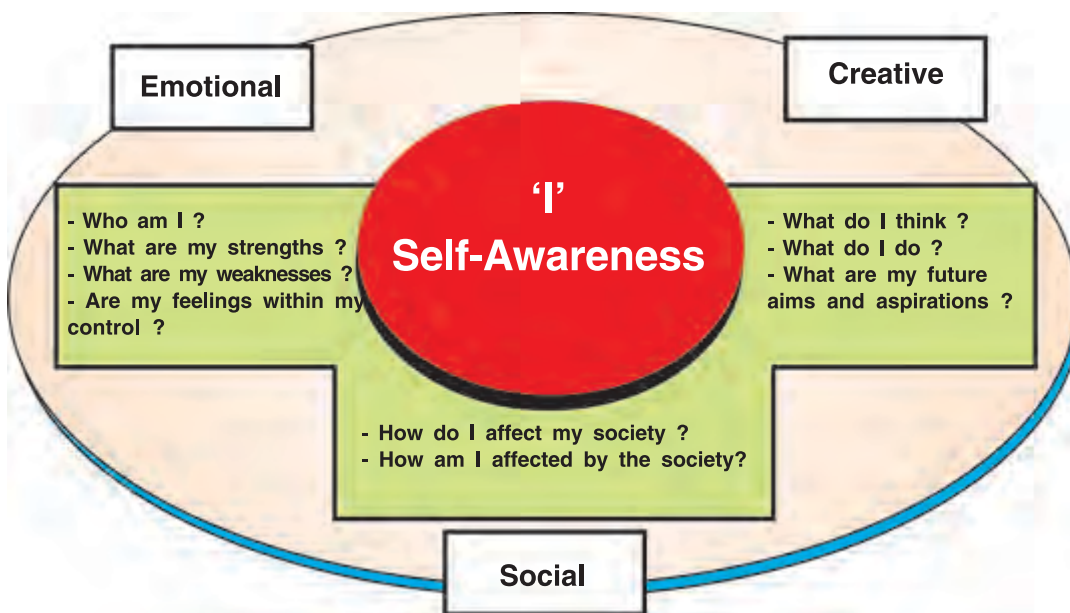
Self-Awareness is a true and authentic test of 'self'. This decides what you are in reality; what you do; why you do it; how you do it and how does it affect others / the society. It also decides what your strengths and weaknesses are. The answers to all such questions result in your self-awareness.

Dear students, this great virtue has a great importance in the prevailing era and in every phase of your life. Self-awareness is the consciousness or introspection of one's own traits, feelings and emotions. You can brighten your future in its light and live and interact in the society as a wholesome personality. Self-awareness may not prevent you from making mistakes, but it provides you an ability to learn a lot from your mistakes.



Dear Students, let us try to understand this resolution of self-awareness through the following activities :

Self-Awareness Circle



As mentioned above, the students who behave in a balanced manner considering their emotional, social and creative aspects are able to take apt decisions in life.

Activity-1: Role-Play

Characters :

- Teacher
- Jashanpreet (student and protagonist)
- Kamaljit Kaur (Jashan's Mother)
- Akashdeep (Jashan's classmate)
- Navkiran (Jashan's classmate)

Place:- Drawing Room of Jashanpreet's Home
(Jashanpreet enters.)

Kamaljit Kaur : Returned from school, My Child ? Come, Wash your hands. I have prepared your favourite pea curry.

Jashanpreet : O Mother ! Can't you prepare something better? I am sick of your pea curry. Don't pester me. I won't eat anything. I am going to my room.

(Jashanpreet sits on a chair with a phone in his hands.)

(The Next Day in School)

Jashanpreet : (to Akashdeep) What's up, you book-worm!

Wasting your brain over your books?

Akashdeep : No,my friend ! It's not wasting of brain.

This is my hobby. Studies, in fact, teach us the way of life. You should also study.

Jashanpreet : Rich people like us do not need to study .

We don't want to waste our brain like you.

I have my uncles in Canada and Dubai and my aunt in USA. Kids of affluent family just chill ! Chill ! Just Chill ! No worries; No tensions!

Teacher : How are you students? Today we will recite the poem 'Lights of Hope'.

(Teacher recites the poem.)

Only efforts can help you reach your goals;

Don't give up like cowards.

Feel the pulse of time and move on with hope.



Ups and downs of life should be dealt with firmly;
 Hard work is always rewarded.
 Excelsior on the top let us wave a flag.
 Because whosoever wants to brighten the future,
 Let's light the lamps of hope with a positive gesture.

—Mandip Kaur

(Explaining this poem thoroughly, the teacher talks about working hard and setting goals in life. The bell rings.)

Navkiran : It is a very nice poem, Jashan. You should learn from it. Our exams are approaching. You should work hard.

Jashanpreet : O dear friend ! I need not study so much. I am not going to be an officer. I need not worry about passing. My father is highly influential. You need not worry at all.



(Exams get over. During the exams, Jashanpreet was found guilty of copying. He was refused admission in any other institution. He remained sad and upset.)

(A few days after the exam, Akashdeep met Jashanpreet.)

Akashdeep : Hello, Jashan! Do you know? I got a place in the merit list! My parents and teachers showered lots of blessings upon me. I will now fulfill my dream of becoming an I.P.S. officer.

Jashanpreet : (shaking head in disappointment.) Alas! I have lost everything. My false ego was the cause. I did not think rationally about myself. (Jashanpreet almost sobbing.)

Akashdeep : You can still do something about it. It is never too late to mend.

Jashanpreet : Yes, Akash! Wise people must have said with reason- 'A stitch in time saves nine'. What will I do now?

Akashdeep : O, dear friend! He who repents for having sinned is almost innocent. No doubt much time has been wasted. You should fix your aim and move ahead in life. I am always there for you.



Based on the above role-play, students will answer the following questions.

Q.1. Fill in the blank.

Jashanpreet lacked (self-awareness, self-ego).

Q.2. What did you learn from the poem?

Ans.

Q.3. Jashanpreet's behaviour towards his parents was good. (Write down true or false)

Q.4. What happened with Jashanpreet towards the end of the story?

Ans.

Activity-2 : Self-Contemplation

Teacher will divide the class into two groups. Students will answer the questions given in the worksheet after a self-contemplation about their abilities, merits, demerits, aims and ambitions. One of the groups can be made to sit silently and contemplate for 10 minutes.

The other group will go to the playground for 10 minutes silent walk and do the self-contemplation. Then they will return to class.



Worksheet

Q.1. What did you feel after the self-contemplation?

Ans.

Q.2. What do you think and decide to become after self-contemplation?

Ans.

Q.3. Write down three merits and demerits that you felt during the self-contemplation.

Merits

Demerits

.....

.....

.....

.....

.....

.....

Q.4. What are the benefits of improving your ability after fixing your aim in life?

Ans.



MEANINGFUL IMPACT OF GROUP COOPERATION AND LEADERSHIP



1. To promote mutual cooperation in the group.
2. To create positive impact in students through meaningful leadership in the group.
3. To create awareness in the group to stand up against violent thinking.

The life of the students in the school is such that they consciously or subconsciously accept the influence of other students in their classes, which can be both negative and positive. The activities of this lesson are related to avoidance of mass violence, avoiding bullying, having good company, not doing any work under pressure and taking initiative towards mutual co-operation. In this lesson, the student peer group is mainly taken as an example of ideal peer group.

Activity 1: Role-play

Students will do this role-play in the class in collaboration with their teacher. Students will be divided into two groups. After playing their respective roles, both the groups of the class will adopt the method of communication and answer the questions involved.

(Under the guidance of their teacher, the students will perform a role-play related to the meaningful effects of co-operation and leadership. The students will play the role of teachers. The teachers can also be a part of this play if they wish.)

Teacher : Maninder, why are you sitting so quietly?

(The child bows further down and remains silent.)

First Student : Sir, he didn't even come to school yesterday. He squabbled with his parents for a bullet motorcycle saying that his friends have bullet motorcycle and all of them

All these produce music through mutual cooperation.





make fun of him. He even threatened not to go to school or run away from home if they did not buy him the motorcycle. Sir, his parents are very upset. We also tried our best to make him understand that such boys who cause others mental harassment or trouble their parents cannot become good friends. So what if your parents cannot afford it. You can buy it with your hard-earned money later on. What sort of issue is this? As it is, bullet motorcycle is not required for excelling in studies.

A Student : Sir, you know, all the students of my class used to make fun of me and called me- Hey Shorty, Hey Fatty, Hey Blackie and many more. I would get very angry in the beginning; I even used to fight. Sir, when you called me to the lab last year and explained to me, " The more you get angry, the more they will tease you. There is only one solution. You don't get angry and they will stop harassing." I took your word for it. I just didn't pay attention to what they said. When someone spoke kindly, I would listen to them intently. After a while, they stopped teasing me on their own. What would they have lost had I left the school? The loss would have been just mine. "

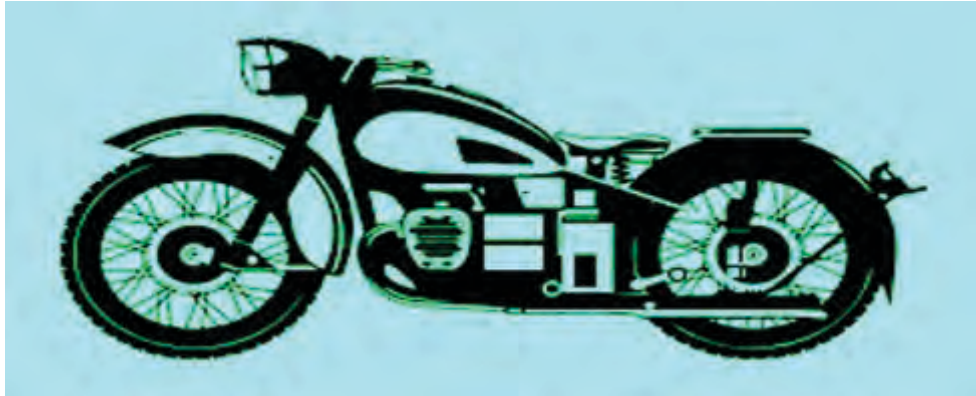
Teacher : Maninder, these children are also your classmates. Look, what good things they say! How good it would be if we could distance ourselves from bad companions and come closer to these wise classmates. I would advise you to let your friends meet your good classmates. Dear Maninder, please tell me how many friends of yours have bullet motorcycle? (Maninder is silent.) Let's leave the outsiders! Son, can you tell me how many of your classmates have this motorcycle?

(Maninder remains silent; most of the boys in the class speak.) Sir, we don't have. Yes, we have small motorcycles; that too belong to our fathers. We rarely get them; especially when Mom has to go with us.

Teacher : (The teacher explains to the students.)

Children, this is called peer pressure. Many children ruin their future under this pressure, but some children make their future golden with the help of their peers. It is up to you, son, how much influence we accept. Am I right?

(All the children in unison.) Yes, Sir!



Navroop : Sir, I have had polio since my childhood. I come to school on a tricycle. All the children in the school used to tease me and call me lame. I used to get very angry. Pushpinder is sitting next to me. He is my neighbour. He used to say - "Dude, don't worry about them too much. We don't know what they will become in future. But you are a studious boy! You stand first every year". Sir, Pushpinder was stronger than all other classmates. He supported me. That's why they stopped harassing me. Thanks to his strong support, I have reached Class XII. He brings me to school on my tricycle daily.

Pushpinder : Sir, I was weak in English and Mathematics. But Navroop speaks English like an Englishman and Mathematics is on his tips. When I used to get scoldings during English and Mathematics period, he used to feel superior. Then he started helping me with the subjects in the evening. Navroop stood first and I secured second position in 10th grade. Due to this cooperation, I am pursuing 12th class in non-medical stream with pride. Sir, we



meet good as well as bad people; it's upto us to understand what is good and what is bad.

Teacher : Good! Well said! Dear Students, peer pressure has both positive and negative effects. If your fellow mates have oppressing, dominating, violent effects on you, it is negative. If your friends are good ,they can transform even a bad person into a good person. It's always better to be alone rather than be in a bad company. But in your class there is no reason to be lonely or alone. Each and every student is a good person. Dear Maninder, you are causing your parents distress and depression by following those boys who are not of any worth in your life. Nobody can love a child more than his parents. Why are you letting the influence of those boys overpower the love of your parents?

No child, No! Be positive!

Very good !Come over to me, my son!

(Maninder comes to the teacher.)

Maninder : Sir, I have understood the positive influence of my peers.I have understood that we can even turn a bad fellow mate to lead the right path with the right influence. I have also understood that every person staying close to us cannot be our friend.

Sir, I am proud of these fellow mates of mine. Sir, you will not receive any complaint against me from today onwards.

(Maninder touches his teacher's feet and happily sits at the desk. The whole class joins in his happiness and the class resounds with applause.)



Q. 1. Under whose influence does Maninder improve?

Ans.

Q. 2. What kind of influence can group mates have on you?

Ans.

Q. 3. We should be guided by influence of the peers.

(Fill in the blank by choosing one good / bad point based on the role-play)

Q. 4. Suppose you are asked by four classmates not to attend the class, what would you tell them? (Answer in 2-3 lines as directed in the role -play.)

Ans.

Q. 5. If you were in the place of Maninder and your parents were poor,which one of the following role would you prefer to do ?

a) I would prefer studying in school and become a senior officer.

- b) I would prefer buying a bullet motorcycle or Activa.
- c) I would imitate my peers.

Write the reason for the above selected option. (based on the role-play)

Ans.

Q 6. Complete the paragraph by filling in the blanks in your own words:

Navroop comes to school on a Pushpinder brings his Navroop is studying till class XII under the influence of his Maninder has moved in the right direction due to the of his group. I have also made up my mind that I will never give opinion to my group mates, but will give them full support to be good. We will work in our class and in our group.

In the above activities, the characters of the role-play, Maninder, Navroop, Pushpinder and a group of their other classmates have tried to inspire every sort of group to have a positive influence on others through mutual cooperation and meaningful leadership. Led by the concerned teacher, the students will fulfil the purpose of this activity by putting this inspiration into practice in their practical life.



SOCIAL REFORM : RENOUNCE DRUGS AND BAD COMPANY



- Abandoning drugs and bad company, as a social evil.
- To give the message of building a drug-free and healthy society.
- To make the society realize its role in preventing deadly evils like drugs and to reform the society by creating a strong familial bond.

The main reason why man has a higher status than other living beings on the earth is his society with an intellectual base. Only a healthy individual makes it possible to create a healthy society. Among other evils in this society, from alcohol to opium, poppy, marijuana, poppy husk and smack, synthetic drugs or narcotics can lead to personal, family, social, cultural and economic destruction. Drugs are never profitable. This evil also gives birth to other evils in the society. One should possess

Way To Happiness.....



Road To Destruction

high level of thinking and a strong will power, so that he himself avoids these evils and also tries to protect his surroundings from its ill-effects. He has to interact with many drug addicts living in our society. The need of the hour is to stay away from the ill-effects of this evil and drag these drug addicts out of this quagmire through motivation and cooperation.

When drug addicts are ignored by any section of the society and no positive and meaningful efforts are made to improve them, this evil will prevail more instead of perishing. Self-confidence, strong spiritual strength, medical aid and positive initiatives by the administration, the government

and the society can contribute a lot to curb this evil. The truth is that if a person possesses a strong will power and a strong determination, no force or power, no matter how strong it is, can compel him to take drugs. Addiction occurs only when a person weakens himself mentally. In this regard, the story that will be used as the basis of activity-oriented analysis, the tragedy involved in the story will us show the path to stay away from social evils that exist in the form of drugs.

Activity-1

The questioning attitude awakens the curiosity to gather more information. Even in the classroom, students will answer the given questions before conducting this activity-centered interaction without any fear, hesitation or apprehension. Students will answer the questions honestly according to their level of understanding.

Q. 1. Write the names of any two evils prevalent in the society.

Ans.

Q. 2. Considering alcohol as an evil in the society, describe one of the turpitudes that arises from it.

Ans.

Q. 3. What would you do if you see someone taking drugs of any kind?(Narrate one action)

Ans.

After listening to the answers of the students, the teacher will divide the class into three groups and resume the interaction about the harmful effects of drugs on the society. The response of any of the students may vary according to his personal opinion.

Activity-2

This story, 'Daughters-in-law Are Better Than Unfilial Sons' will be narrated by the teacher in the manner of narrating scenes of a movie. The students will listen to the story with full concentration as if they are watching each and every scene of a movie with their own eyes. At the same time, the students from all the three groups will keep responding. They should also keep in mind that after listening to the story, they will have to make efforts to move ahead towards creating a healthy society by forming a positive and constructive opinion from the theme of this dialogues-based activity.



Daughters-in-law Are Better Than Unfilial Sons

(Short Story)

I had actually gone to visit my in-laws but on the way, I thought I should visit my wife's Bhua and pay my condolences at the loss of her son who stayed abroad. Found that poor Bhua was extremely grief-stricken. Bhua had been weeping and her eyes were swollen. I could understand that the loss of a son is, indeed, sorrowful. A son is dearer to a mother more than her own life. "Bhua, God doesn't even have mercy! Why does he snatch away a son from his mother in his youth?"



No sooner had I uttered these words than Bhua burst into tears and started wailing. Said, "Son, now even my eyes have stopped working! I have been in pains all my life!"

"Bhua, be patient! We cannot avoid the deeds of nature?" On hearing these words of mine, Bhua replied with a heavy heart, "Son, if one had died, I could be patient; my whole family is dead! Your aunt who once owned property worth crores has now lost everything and has become worthless."

"I couldn't get what you said, Bhua?"

"Listen then to your Bhua's grief! ... When I got married, your uncle was a senior officer in the tehsil. He shifted to the city and the property he had purchased at that time was in crores.

Alcohol was consumed profusely in the house. I remonstrated and implored him not to drink but all in vain! Heavy and prolonged consumption of alcohol led to his death. The eldest son got his job. He married a government servant. He also took to drinking and passed away." Bhua was crying while narrating her tales of woe. I was listening. I was also very sad.

"Then Bhua?"



"Then what, the bride turned out to be wise. She had two sons. Her parents insisted her to leave her in-laws' house and stay with them but she just said that she would stay where she got married for the rest of her life. She was then married to the younger son. She would take care of her sons and of me. The younger son worked as an electrician". Bhua kept narrating everything.

"Well ... then? "

"This son also became addicted to drugs.

He had lost his father and his friends were unemployed and vicious. Karmi, my daughter-in-law was wise. Used to say, "Leave the job and let's get settled abroad. At least we will get rid of drugs". Seeing the ruined house, I liked what my daughter-in-law said.

Considering the unfortunate son wise, I had transferred my property in this son's name. He sold the whole property for a knockdown price. Then the daughter-in-law passed the test needed to go abroad. The visa arrived. The money left at home was spent on going abroad.

All of them including my two grandsons and my youngest son, Jassi shifted to Canada... all lived well and ate well there. The daughter-in-law would often call up and say, "Other drugs are not available here, however Jassi does not refrain from consuming alcohol. He has quitted his job. Has even started beating.".....Foreigner Jassi also got ruined and died due to alcohol.

"Bhua, you are very courageous. A mountain of disasters has crashed upon you!"

"Son, this is nothing new! Listen, what else I have got to say.....Now I'm staying with my third son, Manjit. He was working at the Department of Revenue on contract basis. He turned out to be even worse than the dead. His wife, Jeeti also teaches in a nearby private school. He started earning money through fraudulent means. Spent time in the company of senior officers. He started living a luxurious life in big hotels. He stayed out of house for several days and did not even give a penny to his family. My daughter-in-law is making both ends meet and feeds me also with her salary. My daughter-in-law tries a lot to stop him! Gets beaten up and becomes helpless! It has come to my knowledge that Manjit has been fired from his job by his department. From alcohol, he has got addicted to smack. In the bad company of his worthless friends, he has become homeless for many months. His vicious friends took full advantage of his addiction!"

"How come, Bhua? "I said sorrowfully. "Just don't ask. He had even sold this house to his



cunning drug addict friends. They had come to take possession of this house. Came to know after going through the papers. This rogue made your Bhua visit the police station quite often." "What kind of a son is he when he could not safeguard even your honour?" "This words came out of me in a fit of sorrow.

"This Jeeti sold her jewellery! Saved the house again after paying the price for this house! Says, "This is the house of my mother like mother-in-law". No matter



even if I have to live a hellish life here, I will die in this house! Once the owner of crores of assets, now I have become homeless due to the heinous deeds of my bibulous sons! What family? My daughters-in-law are better than these sort of bibulous sons! At least they are safeguarding the honour of this house!

Bhua was crying. It just seemed to me that at this disastrous time when a mountain of sorrows was given to her by his heinous sons, the daughters-in-law were like God to her! A year later, when Bhua's phone rang I was frightened that it might be the message of the death of her addicted son. Everything was fine; Bhua talked for a long time. She said, "... Your drug-addict son-in-law has returned! God bless Gurdit Singh who came to us in the form of God! When no one gave food to the addict who had left his home... Gurdit Singh who saved my son from the clutches of death and left him here, was saying that he had no son of his own ... Considering him his own son, at first, he got him admitted at the de-addiction centre for two or three months. Then made him work in the fields. Counselling him day and night to set his mind at ease. He also became his true friend and sympathizer. This Manjit works tirelessly in the fields day and night. The son's remorse that led to repentance for giving grief to his mother and making his wife shed tears made the home-coming possible! Says Sardar Gurdit Singh "... Your lion son will work as usual in the fields... get monthly salary also... Now don't trouble yourself anymore; calm down and set your heart to work... Your son has improved! Your daughter-in-law is also overwhelmed with bliss. Now you can move around and say that if a person is remorseful and repents for his mistakes, he should be forgiven and not considered a culprit anymore."

Bhua's long-winded talk was constantly responded to by me. The sorrowful heart heaved a sigh of relief. My last words were- "Your Manjit has won the battle of his mind. Your daughters-in-law are, indeed, better than your unfilial sons but this unfilial son of yours has transformed into a filial son."

–Dr. Paramjit Singh Kalsi (Story writer)

Activity-3

After listening to the story in their respective groups, all the groups will narrate their interactions as follows :

Q.1. Suppose you were at Bhua's place, would you accept Manjit back at home again? Answer in about 30 words.

Ans.

Q.2. How many deaths occurred in the story and what were the main causes? (Write in 1-2 lines)

Ans.

Q.3. From the story, write/tell the names of the characters/parties who were drug addicts and the ones who tried to stop drug addiction.

Drug Addict Characters/Parties



Anti-drug Characters/Parties

Q.4. Write the name of one of the reformed characters in the story that you want to be like. Justify, why do you want to be like him ?

Ans.

Activity-4

The three groups that the class was divided into will assume that the first group is related to the character of Bhua / daughter -in-law of the story, the second group is related to the drug addict father-son and the third group is related to the character of Gurdit Singh in the story. The following questions will be answered on the basis of their good and bad deeds after conducting a conversational activity in the form of debate.

Q.1. What were the main drugs in the story?

Ans.

Q.2. Why were there deaths in the story?

Ans.

Q.3. Did the vicious friends of Manjit have a good effect or a bad effect on him in the story? On the basis of the story, justify your answer with just one argument .

Ans.

Q. 4. Match the following correctly based on the subject of the story:

Alcohol

Bad company

Gurdit Singh

Painful life

Bhua

Social reformer

I (character)

Disaster

Friend

One who understands one's own pain

Q.5. Describe in your own words an incident related to a social evil similar to the story and describe your suggestions for overcoming that evil in about 100 words.

After performing the above activities on the basis of the analysis of the story, 'Daughters-in-law are Better Than Unfilial Sons', the students will fill in the blanks of the following worksheet in their own words in such a way that they can become honest human beings and eradicate drugs from the society.

Worksheet



Bhua was sad because of Therefore, there were deaths in her house. The sons had staked all the property of the house. Even the daughters-in-law of the house also due to these drug addicts. No one wants a member of his family to be We should protect children from company, because in the story too, the drunken and vicious friends made their own friend a drug addict and ruined his house. In our society also, the relationship between should be as cooperative as the relationship between Bhua and her daughters-in-law in the story. I will become like the character, Gurdit Singh of this story because he did in the story. Following the advice of the elders, Manjit overcame and gave up drugs. This story inspires us to I will always perform in my life.

The role of the teacher in the above activities will be positive. The teacher will be a guide. With the active role of the students, through the exemplary events of this story, motivation will be given to stay away from drugs by observing the melodic effects of drugs and appreciate every relation by understanding the importance of social relationships. In the story, the cause of Bhua's plight is the use of drugs in her family. Her husband and her son die due to drugs. Wealth at home turns into poverty. The evil of drug addiction by a member of the family causes the plight of the whole family. The daughters-in-law remain steadfast and virtuous and make their home a paradise. Gurdit Singh, one of the characters of the story represents those people who perform selfless work to eradicate social evils and aim at reforming the society. It is hoped that our promising students will also be aware of this social evil and play a meaningful role in the society.



UNDERSTANDING TO OVERCOME ANGER/STRESS AND INSIGHT OF PROSPEROUS LIFE



1. To understand the causes of stress and anxiety in adolescence with a sense of responsibility.
2. To control the emotions of anger and jealousy created as a reaction of mental stress.
3. Creating a prosperous lifestyle based on mental energy and good health.

You should accept it that nobody is better than you in this world and that there is no other personality like you in your surroundings. It is also not impossible that you cannot find a person in this society whose personality is similar to that of yours. One must admit that if any person can become great through his contribution then you can also become great. To attain this purpose, first of all one needs to develop self-confidence and to get rid of all type of mental stress and anger. We can relish our dreams by getting rid of all types of bad habits in our life. According to 'FLY Principle' the term 'First Love yourself' makes us realize that there is not any task that is impossible for us. Hence, if we keep on loving our dreams and their credibility and keep our spirit and morale high, then external circumstances cannot hurt our mind. This world is like an idealistic drama. Our temperament should be to accept ourselves as a part of this drama by remaining happy and free of anxiety. So, by getting rid of all types of anxieties, while relishing this life that is full of hopes and enthusiasm, if sometimes we face any adversity or hardship then we should not get disheartened. If we develop this insight to remove stress then we can lead a prosperous life that is free from anxiety.

If there is no stress then there will not be any space for anger or rage in our life. Some of the statistics from various surveys conducted on anxieties and stress of man should also be considered carefully. According to the various surveys, we can come to the conclusion that so many anxieties have been created by man themselves for some reason or the other.

40% Anxieties (imaginary)	Are only imaginary and fabricated. They develop their temperament to remain in anxiety without any reason.
30% Anxieties (related to the past)	Anxieties over decision taken in the past. In present nothing can be done about it.
18% Anxiety (because of slander)	Evil speaking motivated from jealousy that is untrue.
10% Anxieties(related to health)	Physical trouble related to health when the same story is repeated.
8% Anxieties (substantial)	These anxieties demand attention but these should not be repeated.

According to the above analysis, these anxieties are baseless and lead to wastage of time, energy and health. These must be removed from our nature with firm determination. If you have learnt to get rid of anxiety from your life, then you have learnt to get rid of anger.

Activity-1: Role-Play



A needy and future-oriented student has holidays in school; he is determined that he would definitely find a job to manage the expenses of his study and to have work experience. He arrives at a hotel in the same city to appear in an interview for a waiter. He sees there are already about 20 young males and females sitting in the waiting room for the interview. The student looks at them, thinks something and goes to the receptionist with a smiling face devoid of any stress.

Student : (To the receptionist) Please give me a paper slip.

(The receptionist gives a paper slip to the student. The student writes down something on that paper.)

Student : Hand over this message to the manager who is conducting the interview, please.

(Receptionist goes inside and gives the paper slip to the manager.)

Manager : (Reads the slip and he is stunned a little bit.) Send that boy inside right now.

(Receptionist goes out.)

Manager : (says to himself) I think he is the most suitable candidate for this job.

(The interview process continues.)

The teacher will ask the student what could have been written by that student so that after reading it, the manager immediately made up his mind to appoint that student for the job. All the students will answer. Whatever the answer may be, the teacher will appreciate their answers; at the same time she/he will try to find out how the role play has stirred the imagination of the students and in which direction.

The student had written:

Until my turn is not over, please do not take any decision.

The Manager had thought, "This boy is full of amazing enthusiasm and self- confidence. He wishes to convey the message that no decision should be taken before interviewing him." He saluted his thought and was convinced that he was the only suitable candidate for that post.

Activity-2

With the cooperation of their teachers, the students will interact with their classmates in the classroom and try to draw out conclusions of the above role-play on the basis of the three aspects given below:-

- 1) Inspiration, high morale and enthusiasm are inner states of the mind, that do not have such relationship with external circumstances, human beings and external things that they can make our motivation power negative and create stress.
- 2) The student didn't lose his heart by looking at the candidates who were already sitting there for the interview. He did not think that he was not better than those candidates. Rather he showed his high spirit by conveying his message of positive thinking to the interviewer.
- 3) With the help of this story, we can come to the conclusion that although circumstances are adverse and path is full of hardships, if our state of mind is firm, full of enthusiasm and we are self confident then we would be free from anxiety.

Activity-3

For this activity, the teacher will arrange some materials and involve those students who usually don't show much interest in doing any activity. For this activity, the required materials are a big unripe potato and a straw.

- 1) Holding the potato in one hand and the straw in the other hand, the teacher will call that student who usually remains silent or inactive in the class.
(Student should be called very respectfully by his name.)
- 2) The teacher will ask that student, "Can you insert this straw across this potato in one attempt?"
- 3) The other students of the class will also tell whether this student can perform the task or not because the straw is not hard enough and it will be difficult to insert it across an unripe



potato. The opinion of the students will also be considered in this activity.

- 4) Teacher : "Let us see."

Teacher hands over that potato and the straw to the student.

Teacher : Now I will say "-One,Two,Three".

Then I will say- "Follow the instruction".

In this activity, the student will push the straw into the potato with one jerk. If the student does not succeed in inserting in the first attempt, then this activity can be repeated.

- 5) The student tries. A time comes when the student is able to insert the straw across the potato. The teacher applauds followed by all the students who share the joy of this success. The students will not leave their seats. The class will be divided into two groups. A debate will be conducted based on the four points mentioned below:

- 1) **Sports activity (FUN):** This is a sports activity. It is true that although there is stress or anxiety in the beginning, yet the work can be completed with a strong strength of mind, patience and courage.
- 2) **Process:** Few students tried to pass the hard straw across the potato with one jerk; they were unsuccessful which means without proper understanding, learning, and obedience of the advice given by parents and teachers, the appropriate results cannot be achieved.
- 3) **Motivation:** When a teacher involves a student who is usually silent, he inspires him naturally by exploiting his existing quality of inner patience and contentment. Thus, they will understand that encouragement and motivation can make every impossible task possible.
- 4) **Reflection:** It has become clear to us from this activity that if we are completely tension-free, we can with our patience, contentment and consistency make any impossible task possible. So, it is not difficult to do any work, pursue subject, course or job etc. Rather with the above qualities, difficult circumstances can be overcome.



Worksheet

- Q 1. Write any other activity like the one above which has made the impossible possible.
- Q 2. Write about a task which you were able to solve it with confidence despite being in anxiety and stress.
- Q 3. Which new way of life did you experience from the above role-play activities? Write in your own words.



RESPONSIBLE LIFESTYLE WITH A SENSE OF HUMANITY AND EMPATHY



1. To behave humanly without gender discrimination and to create a healthy society.
2. Adopt a humane, sympathetic and helpful attitude.
3. To become a responsible citizen by adopting non-discriminatory behaviour.



Humanity is, in fact, a broad term related to the awareness by the human beings of being human. Harmonious and humane treatment to every human being without any discrimination of caste, religion, race, sex, etc. is humanity. In today's era of mechanization and materialism, it is natural for humanity to be overlooked because mutual competition has become the basis of the fabric of our society in such a way that it has included gender discrimination along with many other prejudices. In human society, progressive moral values of a prosperous life should be promoted through human behaviour, rising above the prejudices of men and women and considering their existence as one. The activity included in this text is also related to the ethical values of humane behaviour.

Activity-1

This period will be slightly different from the customary periods. Some situational tasks will be conducted depending on the students. These tasks will be related to the questions given below and these questions will be asked by the teacher prior to the tasks :

Q.1. Which of the following category do you belong to?(Choose any one)

(A) Boy

(B) Girl

(C) Man



Ans.

Q. 2. I am proud to be a..... (Choose one from the words-boy, girl, man.)

Ans.

Q.3. Why am I proud of myself? (Write the answer with reference to question no.2.)

Ans.

Q.4. If I had to choose one of the following, what would I like to be? (Choose one.)

Boy

Girl

Elderly person



Ans.

It is natural that the answers given by each student to the teacher during the interaction will vary according to his/her personal opinion. In his initial interaction, the teacher will inspire the students to rise above gender difference and move towards humanity.

After this, a situation will be created by the teacher after dividing the students into two groups. Assuming that many of the situations created are true, the students will give their interactions like- 'Assuming that.....'

Activity-2: (Situation-1)

Suppose you all are going from Batala to Chandigarh in a bus. All of you have reserved your seats and paid Rs.500 and bought A.C. bus ticket. This bus has to run only once a day. As all the seats in this bus are already reserved, many passengers will have to go to Chandigarh by standing. You see the following five passengers standing in it. They are also to go to Chandigarh.



1. A girl is going to the university to study.
2. A middle-aged woman (about 45 years old).
3. A young boy is going to college to study.
4. A middle-aged man.
5. A newly-married lady is standing holding a two year old child.



Both the groups presenting themselves as good human beings, will rise above gender differences and choose to do one of the given activities with humane and sympathetic feelings.

After argumentative interactions in their respective group, they will give / write their answer :

1. Seat will not be left for anyone.
2. Seat will be given to the young girl.
3. Seat will be provided to the youth.
4. Seat will be given to the middle aged man.
5. Seat will be given to the newly-wedded woman holding a child.
6. Seat will be given to the middle-aged woman.

Ans.

Justify your answer in 50 words:

.....

Activity-3: (Situation-2)

Suppose you are going alone on your bicycle to the city twelve kilometers away from your village in the morning on a Sunday to buy cheap and fresh vegetables and fruits from the vegetable market and sell them at the store. It is extremely hot. Arriving late at the shop may reduce the sale at your shop, but on the way you will find the following perspiring passers-by at one place in this extremely hot weather. They being helpless, wave their hands requesting you to give a lift to the city.





1. A young girl is going to the city to study.
2. A poor old woman is holding a heavy bag in her hand.
3. A young boy is going to study.
4. A middle-aged man.
5. A newly-married woman.

Both the groups presenting themselves as good human beings will do one of the following tasks and will answer after debating or discussion in their group :

1. No one will be seated on the bicycle.
2. The poor old woman will be seated on the bicycle.
3. The young boy will be seated on the bicycle.
4. The middle-aged man will be seated on the bicycle.
5. The newly-married will be seated on the bicycle.
6. The girl will be seated on the bicycle.

Ans.

Justify your answer in 50 words :

.....

Note: After acknowledging both the situational activities, all the students will answer the given worksheet (as directed) after debating or discussion in their respective groups.



Answer the following questions:

Q. 1. In the second activity, I did the job of giving my seat to someone else because ... (1 or 2) ?

1. I am a good person and I understand human suffering.
2. I preferred sitting on my seat because I wanted myself to be comfortable.

Ans.

Q.2. In the second activity, out of the people standing in the bus, suppose that 'I were the newly-married woman holding the child', what would have I done?

Ans.
.....
.....

Q.3. Who was the most needy among the standing passengers in the second activity? Why do you think so?

Ans.

Q.4. In the third activity, I would allow to make or not allow any passer-by to sit on my bicycle due to the following reasons (1 or 2) ?

1. Being human, I understand human suffering.
2. I would not make anyone sit on my bicycle because I could not compensate my shopping.

Ans.

Q.5. In the third activity, suppose if out of the passers-by 'I were the elderly woman' What would have I done?

Ans.

Q.6. Who was the most needy passer-by in the third activity and why do you think so?

Ans.

Throughout all the activities, the concerned teacher becomes the supervisor and through the practical interaction of all the students, tries to provide positive direction in order to inculcate humane behaviour. These activities will help in creating a situation on which a collective debate could be done which should go beyond any gender or racial differences and thus help in developing collective humanitarian thinking. If there is a compulsion to choose only one person from amongst many needy people, then on humanitarian ground, it is better to choose the most needy person. A compassionate and responsible lifestyle with a huge humane spirit plays a great role in making a society a prosperous one. It enhances the harmony of a happy humanity. In the second of the above situations, the woman carrying a child and in the third situation, the elderly woman passer-by are the most needy people. As human beings, it is our moral duty to help the needy with empathy. It is hoped that our talented student will develop this humanitarian thinking.



SELF-CONFIDENCE AND CREATIVE THINKING



1. To develop creative interests in students through self-confidence.
2. Make students realize that they are capable of doing something.
3. To develop in the students the feeling that every small and big task starts with a meaningful step.

A human being is a social creature. While enjoying his life in the society, he makes many decisions at every stage of his life, big or small. The basis of any decision is based on the self-confidence of the person. Self-confidence, in fact, is the mainstay of life's progress, prosperity and the creation of a prosperous society. This concept is associated with the notion of self-belief that the person concerned can fulfil whatever he or she believes. Self-confidence is a trust, certainty or self efficacy that is always related to his spirit of accomplishment of whatever task he undertakes. This feeling can help one to win every

bet of life. The common perception is that before doing any work, if one thinks that he cannot accomplish it, then contrary to self-confidence, he is already on the list of losers. Every small and big task starts with the first step of life. Therefore, a person who is confident or self-confident with his first step, he starts moving towards his destination with a concerted effort and becomes capable of reaching his destination. In this lesson, the introductory acting has been taken as an example. Here the role of the teacher is that of a director and the role of the student is that of an actor.

Let's mention some Punjabi actors who had learned singing, but they also became actors by dint of their confidence. Gurdas Mann is an important figure in the field of Punjabi singing. Through the intricacies of the Punjabi language, this popular singer of Punjab not only made a name for himself in Punjabi singing, but also gained a foothold in Punjabi acting with his self-confidence. He



also emerged as a successful hero of many Punjabi films. In the current era of Punjabi singing, another Punjabi singer, Diljit Dosanjh needs to be mentioned. Although Diljit Dosanjh had a passion for singing since childhood, but with his self-confidence he also became a famous film actor. The story of Dr. Satinder Sartaj is similar. Besides being a renowned Punjabi singer, he became a world-renowned film actor by being able to take the decision to pursue acting due to his self-confidence. The exemplary self-confidence of Punjab's world-renowned wrestler, Dara Singh is also worth-considering. This world-renowned wrestler had never ever thought that he would become a successful actor. By dint of his self-confidence, he also became a popular actor. His acting was not only a success in Punjabi films but also in the years-long Hindi T.V.serial, 'Ramayana'. Therefore, the perception must be accepted that any person on the earth can achieve his goal if he takes decision with self-confidence and carries out his task step by step with a strong determination. Every human being is playing a role on this worldly stage. All the different forms of expressions of a human being are, in fact, his actings. So, everyone can act, but the need is to awaken self-confidence from within. The activities given in this text serve as the initial step of acting and thereby strengthen the subject matter.

Activity-1

The class begins as any other day. The peculiarity of this class is that instead of discussing the subject taught in it every day, some activities should be done in accordance with the desire of the students. Prior to that, the teacher will conduct an activity related to the questions given below. Students will answer these questions honestly and fearlessly :



Q.1. Do you watch films/dramas/ songs on T.V.? (Yes/No)

Ans.

Q.2. Which actor/hero/heroine acting in the movies / plays / songs that you watch on your T.V. is liked by you?

Ans.

Q.3. Can you act? (Yes/No)

Ans.

Q.4. Is it necessary to take the first step (initial step) to promote any task? (Yes/No)

Ans.

The concerned teacher will elucidate answer from the students and arouse curiosity in the subject. Naturally, the answers will vary in the form of 'yes' or 'no'. The students will then be divided into four groups and the following related activities (acting as an example) will be done according to the class schedule.

The teacher himself will speak the sentences given below once and then all the students will repeat this sentences 3-4 times along with their teacher.

Sentences: “We have decided to do whatever we say. We believe that every good deed starts with the first meaningful step.”

Activity-2: Laugh Whole-heartedly



A student from the first group will stand in front of the class and as per the instructions of the teacher, he will laugh whole-heartedly without any reason. Besides the concerned group, whosoever feels like laughing may laugh whole-heartedly. This action will be performed by almost every student of the group. After performing this action, the concerned student will return to his seat in the class. It will be a kind of first step in performing comedy. The role of the teacher will be like that of a director.

Activity-3

Write a sentence on the blackboard and utter the sentence in front of the class.

A student from the second group will come in front of the class and according to the instruction of the teacher write the sentence, 'Dear students, today we will learn that we can do everything by dint of firm determination.' on the blackboard and then utter this sentence facing the class.

While the student is speaking, the teacher will utter words of inspiration to maintain the self-confidence of the student. This action will be performed by almost all the students of this group. After performing the task, the concerned student will return to his seat in the class.



Activity-4: To play a folk-game: 'Chirhi Udd, Kaan Udd' (Sparrow Fly, Crow Fly)

All the students of the third group under the guidance of their teacher will play the folk game of Punjab 'Chiri Udd, Kaan Udd' (Sparrow Fly, Crow Fly). Only five minutes will be allotted for this game. The playing group has to be instructed that they will lift a finger only if the name uttered is that of a flying bird. The name of any bird/animal/object can be uttered. The decision to lift the finger immediately after speaking should be made with complete confidence. If the name uttered is not that of a flying bird, the students who lift their fingers are counted out of the game. Making the wrong decision at the wrong time can lead to lose the game.



However, even if you lose once, keep trying to win. After the game, all the students of that group will return to their seats. Through this folk-game, the students will learn that this task was also a role played by the teacher in enacting a folk-game and it is related to the value of life and that whenever they get an opportunity, it is very important to take the right decision at the right moment with full confidence.

Activity-5: Open a book and Read three lines from it.

2-3 students from the fourth group, under the guidance of the teacher, will take turns to come to the front of the class, open a text book, tell the page number and ask the students to repeat the



three sentences that he/she will read out from the book. After performing this task, the students return to their seats. This activity would actually be related to the student's acting as a teacher.

Worksheet

Q.1. What were the performances made by your group?

Ans.

Q.2. Match the performance of the group correctly as follows:

- | | |
|------------|---|
| 1. Group-1 | folk-game (Sparrow Fly, Crow Fly). |
| 2. Group-2 | read out three lines. |
| 3. Group-3 | laugh whole-heartedly. |
| 4. Group-4 | reading a sentence from the blackboard. |

Q.3. Fill in the blank using the appropriate word from among the words given within a bracket:

This was the first of acting in our class today. (journey/step/method)

Ans.

Q.4. I am fully confident that I too can act with a firm determination.(Yes/No)

Ans.

Q.5. While playing 'Sparrow Fly, Crow Fly', did you realize that you can take the right decision at the right moment with self-confidence in order to achieve success? (Yes/No)

Ans.

Through all the activities, the concerned teachers and all the students will be motivated to perform all the tasks with confidence. It becomes clear that confidence plays a vital role in performing any task successfully. All the activities related to the above performances have been taken as examples to try to develop the thinking that self-confidence and a firm determination can help one to perform every task successfully. Having faith in one's own self, an individual makes every possible

efforts and moves ahead step by step towards his destination. In the initial stage, he might not become successful. However, he should not lose hope; rather utilising his self-strength, he should make efforts to transform his failure into success. The teacher should make it a point to guide the students to develop the thinking that 'he has the capability to perform every task.'



PROBLEMS AND SOLUTIONS



1. To develop self-confidence in students.
2. To make the students realize that no task is impossible in life.
3. To instil in the students the tendency to come up with meaningful solutions to every problem.

According to Psychology, a problem is a psychological process that is related to some complexity, obstacle or difficulty. In real life, we face a lot of problems. We should not panic when there is some problem. We should try to find different solutions to overcome that problem. It's our psychological condition that makes the problem bigger or smaller. Whenever there is any problem, try to understand it with ease. First think about all the possible solutions. Then make efforts to solve it with patience and intelligence. A time will come when you will be able to solve even the biggest problem with your creative thinking. There can be many solutions to the same problem out of which choosing the appropriate solution depends on our sharp thinking.



In the class, the teacher will show a picture of a student facing a problem and discuss about the different solutions to the problem.

The teacher narrates the student's life story that is as follows:

There was a young man named Gaurav who was always restless. He was afraid of facing any problem. He started crying whenever he faced any problem. His elder sister often helped him to get out of this situation. This made him dependent on his sister and soon he lost all his courage. His father did not like his son to be a crying baby. He wanted his son to become strong and face his difficulties with self-confidence. One day, Gaurav was upset over something. When his father saw him weeping in the courtyard of the bungalow, he said to him, "Why are you crying?" In tears, Gaurav told his father that he had gone to his friend's house to play games on his Laptop. Suddenly, the Laptop fell from his hand and broke. He was very much scared and could not understand what to do. So, he wanted to go to his elder sister again for the solution. But his father stopped him from going to her and told him to solve his problem himself.



Gaurav said, "But how?" Father said there is a solution to every problem. He must find it out himself.

After narrating the above story, the teacher will discuss the different steps involved in solving a problem with the participation of the students.

Steps of the Process Involved in Solving a Problem

Step 1. Identify the problem.

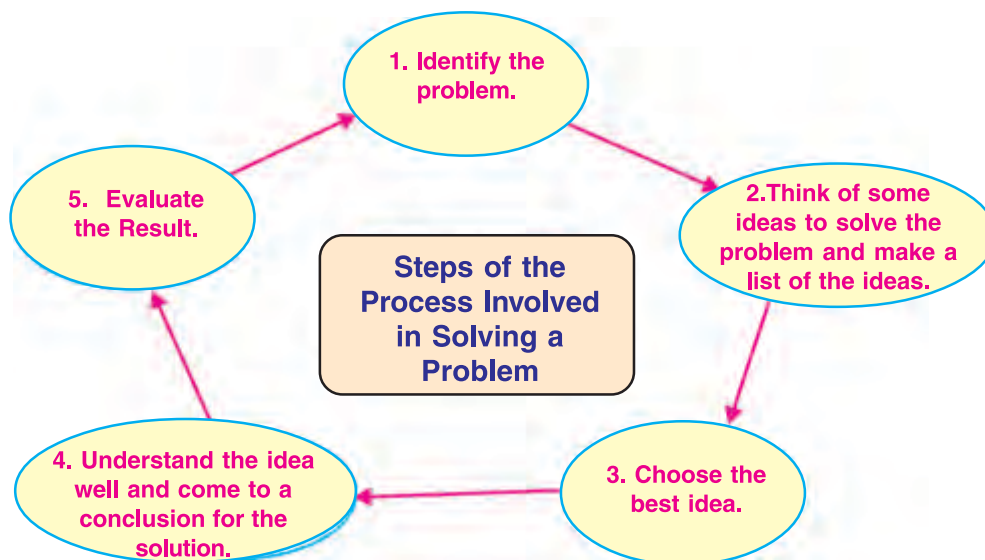
Step 2. Think of some ideas to solve the problem and make a list of the ideas.

Step 3. Choose the best idea.

Step 4. Understand the idea well and come to a conclusion for the solution.

Step 5. Evaluate the Result.

The Problem solving process is as follows:



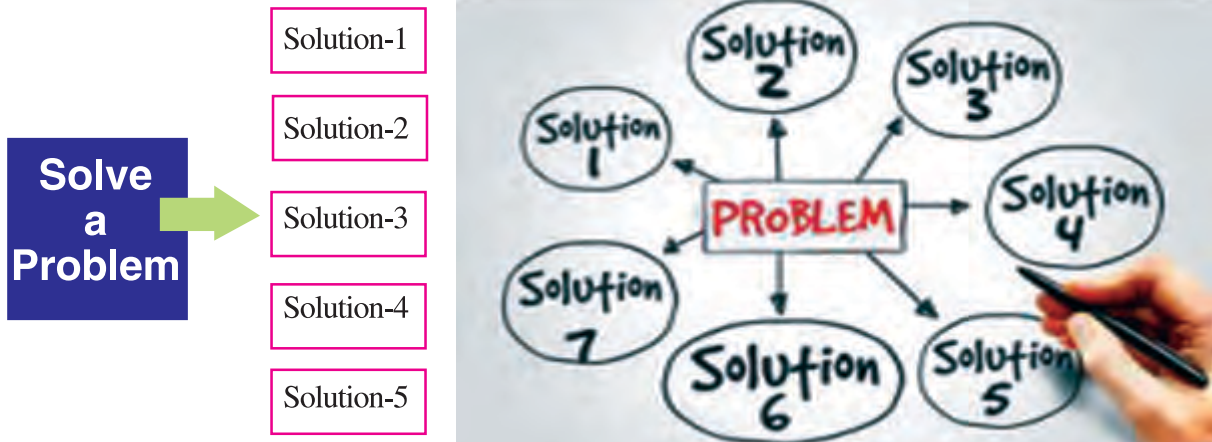
Now according to the above story, the ideas that came into Gaurav's mind to solve the problem and their results can be as follows:

Ideas	Result
I could have told that the screen was already broken when I saw the laptop.	Too risky: Gaurav is telling a lie to his friend whereas his friend knows the truth and Gaurav can lose his friendship.
I could have told that the laptop was not working initially.	Risky: Gaurav is telling a lie to his friend whereas his friend knows the truth and Gaurav can lose his friendship.
I could have told that I would get the laptop repaired.	Less risky: Gaurav's friend may get angry but he will be successful in saving his friendship as well as his honesty.

The students of the whole class will be divided into four groups. One student from each group will speak turn wise.

Activity-1

A student from the first group speaks in front of the class: Problem solving skills can make you confident and independent. Now if you have a problem in real life, think first and take a sheet of paper and right down all the options.



Choose the ethically suitable option honestly. If that option is the best, then think about implementing it.

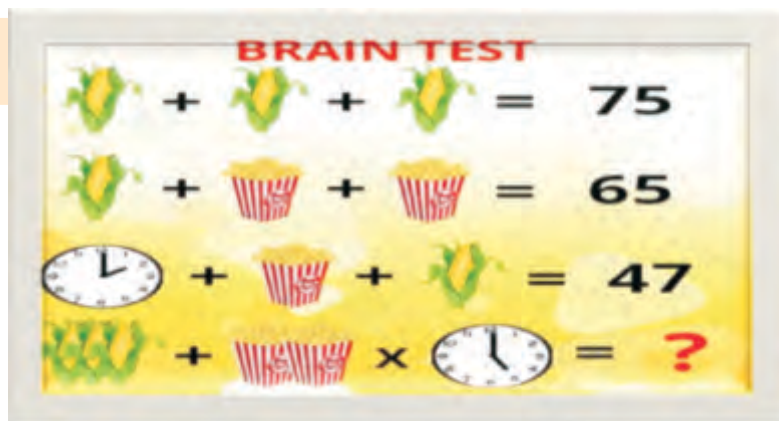
Activity-2

Directed by the teacher, a student from the second group speaks in front of the class how to solve a problem: Suppose a student from our class is a Deputy Commissioner. A principal of a school approaches him for the solution to the problem of accidents due to lack of speed breaker on the way to his school. The Deputy Commissioner will try to solve his problem with his wisdom and understanding and find suitable solution.



Activity-3

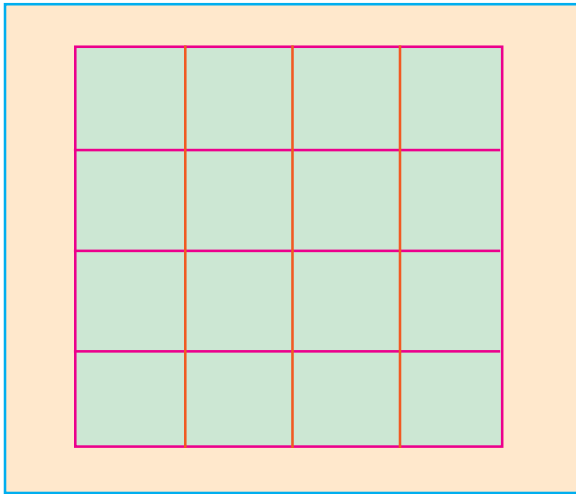
Under the guidance of the teacher, one of the students from the third group will show the students the given picture/brain test and ask the students to complete for finding out the solution to the problem.



Activity-4

One student from the fourth group will draw the given picture on the blackboard. He will ask all the students to find out its solution after understanding it properly. The student who finds its solution first will be the winner.

In this activity, the students will be asked to find out how many squares are there in this picture.



Q.1. Is problem not a psychological process in Psychology?

Yes/No

Q.2. Can every problem be solved ?

Yes/No

Q.3. Problem should be dealt with patience and intelligence.

Yes/No

Q.4. Write synonyms of the following difficult words.

Words

Meaning/Synonyms

Patience

To deal with

Calm

Restless

Bangalow

Q.5. What is difficulty? How can it be solved?

Ans.

Through all these activities, the concerned teacher becomes a beacon and motivates all the students to find the right solutions to all the problems with self confidence and positive thinking. There is no problem without a solution. Students will be made capable of solving every problem intelligently.



SOCIAL MEDIA, MOBILE, INTERNET : FAIR USE AND CHOICE



1. To understand the art of meaningful use of media in this era of knowledge explosion.
2. To take care of meaningful use of time while using social media.
3. Meaningful use of the internet while using mobile and computer.

If we look closely at the development of human civilization in the the historical context, we will find that in the first two decades of 21st century, it has proportionately changed a lot. In the era of technological development, the internet has had the greatest impact on our lives. The scope of impact of internet is wide and multi- dimensional. With the appearance of the mobile and the Internet, our entire lifestyle has changed. Information of the whole world is in our hands. Social media, mobile and internet and all the means of communication are interconnected. Therefore, it is necessary that we should use and choose them so intelligently that it can make our life easier.



Social media, mobile or internet are important means of knowledge and entertainment. They also play a special role in every field, such as academic, administrative, commerce, arts and literature. Now the problem of man is not accessing knowledge, information or entertainment but its proper use and choice. In the future, we will have to decide through self-reflection what we can achieve and how? This is a very sensitive subject to which all the students will also have to be sensitized and it needs to be taught with sensitivity. Some practical activities are needed to develop such a trend within the students, so that they are able to understand in depth how important the use and choice of these tools is for them.

Activity-1: The Computer Lab of School

Students will be made to sit at different computers and search for the contents related to a lesson of any subject (according to their choice). Google and Youtube are major sources for every kind of videos or written materials. The teacher will help the students to search for such materials as per their requirement. Before searching for this material, the student should keep in mind that they will have to give their views or answer some questions



related to the materials they require. It is not necessary that the students search for the topics only included in their syllabus, but the subject should be such that it is related to the student's life, exams or moral values. The teacher will instruct the students to choose a topic of their choice after dividing the class into groups and then form pairs. Each pair should have a student from both the groups but both the students will search for the materials related to their topic by sitting at separate computers. Each student will have to fill the following worksheet. These worksheets will be evaluated in the presence of the students.

Class	
Name of the Student	
Roll No.	
Topic being searched on the internet	



Q.1 Write a summary in about fifty words about the topic you were searching?

Ans.

Q.2. Did you like this information?

Ans.

Q.3. Will you use internet and mobile in future to get such knowledge?

Ans.

Q.4 For which purpose will you use internet and mobile?

Ans.

Q.5. Which are the channels on the television that provide you knowledge and teach you good habits?

Ans.

Activity-2

The teacher will evaluate the above-mentioned worksheets of the students and may ask questions verbally as needed. The questions will be such that the students use social media, mobile and internet for maximum creative work. The teacher after dividing the class into groups of five each will provide them a chance to discuss with one other what they usually listen, watch and read using social media, mobile and internet. The students will be given ten minutes for discussion. Each group will then be given the following worksheet.



‘ਸਮਾਜਿਕ ਨਿਆ ਅਧਿਕਾਰਤਾ ਅਤੇ ਘੱਟ ਗਿਣਤੀ ਵਿਭਾਗ’, ਪੰਜਾਬ

Worksheet

Means of Communication	What do you see, read or hear through this?	What are its advantages to you ?	What are its disadvantages to you ?
Social Media			
Mobile			
Internet			

The teacher will judge/assess the students' understanding regarding these worksheets by evaluating them. Then the students will be given the following task-

- 1) To watch/see a programme continuously on the television for a week. The programme should be such that the students gain knowledge and get information about moral education, life values, history or culture.
- 2) If students use mobile at home, they will note continuously for a week in their notebook how often and for what purpose they used the mobile.
- 3) To read, write and watch two patriotic songs, two educational movies (short or featured movies) and the life story of a great man.

The students will work on the above mentioned three points for a week and note down the points in their notebooks as and when required. The teacher will guide the students.

Then the above mentioned tasks of the students will be evaluated by the teacher. The tendency of the evaluation will be such that the fact that whether or not the students have understood the proper usage of social media, mobile and internet can be judged. Have the students learnt what they should watch, listen and read from these sources? During the process of evaluation, the students will be asked to express their views on the above tasks openly. In the following perform, the teacher will award marks to the students based on the correct choice :

Roll No	Names of the student	Programme watched (10)	Search from social media (5)	Information received from internet (10)	Total obtained marks (25)

The criteria for awarding marks during the assessment will be decided by the teacher using his intelligence and understanding. Based on the students' performance in the assessment sheet, the teacher will encourage the students and motivate them to use these sources according to their requirement and understanding in future.



After participating in these activities, the students will understand that the world of social media, internet and mobile is very large. They will realize that they will use these sources for self development and to make their life happy. Certainly, the attitude and approach of the students will become positive towards these tools.

