



**SELF DEVELOPMENT  
AND  
ART APPRECIATION**

Standard

**9**



The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4  
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# SELF DEVELOPMENT AND ART APPRECIATION

**Standard Nine**



**Maharashtra State Bureau of Textbook Production and  
Curriculum Research, Pune 4.**



The QR Code given alongside can be scanned with a smartphone, which leads to link/s (URL) useful for the teaching/learning of this textbook.

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## The Constitution of India

### Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

## NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā  
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā  
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,  
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,  
Jaya jaya jaya, jaya hē.

## PLEDGE

India is my country. All Indians  
are my brothers and sisters.

I love my country, and I am proud  
of its rich and varied heritage. I shall  
always strive to be worthy of it.

I shall give my parents, teachers  
and all elders respect, and treat  
everyone with courtesy.

To my country and my people,  
I pledge my devotion. In their  
well-being and prosperity alone lies  
my happiness.

## Foreword

**Dear Students,**

I extend a very warm welcome to you in class 9th. It gives me immense pleasure to present the textbook for 'Self-Development and Art Appreciation'.

The 21st century is awaiting you with open arms and unlimited opportunities. This book will help you to develop the essential 21st century life skills and lay the foundation of self development for a successful career. This book will empower you with the confidence to face the future challenges in life. It will help you identify your opportunities by reflecting on your identity.

Art is an integral part of human life. Art also enrich our life. Hence developing the skill of art appreciation will enhance your personality and power of expression.

'Self-Development and Art Appreciation' concerns your everyday life. The textbook begins with a story of children like you and the superheroes they meet. Each story talks about what you would be learning in the next chapter.

This subject is approached through many fun activities and discussions. Do make sure that you participate in all these activities as they will stimulate your thought process.

The textbook also includes many games that will teach you important lessons in a fun way. Carefully follow all the instructions mentioned in the book. Take the help of your teachers, parents and classmates whenever necessary. In this era of technological advancements, you must be very well versed with the use of computers and smart phones. Use technology appropriately while studying this textbook. This will make the learning process easier.

Do let us know about your feedback on what you liked and also what you found difficult while studying this textbook.

Wish you all the best for a bright future.



(Dr. Sunil Magar)

**Director**

**Pune**

**Date :** 28 April, 2017, *Akshayya Tritiya*

Indian Solar Year : 8 Vaishakh 1939

Maharashtra State Bureau of Textbook  
Production and Curriculum Research, Pune

## Statement of Competencies : Self Development and Art Appreciation

### Standard 9th

Sr. No.	Units	Competencies
1.	<b>My Identity</b>	<ol style="list-style-type: none"> <li>1. <b>Self awareness</b> - Students develop an idea of their own identity.</li> <li>2. <b>Self management</b> - Students demonstrate the ability to analyze their personal and social strengths and limitations.</li> <li>3. <b>Accepting differences</b> - Students demonstrate an acceptance and appreciation for diversity in people around them.</li> </ol>
2.	<b>Growing Up</b>	<ol style="list-style-type: none"> <li>1. <b>Self awareness</b> - Students demonstrate an understanding of the changes in adolescence and risks involved.</li> <li>2. <b>Coping with emotions</b> - Students demonstrate the ability to cope with the emotional changes during adolescence.</li> <li>3. <b>Critical thinking</b> - Students demonstrate the ability to analyze everyday situations and make the right choices.</li> <li>4. <b>Confidence to take a stand</b> - Students demonstrate the confidence to make decisions to avoid risky and irresponsible behaviour.</li> </ol>
3.	<b>Values</b>	<ol style="list-style-type: none"> <li>1. <b>Self awareness</b> - Students demonstrate an awareness of their own personal value system and the need for leading a value based life.</li> <li>2. <b>Self management</b> - Students demonstrate the ability of planning changes in themselves for leading a value based life.</li> <li>3. <b>Critical thinking</b> - Students demonstrate the ability to analyze their own behaviour in comparison to their personal values.</li> </ol>
4.	<b>Social Leadership</b>	<ol style="list-style-type: none"> <li>1. <b>Social awareness and responsibility</b> - Students demonstrate an awareness of social problems around them and their responsibility towards the society.</li> <li>2. <b>Empathy</b> - Students demonstrate an understanding of the interdependence in the society and develop empathy for problems of other people.</li> <li>3. <b>Leadership</b> - Students demonstrate leadership qualities required to start a small social change.</li> <li>4. <b>Critical thinking</b> - Students demonstrate the ability to critically analyze community change problems and their scope and importance.</li> </ol>

Sr. No.	Units	Competencies
	<b>Social Leadership</b>	<p><b>5. Problem solving</b> - Students demonstrate the ability of choosing between alternatives to deal with community problems.</p> <p><b>6. Goal setting</b> - Students demonstrate the ability to set realistic, measureable goals for personal and community change.</p> <p><b>7. Team work</b> - Students demonstrate the ability to work in teams.</p>
5.	<b>Art appreciation – Visual Arts</b>	<p><b>1. Awareness</b> - Students demonstrate an awareness of different types of visual arts and basic elements of visual arts.</p> <p><b>2. Presentation</b> - Students demonstrate the ability to create an art work using one of the visual art forms.</p> <p><b>3. Self expression</b> - Students demonstrate the ability to express their thoughts, emotions and experiences through visual art.</p> <p><b>4. Creativity</b> - Students are able to generate creative ideas using the basic elements of visual arts to create an art work.</p> <p><b>5. Aesthetic sense</b> -</p> <p>a) Students demonstrate an ability to identify the elements of art used in an art piece.</p> <p>b) Students demonstrate an ability to explain what they find appealing in an art piece in their own words.</p> <p><b>6. Application in real life</b> -</p> <p>a) Students demonstrate an awareness of the importance of art in human life.</p> <p>b) Students demonstrate an understanding of the aspects of work of a professional artist and famous artists and Indian art forms.</p>
6.	<b>Creating Win-Win Situations</b>	<p><b>1. Creative thinking</b> - Students demonstrate the ability to think innovatively for ways of solving conflicts.</p> <p><b>2. Critical thinking</b> - Students demonstrate the ability to objectively analyze a given conflict situation and to understand the different perspectives.</p> <p><b>3. Problem solving</b> - Students demonstrate an ability of choosing the most appropriate strategy for handling conflicts and peer -pressure in their day to day life.</p> <p><b>4. Effective communication</b> - Students demonstrate the ability of listening to others' viewpoint, articulating their own views, and effectively communicating them to others.</p> <p><b>5. Interpersonal relations</b> - Students demonstrate the capability of amicably solving conflicts without harming interpersonal relations.</p>

Sr. No.	Units	Competencies
7.	<b>Growth mindset</b>	<ol style="list-style-type: none"> <li>1. <b>Self awareness</b> - Students demonstrate an awareness of their own mindset about their intelligence / skills / capabilities.</li> <li>2. <b>Confidence</b> - Students demonstrate the confidence to overcome their limitations by thinking through a growth mindset.</li> <li>3. <b>Critical thinking</b> - Students demonstrate the ability of analyzing their limitations by thinking through a growth mindset to come up with ways to overcome them.</li> <li>4. <b>Self management</b> - Students demonstrate the ability to plan to overcome their limitations.</li> </ol>
8.	<b>Careers</b>	<ol style="list-style-type: none"> <li>1. <b>Self awareness</b> - Students demonstrate awareness about their interest, capabilities and opportunities available for making a career choice.</li> <li>2. <b>Critical thinking</b> - Students demonstrate ability of thinking critically and verbalizing their interests, capabilities and opportunities on the basis of objective proofs and facts.</li> <li>3. <b>Decision making</b> - Students demonstrate ability to choose one interest field from the 7 broad fields available for making career choices.</li> <li>4. <b>Team work</b> - Students demonstrate the ability to work in teams to explore common career interests.</li> </ol>
9.	<b>Art appreciation – Performing Arts</b>	<ol style="list-style-type: none"> <li>1. <b>Art awareness</b> – Students demonstrate an awareness of different types of performing arts and basic elements in performing arts.</li> <li>2. <b>Presentation</b> – Students demonstrate the ability to create a presentation using one of the art forms.</li> <li>3. <b>Self expression</b> – Students demonstrate the ability to express their thoughts, emotions and experiences through performing arts.</li> <li>4. <b>Creativity</b> – Students are able to think creatively using the basic elements of performing arts and present a performance.</li> <li>5. <b>Application to real life</b> – Students demonstrate an awareness of the importance of performing arts in human life.</li> </ol>

## For Teachers

**Dear Teachers,**

Congratulations for being assigned the important and challenging yet delightful responsibility of teaching this new subject 'Self-Development and Art Appreciation'. The committee feels that clarity about the importance and significance of this subject would help in making the teaching-learning process more effective for the students.

**Need for the subject :**

1. Standard 9th and 10th are very crucial for the students from the academic point of view. However in this very period, the students undergo rapid physical and emotional changes which affect their decisions as well as their relationships with parents and teachers. If the students are aware of these changes and equipped with the different ways of handling them, the adverse effects on their lives can be eliminated.
2. This is also the period when students form a self identity and start thinking seriously about themselves, their likes and dislikes, friends and their future. If these adolescent issues can be addressed appropriately in the school curriculum, then the energy of the students can be channelized in a better way. Students would be able to look at their strengths and weaknesses objectively. With these objectives in mind, 'Self-Development and Art Appreciation' has been incorporated into the curriculum.
3. In order to lead an enriched life, it is important to associate with some or the other art form. Even though the students have been introduced to different art forms right from primary education, it is necessary to understand the place and importance of art in human life. It is also important to be able to appreciate some form of art, from the point of view of self expression and life skills.

Thus this subject can be considered as a bridge programme to equip the students to step out of the secure school environment into the world outside with confidence.

**Teaching-learning process :**

The pedagogy for this subject and expected outcomes are slightly different from other subjects and thus it is important that the teaching-learning happens accordingly.

1. All the content in this textbook is to be taught using constructivist approach. To facilitate this, appropriate activities, guiding questions and instructions have been given in the textbook. It is expected that through study and

necessary preparations for all the activities in a chapter are done before teaching the students in the classroom. The relevant parts should be read out aloud to the students only when absolutely necessary.

2. The success of this subject does not lie in just conveying 'information' to the students but in provoking the students to think about themselves and others. True education lies in the learning processes, activities, conversations and group work during the class. Your role should be only that of a facilitator.
3. The students are expected to talk freely about themselves and their problems in the class. For this to happen, the class environment should be friendly and reassuring. It is necessary for you to be conscious and take necessary steps for it at all times. If the students experience any form of pressure or fear the entire effort would turn out to be waste. The problems shared by the students should be listened to seriously.
4. Try to complete each activity as per the instructions given and have meaningful discussions about it. Always remember that the core of this subject lies in its activities, discussions and group work. Under no circumstances, especially under the pressure of completing the syllabus, should you avoid the discussion or group work.
5. Almost all the activities need an open discussion and there is no right or wrong answer. It is only expected that the students should think for themselves and come up with rational arguments to justify their stand.
6. You are expected to purposely ask probing questions so that the students think about an issue from all angles.

### **Evaluation :**

1. There will not be any written examination to assess the students for this subject. However it is expected to conduct continuous comprehensive evaluation (CCE) and keep a record of the same.
2. Students should use a 200 pages notebook for this subject and use it to solve the activities given in the textbook as necessary. It is advised that no other material be used for this subject.
3. An assessment rubric has been provided at the end of each chapter. You are expected to evaluate the students in accordance with the rubrics and keep a record of the same. The students participation in the class activities and the work in the notebook to be evaluated and given marks as per the weightage provided for each chapter. Students' grade should then be decided based on the total marks obtained at the end of the year.

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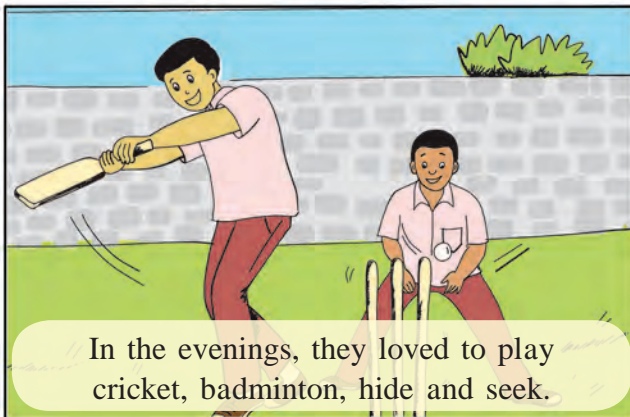
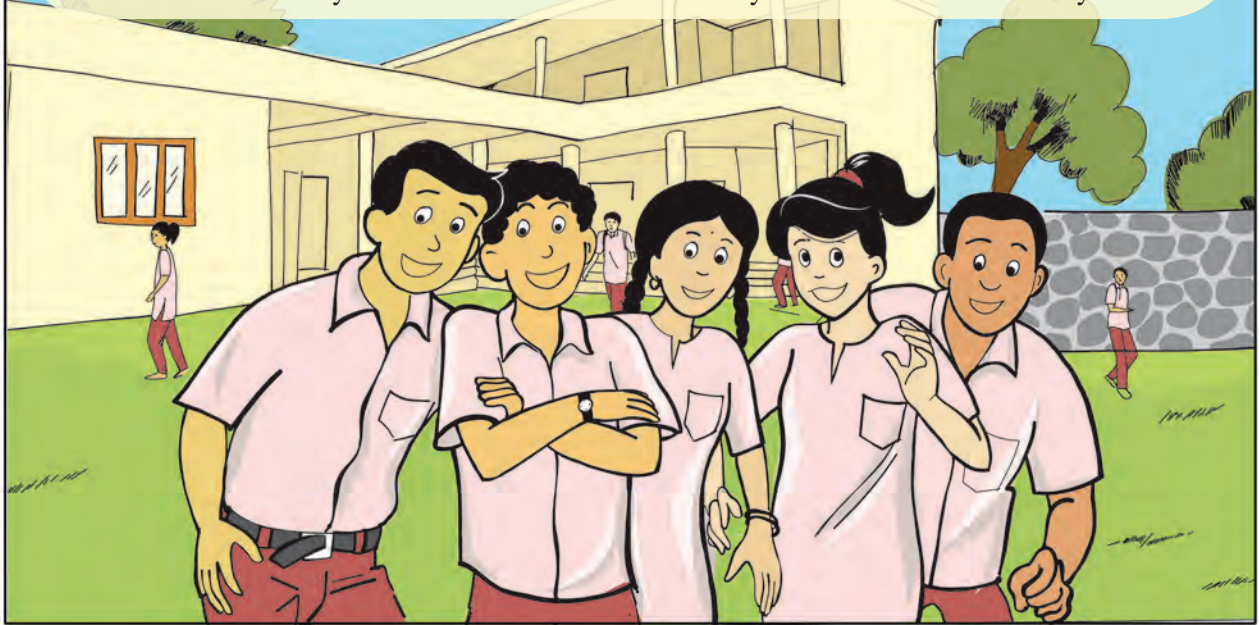
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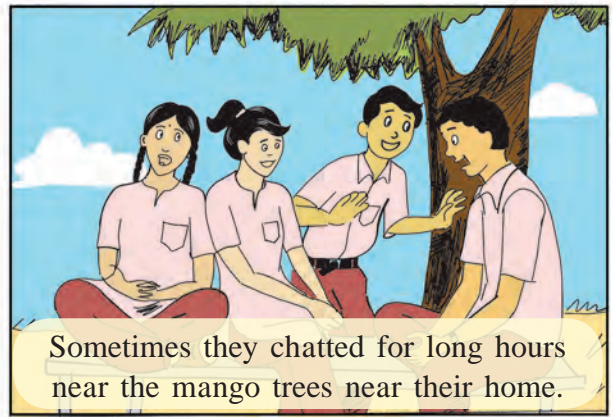
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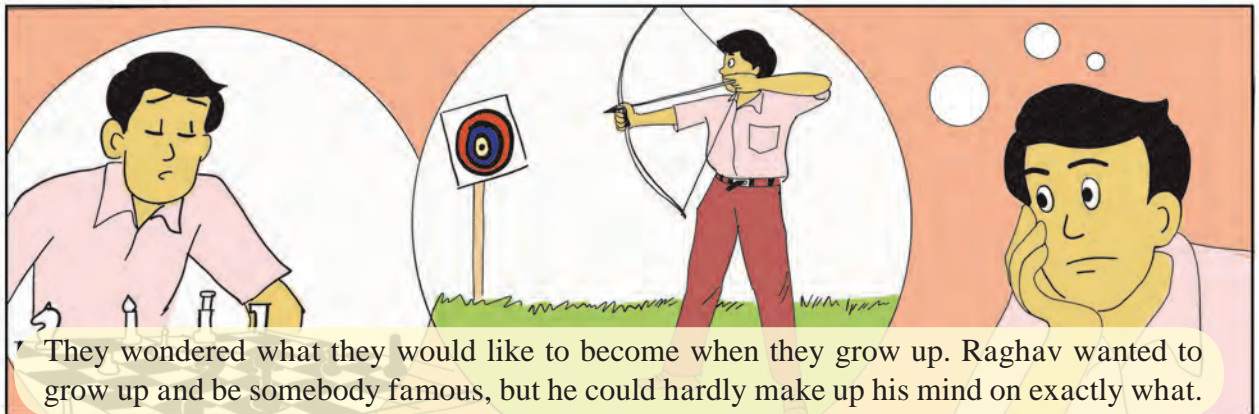
Once upon a time, in a small town, there lived a boy named Raghav. Raghav, John, Nisha, Pratap and Sameena were best friends. They stayed in the same colony. Their group was a little mischievous, but they were all very good at heart. They all went to a small school near their home. They studied in the 9th standard. They all liked their school very much.



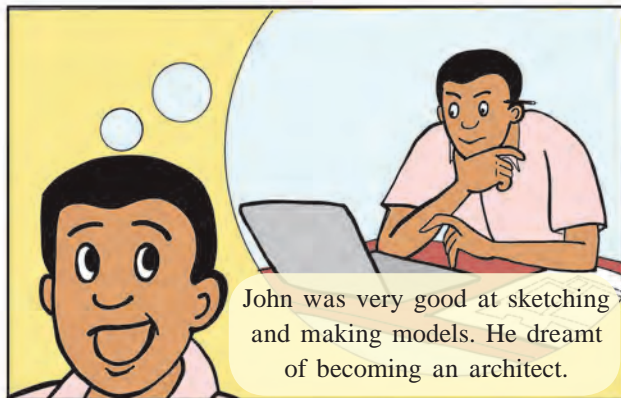
In the evenings, they loved to play cricket, badminton, hide and seek.



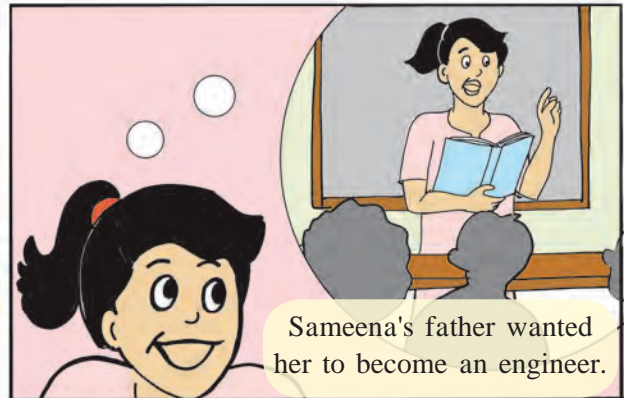
Sometimes they chatted for long hours near the mango trees near their home.



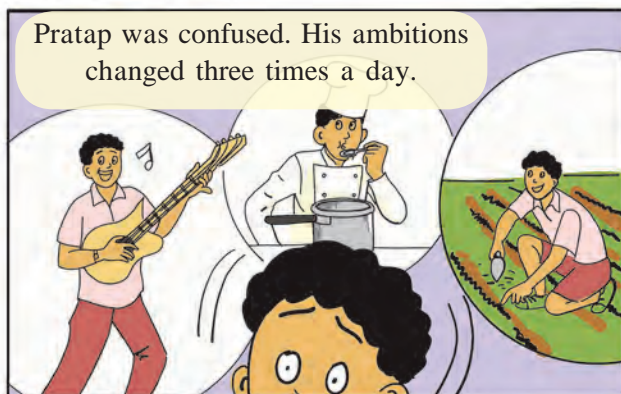
They wondered what they would like to become when they grow up. Raghav wanted to grow up and be somebody famous, but he could hardly make up his mind on exactly what.



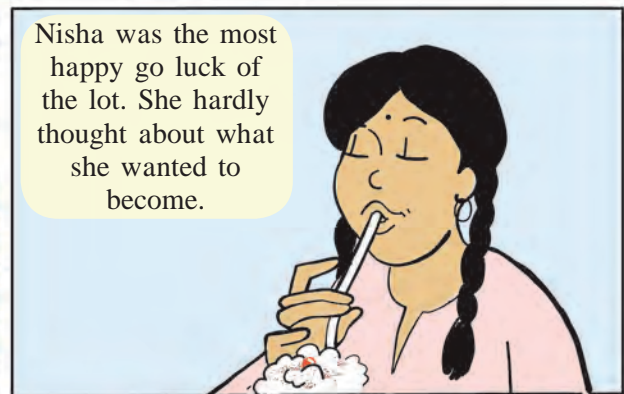
John was very good at sketching and making models. He dreamt of becoming an architect.



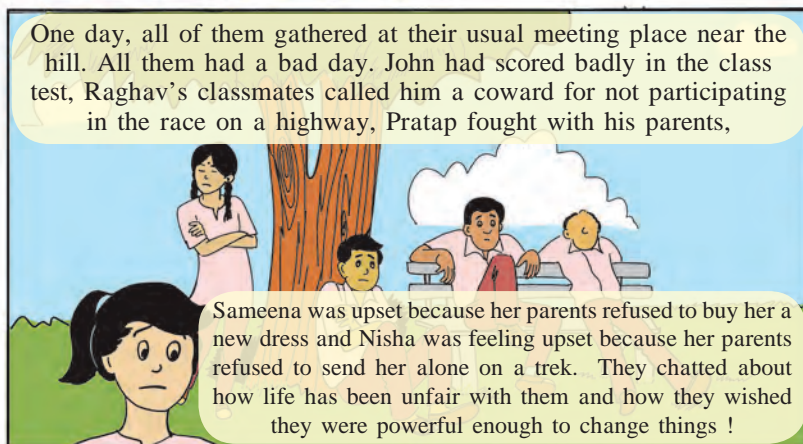
Sameena's father wanted her to become an engineer.



Pratap was confused. His ambitions changed three times a day.

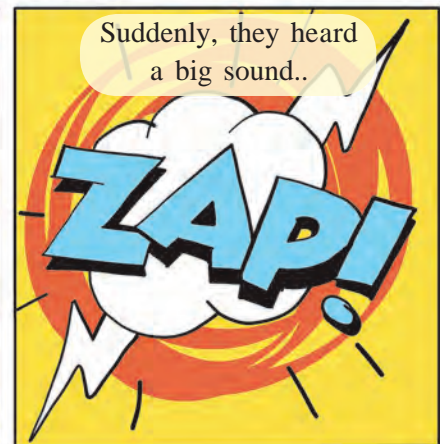


Nisha was the most happy go luck of the lot. She hardly thought about what she wanted to become.

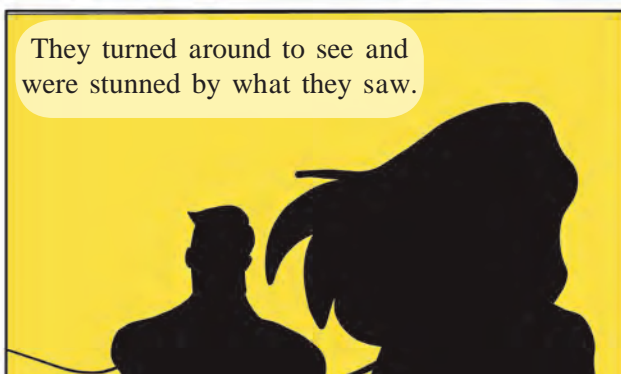


One day, all of them gathered at their usual meeting place near the hill. All them had a bad day. John had scored badly in the class test, Raghav's classmates called him a coward for not participating in the race on a highway, Pratap fought with his parents,

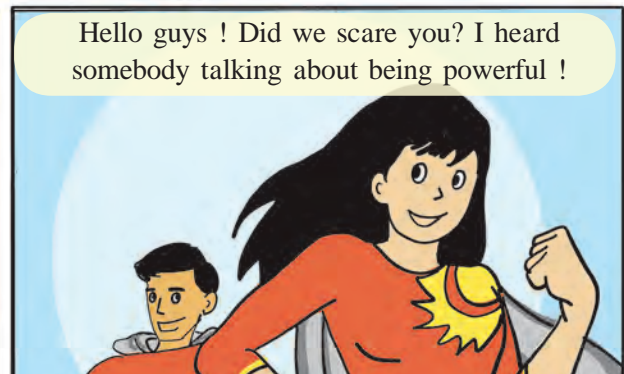
Sameena was upset because her parents refused to buy her a new dress and Nisha was feeling upset because her parents refused to send her alone on a trek. They chatted about how life has been unfair with them and how they wished they were powerful enough to change things !



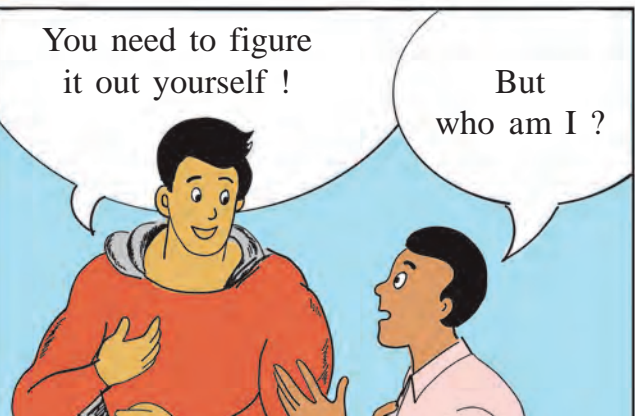
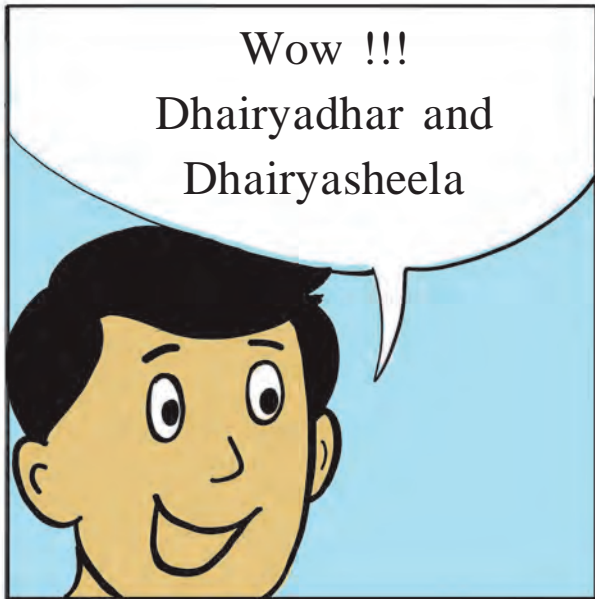
Suddenly, they heard a big sound..



They turned around to see and were stunned by what they saw.



Hello guys ! Did we scare you? I heard somebody talking about being powerful !



# 1 My Identity

Finding the superpower in my self

## OBJECTIVES :

1. Be able to explain the term 'identity' in their own words.
2. Be able to identify the factors influencing their own sense of identity.
3. Be able to justify the statement 'Each person has a unique identity'.
4. Be able to develop a self report on their strengths, areas of development, opportunities and challenges.

### 1. What's in my name?

- What is the meaning of your name ?
- Do you want to change it ? Why ?
- Would you still be the same person if you had a different name ? Why ?



Encourage the students to neatly cover and decorate a 200 pages notebook.

All the activities in this book are to be solved in the notebook.

### 2. My Portrait :



Draw any picture that you think describes YOU. (It could be a sketch, an animal, a thing or anything abstract.) The images shown above are for reference purposes only. Write down a couple of lines to describe why you chose this portrait. Exchange your notebook with the person sitting next to you and understand his/her portrait.

### 3. My personal experiences :

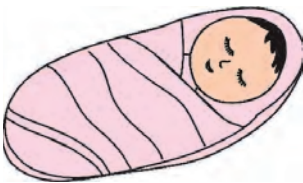


Some events / incidents (happy or sad), places you visit, books you read, movies you watch etc. have a deep impact on your life.

**These are called experiences.**



Identify at least three experiences in your life. They can be good or bad. e.g. Watching a movie based on a sports person ; Birth of your baby brother/sister ; Your parents helping somebody in need; Having met with an accident.



Or you can identify any other experience which is important for YOU. What you learn from your experiences helps to shape your personality. **Now think and write what you learnt from each of them.**

Encourage students to reflect on all the important experiences they have had since childhood. Help them articulate 3 most important ones that have made an impact on their personality. Help them reflect on what they learnt from the experience.

Experience \_\_\_\_\_  
What I learnt. \_\_\_\_\_

### 4. People who inspire me :

Name at least three people who inspire you. It could be your parents, relatives, teachers, friends, celebrities or anybody else.



Name of the person. \_\_\_\_\_  
Why they inspire me. \_\_\_\_\_

## 5. Things that make me proud of myself :

Very often, you feel proud and happy about yourself because of certain things you have done. Identify three things you did, which made you feel proud and happy about yourself.



After the students decorate the badges - Ask them to put it on their uniform and move randomly in the class.

When you say stop, the students form pairs with the nearest person and show their badges to each other and share the reason for getting it.

This way students will learn about each others achievements.

Draw and decorate the trophies and badges in your notebook for each of the three things and award them to yourself. A few examples -



Awarded for helping my mother in the kitchen everyday



Awarded for helping the team win a kho-kho match



Awarded for saving somebody's life

Do not praise the students individually, instead praise their efforts or deeds.

Accept even small examples that students could be proud of.

Make the students realize that the things we are proud of depend a lot on our surroundings. They can change based on the environment in schools, geographical conditions and social factors etc.

Just as we are proud of some of our actions, we might be ashamed of some of our actions or incidences which happened to us. Try to think of them in your mind for a moment.

## 6. My Emotions and Feelings :

Your emotions and feelings play a very important role in deciding how you behave in different situations. This makes you unique.

You may behave differently in the same situation when you are angry, happy, scared or sad. It is important to be aware of how you feel in different situations.

Write in your notebook about how you feel in the situations given below.

After the students complete the questionnaire read each situation and ask students with similar responses to raise their hands .The idea is to make the students realize that not everybody feels the same way in similar situations. Students can be also asked to reflect on how they would react in different fictional situations.

**How do you feel when -** Think about each situation and write down your reactions in your notebook.

**You lose in a competition**

1. Disappointed
2. Angry
3. Jealous
4. Nothing
5. Any Other

**Somebody challenges you to do something difficult/ unfamiliar**

1. Enthusiastic
2. Afraid
3. Numb
4. Nothing
5. Any Other

**You are in a crowded place**

1. At ease
2. Restless/Insecure
3. Active
4. Any Other

**Somebody praises you for something**

1. Proud
2. Superior to others
3. Nothing
4. Any Other

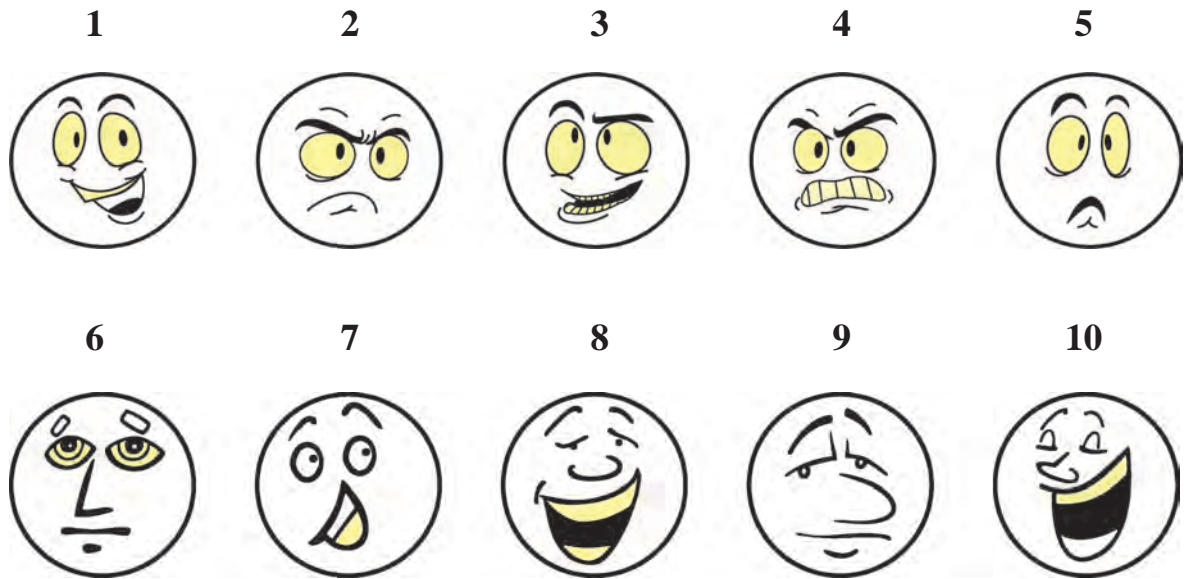
**Somebody criticizes you for something**

1. Sad
2. Angry
3. Inferior to others
4. Disappointed
5. Any Other

**You are alone**

1. At ease
2. Dull
3. Restless/Insecure
4. Any Other

Identify the emotions in the pictures given below and write them in your notebook. Also write when you have experienced these emotions and if you have taken any extreme actions/ decisions at that time. If such extreme actions / decisions have caused any harm to you. Also think about how long you continue to experience such extreme emotions.



### Emotions and Thoughts :

Think over the following sentences –

1. Why do some people 'feel afraid' of walking alone at night ? Because they 'think' they might be robbed.
2. Why do people 'feel happy' when they win a prize ? Because they 'think' that their efforts have yielded results.
3. Why do some people 'feel angry' if they are wrongly scolded for no mistake of theirs? Because they 'think' that it is unjust.

From the above examples it can be seen that our emotions and thoughts are inter related. If we can identify which thoughts cause an extreme emotional response in us, we will be able to manage our emotions and the extreme actions caused by them more effectively.

## 7. Roles I play :

You have to play multiple roles in your life like that of a student, friend, brother / sister etc. The society has certain expectations from each role.

It is important for you to be aware of all your roles and their responsibilities. Often, the society expects people playing a particular role eg. boy / girl / mother / father etc. to behave or think in a certain fixed manner. This is called STEREOTYPING.

Let us look at some commonly existing stereotypes.



Boys do not cry.  
Boys are always rough and tough.  
Boys do not work in the kitchen.



Girls cannot do heavy physical activity.  
Girls are meek and submissive.

Girls should know how to cook. Stitching and weaving should be done only by girls.



Mothers should give more priority to their kids than their career. Mothers have more responsibility towards the children than the father.



Fathers should take all the major decisions in the family.  
Fathers should earn to support the family.  
Husbands should earn more than their wives.

Discuss the examples given below in class and discuss the following -

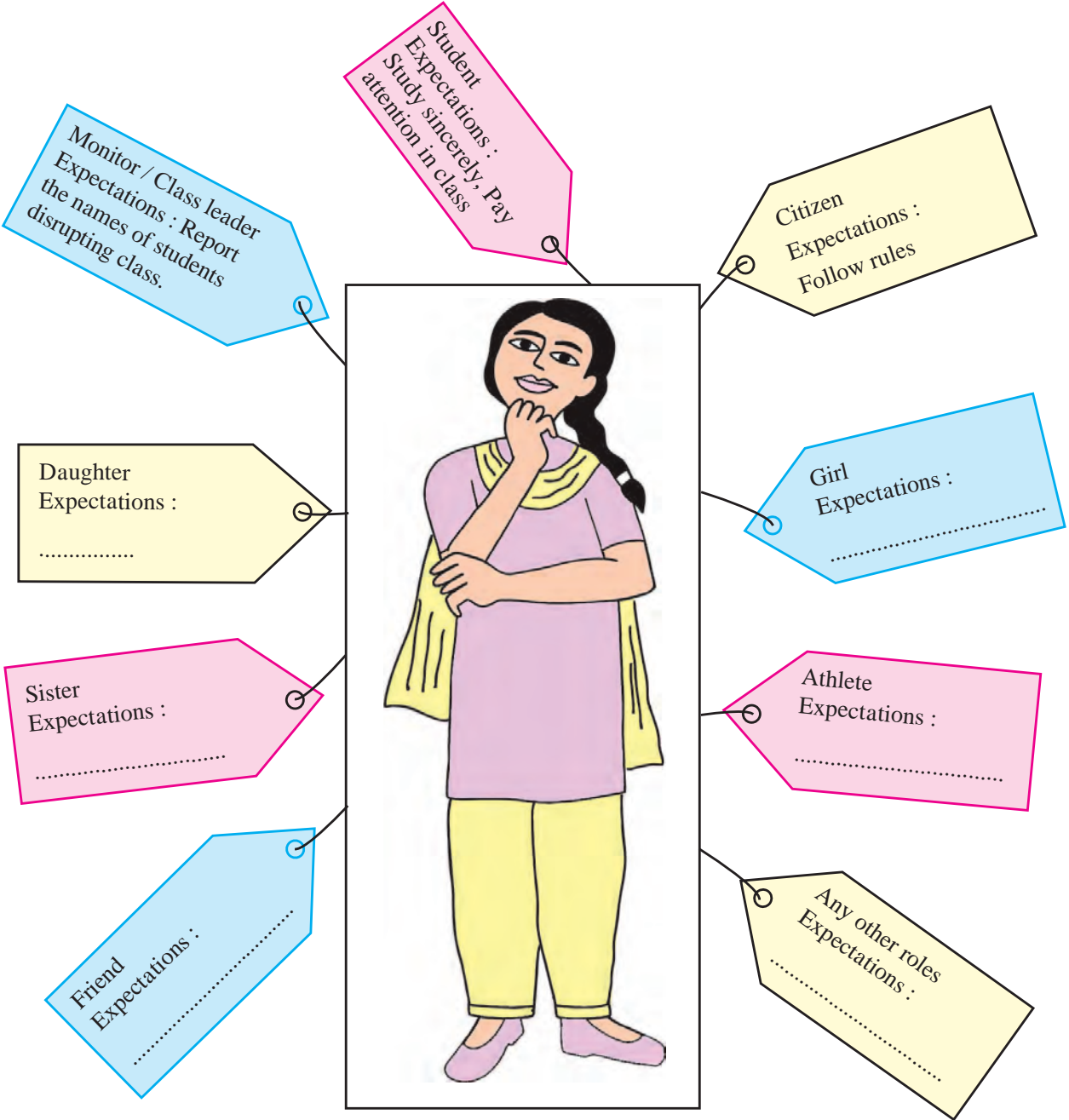
Does everybody agree with the statements? Why?

What could be some other roles and their stereotypes in the society?

Would the students want to change some stereotypes and why?

Make the students realize that the stereotypes are ideas which need not be true. They have been pre-existing in the society.

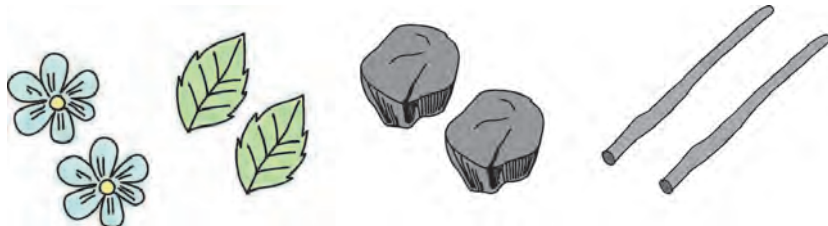
Now think of all the roles you play in your life and the expectations from each role. All the following roles may not be applicable to every student. Some expectations have been filled up for you. Similar to the chart given below, think and make one for yourself in your notebook.



## LET'S HAVE SOME FUN

### Find one like another!

Form groups of four. Each group should try to find two exactly similar natural things like flowers, leaves, stones, sticks etc. in the playground.

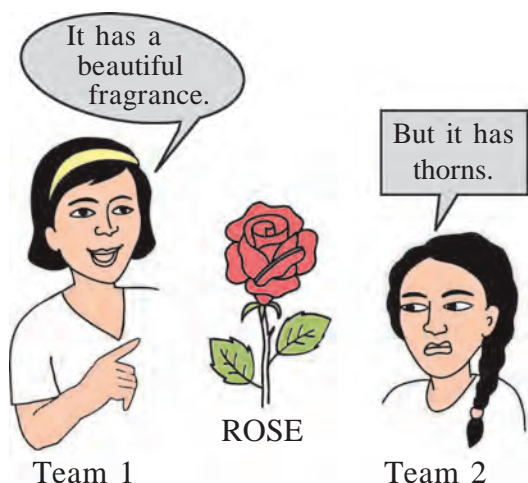


#### Discuss :

Did anybody collect two exactly similar things ? Why ?

Do you think this also applies to human beings ? How ?

There should not be even the minutest difference in the two things collected. The groups can take ten minutes for this exercise.



### Find faults!

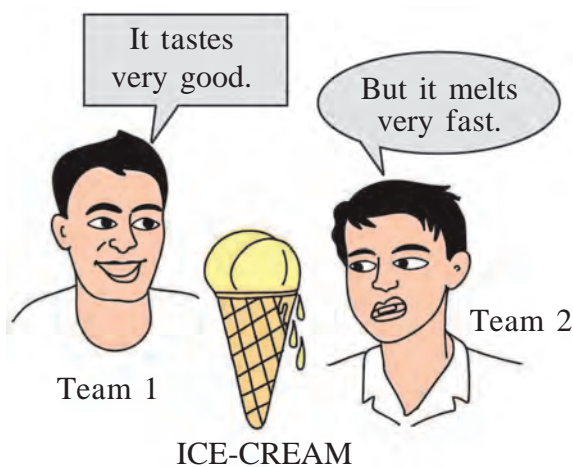
Form two groups in the class. Each group should name any one noun - place / animal / flower / fruit / car etc. and tell one good thing about it.

The other group should try and point out a not so good thing / limitation about the thing named by the first group. Now reverse the process. The team which cannot point out a limitation loses! Play the game for five minutes.

#### Discuss

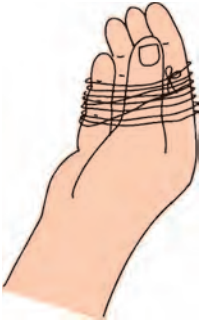
Did they find a thing / an object which did not have some limitation?

Does this also apply to human beings ? How ?



## LETS HAVE SOME MORE FUN

### 1. Lets try these -



(a) Try to write with a pen, without using your index and middle finger. You can hold the pen using any of the remaining fingers.

(b) Take a small piece of rope or tape and tie your thumb to the rest of the fingers. Now try to pick up small articles from the ground or climb a tree or hold a heavy chair.

#### Discuss

Was it difficult to do both the tasks? Why?

What did they learn about the importance of different fingers?

### 2. Some Famous Personalities.

Collect information about the personalities given below. Which are the qualities in them that you like ?



Discuss the qualities you like in them. You can also discuss about the qualities you like in any other person you know. All the four personalities given here are famous in their own fields.

#### POINTS TO PONDER

- Every human being is unique and has different strengths.
- Just like we need all the five fingers to be able to fully utilize the potential of our hands, we need to recognize and develop the uniqueness in each person to be able to make progress and live happily as a society.

## READ AND UNDERSTAND

Everybody has some unique combination of physical features, qualities, traits, beliefs, behavioural patterns and feelings. These together form the self-identity of the person.



### My unique identity !

Think about yourself, your physical features, qualities, traits, beliefs, feelings, behavioural patterns etc. and write a poem about yourself in the format given below. Feel free to write what you feel without worrying about rhyming words.

I am ..... (your name)  
Child of ..... (your parents' names)  
Sibling of ..... (your brother and/or sister)  
I like ..... (3 things)  
I don't like ..... (3 things)  
I hate ..... (3 things)  
I have ..... (2 physical features / behavioural traits)  
I want to ..... (3 things)  
I am scared of ..... (1 thing)  
I dream of ..... (1 thing)  
I am determined to ..... (1 thing)  
I am proud of ..... (1 thing)

### POINTS TO PONDER

- *Every human being is a mixed bag, with some strengths and some areas of development.*
- *It is important to identify your strengths and areas of development.*
- *While it is necessary to work on your areas of development, it is even more important to work on developing your strengths. It is also important to identify opportunities and challenges which are also unique to each individual.*

## 8. Self report

A self report is a report you make to evaluate yourself. Identifying strengths, areas of development, opportunities and challenges help us improve upon them and make decisions based on them. Given below is an example of the ‘Self Report’. Carefully observe it.

CRITERIA	MY STRENGTHS	I NEED TO IMPROVE
<b>Knowledge</b>	I am good in language, maths.	I am not so good in social science.
<b>Skills</b>	I can write poems and stories. I can cook well.	I face difficulty in public speaking. I am not a good sportsman.
<b>Attitude</b>	I can work hard consistently.	Many times I do not care for others feelings.
<b>Social</b> ( Concerning Parents / School / Relatives / Friends )	I make friends easily.	My decisions get influenced by my friends.
<b>Economic / Financial</b>	My parents are economically well off.	-
CRITERIA	MY OPPORTUNITIES	MY CHALLENGE'S
<b>Knowledge / skills / attitude related</b>	I can make a career in literature or related fields or in Mathematics, Hotel management or related fields.	There are no colleges which offer a degree in literature in my village.
<b>Social</b> ( Concerning Parents / School / Relatives / Friends )	My parents value education and will not get me married early.	My relatives may pressurize my parents to get me married early.
<b>Socio-economic conditions</b>	My parents can support my higher education.	My parents may not agree to send me to the city for higher education.

### Make my own “Self Report”

Now look at your own strengths, areas of development, challenges and opportunities and make a “Self Report” in your notebook.

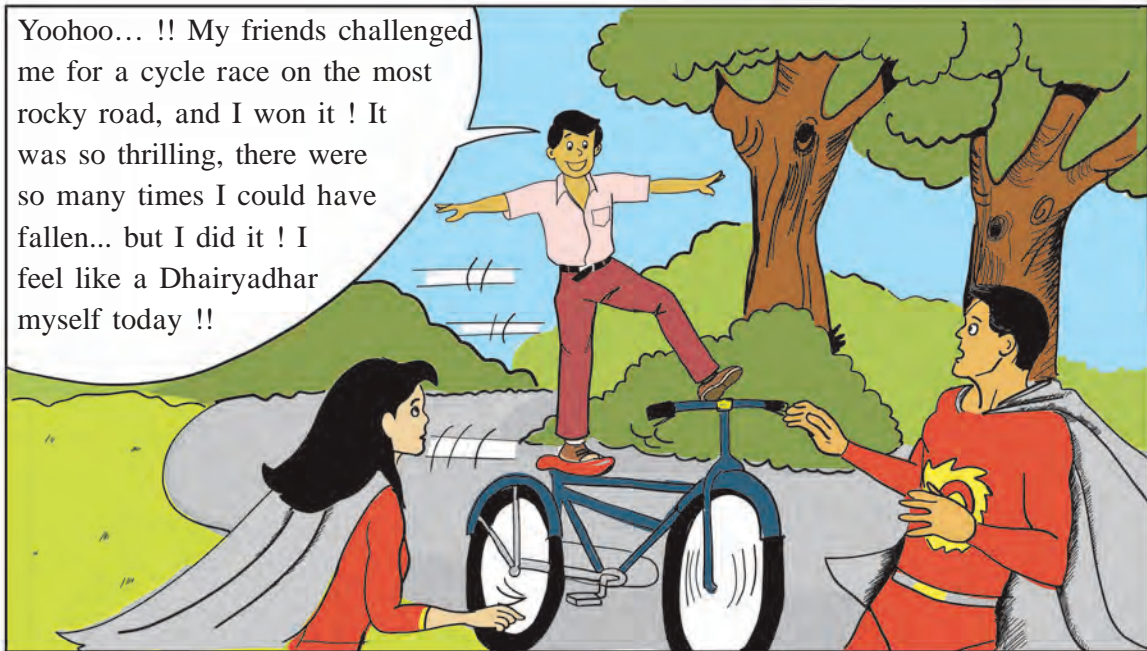
This is a very important activity. Encourage the students to think about their strengths and areas of development.

Provide necessary local context to identify opportunities and challenges.

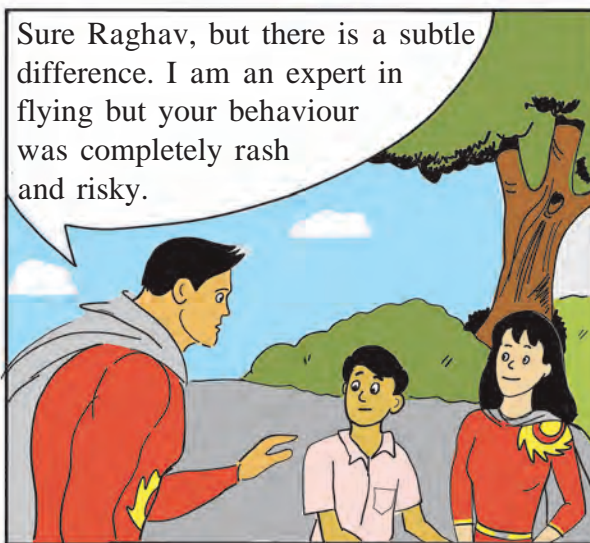
## ASSESSMENT RUBRICS

Following is a guideline for allotting marks to the students. This chapter is not about remembering information. It is meant to provide time and opportunity to think about oneself. Thus taking the students through the entire process is more important than whether they can fill in all information correctly.

<b>Weightage : 10%</b>				
<b>Criteria</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Not - Satisfactory</b>	<b>Marks obtained</b>
Participation actively in	Participated actively in completing the exercises/ tasks in the chapter, completed all activities in the book.	Completed all activities.	Copied answers from others.	
Completion of the chart about strengths, areas of improvement, opportunities.	Identified and articulated the strengths, areas of improvement, opportunities and challenges clearly.	Completed the chart but the strengths, areas of improvement, opportunities, challenges identified were too broad or general.	Copied answers from others.	
Completion of poem.	Poem shows deep reflection about himself / herself.	Poem shows superficial / incomplete thought.	Did not write poem.	



Yooahoo... !! My friends challenged me for a cycle race on the most rocky road, and I won it ! It was so thrilling, there were so many times I could have fallen... but I did it ! I feel like a Dhairyadhar myself today !!



Sure Raghav, but there is a subtle difference. I am an expert in flying but your behaviour was completely rash and risky.



When we fly, we take precautions, we are aware of the dangers, we try not to take unnecessary risks. But it is different with you... You liked the race all the more because it was risky !



I guess it is not your fault, it was just your adolescent brain at work ! Do you want to know about it ?

# 2 Growing Up

## Discovering adolescence

### OBJECTIVES :

1. Be able to explain the term 'adolescence' and the physical, emotional, social and cognitive changes associated with it in their own words.
2. Be able to explain the potential problems associated with adolescence in their own words.
3. Be able to explain how adolescent brain differs from an adult brain in their own words.
4. Be able to justify in their own words the need to balance freedom with responsibility.
5. Be able to evaluate between the given choices and justify the choice made.

### 1. What is adolescence?



#### Tanvi :

- Physical growth has slowed down in the last few months.
- Focused about her career and future.
- Efforts are set in the right direction.
- Careful about what she does, confident about herself.
- Comfortable in talking to both men and women and working with them.
- Feels responsible towards her family.

#### Meena :

- Loves to play.
- Carefree and makes friends with both boys and girls.
- Not very self conscious.
- Very close to her parents, goes out with them.
- Shares most of the school happenings with her mother.



#### Ravi :

- Stays outdoor the whole day playing games.
- Does not mind if somebody comments on his height or clothes.
- Depends on his parents to take decisions for him.





### Sadhana :

- Feels energetic.
  - Conscious of her body lately.
  - Her body has changed rapidly in the last year or two.
- Compares herself with the women on television and cinema.
  - Moody, worries whether she looks good enough.
  - Attracted to boys, but does not talk much to them and prefers being in the company of girls.
  - Likes to go out with her friends more than her parents. Lost in her own world, not sharing much with her parents. Worries about her clothes, her belongings.

Discuss in class if students have observed that their behaviour has been more like Sadhana / Manish in the last two years.

Explain to the students that Sadhana and Manish are a representation of the age group typically referred to as 'adolescence'.

### Manish :

- Manish has good stamina to play and study.
- He has started developing muscles and in the last few months has noticed his height increase very fast.
- Manish is open to taking risks and generally feels he will get away with them.
- He is attracted to girls in his class, but does not talk to them much and prefers being in the company of boys.
- He gets angry very soon and sometimes picks up fights with his parents.
- He worries a lot about how he looks, his clothes, his belongings.



### Ali :

- Ali's height has not increased in the last few months.
- Takes great efforts to shape up his career.
- Takes calculated risks, thinks twice before choosing something potentially harmful.
- Feels comfortable about himself and his body, does not worry too much about looks.
- Comfortable in talking to both men and women, does not get angry very easily, solves problems with a cool head.
- Ali thinks about his responsibilities towards his family.

## POINTS TO PONDER

The term adolescence has its origins from the Latin word 'adolescere' which means 'to grow' or 'to mature.' It also means 'to achieve identity'. Adolescence is typically the period between the age of 13-19 years. Adolescence is almost a magical transitional period between childhood and adulthood which is marked by many physical, social and emotional changes. Some of these changes might result in problems in coping up with others. Yet it is very important to understand that adolescence is also a period of great possibilities where the adolescents have great energy to learn and work, enhanced curiosity and a dream to create a better world.

## 2. Characteristics of adolescence :

Divide the class into groups of five. Encourage students to refer to Manish's/Sadhana's case studies and relate them to their own experiences. Students should read the table given and talk about any other changes occurring in adolescence. They should write the changes they have experienced in their notebook.



Physical changes	Emotional and social changes	Changes in thinking
Some body parts begin to enlarge. (girls)	Physical and emotional attraction to opposite or same sex	Intellectual interests expand and gain importance.
Menstrual periods begin because of estrogen hormone. (girls)	Strong opinions about few things, confused about a lot of things.	Thinking and decisions are influenced by peers.
Testicles and penis grow larger because of androgen hormone. (boys)	Increased self consciousness.	Day dreaming about future.
Skin and hair become oilier, pimples may appear. (girls and boys)	Feeling of awkwardness about their bodies and comparison with others.	Start understanding implicit social norms and beliefs
Body hair grows, voice changes. (boys)	Worries about being accepted by peers and society.	Eager to know new things. Try to prove their own capabilities.

### 3. Why is adolescence so special?

Adolescence is characterized by rapid changes in not just the body, but also in the brain. However these changes continue till the brain reaches the stage of maturity around the age of 24 years. Thus the adolescent brain is a 'work in progress'. To understand more about how the adolescent brain is special from an adult brain, we need to understand a few basics things about how the brain develops.

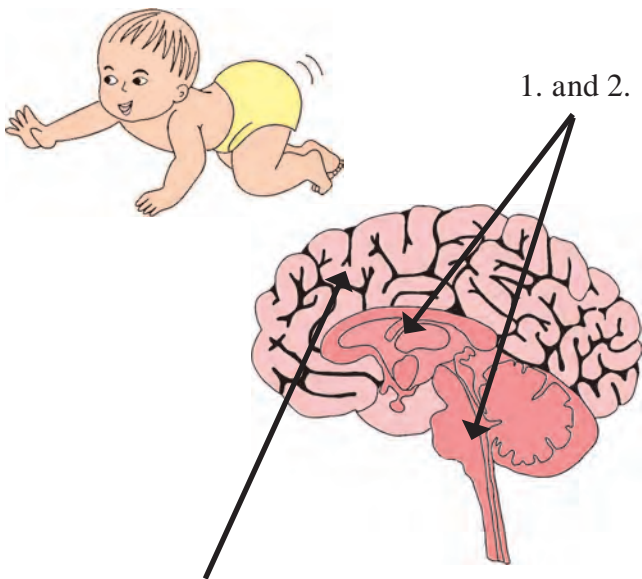
### 4. Development of the Brain

Human brain has evolved over several thousand years. The structure and functions of the brain are complex. Science has studied the different parts of the brain in depth.

In order to understand the behaviour traits in adolescence, it is important to understand the development of the brain. Let us understand how the three parts of the brain are developed in simple words.

#### 1. Action Brain (The Reptilian Brain) :

This area is fully developed at birth and handles basic functions necessary for sustaining life and movement. This area controls breathing, digestion, heart rate, sleep, hunger, body temperature, etc. and is responsible for controlling reactions in situations of danger.



#### 2. Emotional brain (The Monkey Brain) :

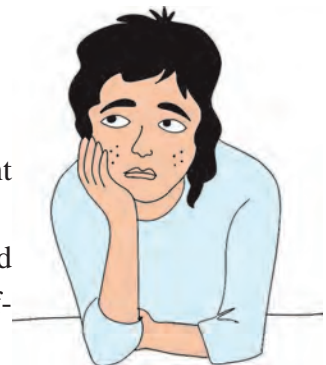
This part of the brain develops during the age of 0-5 years. This area is the seat of our emotions.

It is also responsible for memory, response to stress, nurturing, caring, fear, rage, social bonding and hormone control. All feelings originate from the emotional brain.

#### 3. The Thinking Brain :

This is the last area to be established and its development continues till 20 to 24 years of age.

This part of the brain is responsible for self control, balanced thought, problem-solving, planning attention, creativity, self-awareness and understanding and interpreting emotions.



## 5. How is the adolescent brain different ?

During adolescence, the emotional brain is highly developed but, the thinking brain is still developing !

This imbalance, coupled with rapid physical and hormonal changes makes adolescents behave in an impulsive, therefore risky manner.

Their brains cannot always successfully predict, plan or react properly to harmful situations and hence they may fail to act responsibly.

### Teenage Mouse



## 6. Need for freedom :

Read the sentences given below. Have you ever been troubled by the following ?

1. Your parents or teachers do not allow you to keep a particular hairstyle or wear a particular dress.
2. Your parents do not allow you to stay out till late night or go out late at night.
3. Your parents do not allow you to watch television whenever you want.
4. Your parents do not allow you to eat oily food from roadside vendors.

One thing that adolescents yearn for is 'freedom'. They feel that they do not need to depend on anybody for taking decisions, that they can very well understand what is good for them, that they are entitled to get or do whatever they want.

### Discuss :

Do you see a similarity between the given incidences?

In the given incidences, what is it exactly that bothers you?

## 7. Actions and Consequences :

Read the following sentences. Think about the questions asked.

1. If a person gets wet in the rain by his free will and as a result catches a cold, would you feel very sad about it ?
2. If a person drives very rash, breaks all rules and as a result meets with an accident, would you feel very bad about it?
3. If a person does not study for the entire year and as a result fails in the exams, would you feel very bad about it?

There are consequences associated with every action. They could be good or bad. Hence it is necessary to think about the consequence before doing an action.

## 8. Freedom and responsibility :

In adolescence, one yearns for “Freedom” and feels that freedom means “getting to do what one wants”. However, this is just one side of the coin. Even though one gets the freedom to do what one wants, there should be an awareness about the consequences of that action. One must be capable enough to face the consequences too.

The consequence of an impulsive action done out of the sense of freedom and entitlement can often create confusion. Adolescents may try to find escape routes which could be even more harmful and may need help from adults.

## 9. Choosing an option and accepting the responsibility of the choice :

We are faced with numerous options in our daily life.

e.g. Option 1 : To study.

Option 2 : To watch television for a long time, chat with friends etc.

We have the right to choose either of the two options. However, if we choose option 2, we need to reflect on the following –

1. How am I able to take out time for watching television or chatting with friends?
2. The time allotted for which task has been compromised for the above activities?
3. Is it leading to any adverse effects?

E.g. If the time allotted for studying is being used for recreational activities, what is the benefit and what are the losses?

## Let us apply what we learnt :

A few situations are given below. In each situation, there are two options to choose from. Which one would you choose and why? You can think of other options and situations if you want.

1. Your friends want to go for a late night movie show at the theatre. But your parents oppose it.

Option 1 : You will go without informing your parents.

Option 2 : You will say no for the movie programme.

2. You have an examination tomorrow. But there is a very interesting cricket match on the television today.

Option 1 : You will see the match.

Option 2 : You will study for the examination.

3. Your friends are forcing you to do something bad. You are not sure about what is to be done.

Option 1 : You will give in to their persuasion.

Option 2 : You will politely refuse.

4. The tree in your neighbour's backyard is laden with mangoes. One day, you find out that the neighbours are out of town and you could eat the mangoes.

Option 1 : You will eat the mangoes without permission.

Option 2 : You will not eat the mangoes without the neighbour's permission.

5. You can see that your friend has fallen into bad company.

Option 1 : You will inform his / her parents about it.

Option 2 : You will not inform anyone about it.

6. You have seen a group of your classmates breaking the windows of the class. But another student has been wrongly blamed for it.

Option 1 : You will tell the truth to your class teacher.

Option 2 : You will keep quiet.

Make groups of students. Allot one situation to each group. Each group should choose one option and also justify their choice by explaining how they could take up the responsibility of the consequences.

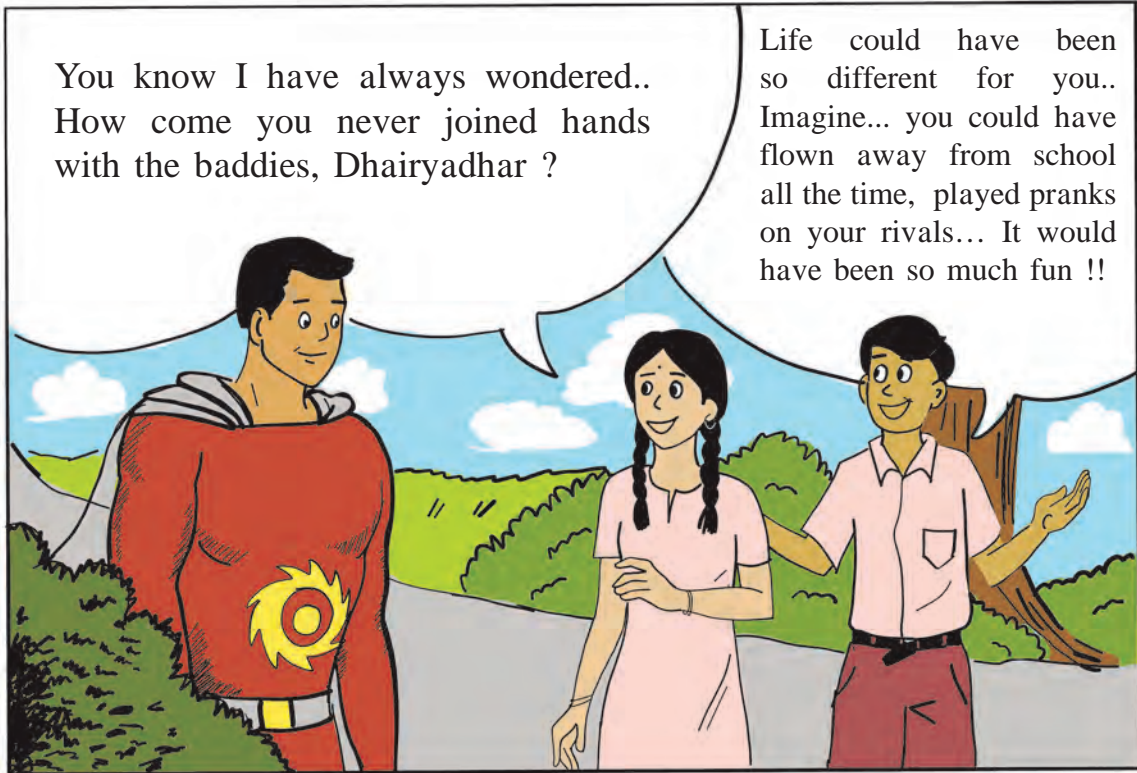
### **POINTS TO PONDER**

#### **Growing up**

*Our elders often tell us that we have grown up and are no longer small. What does it exactly mean? As we grow up, we acquire the freedom to make choices. However when we do make these choices, we need to also realise our limits. The responsibility of our decisions lies solely with us and in case they go wrong, we should be ready to face the consequences. To be able to strike a balance between exercising your freedoms, acknowledging their limits, accepting the responsibility of your actions and being ready to face the consequences is the real meaning of "growing up."*

## **ASSESSMENT RUBRICS**

<b>Weightage : 10%</b>				
<b>Criteria</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Not - Satisfactory</b>	<b>Marks obtained</b>
Explanation of 'why is adolescent brain different'	Student can clearly explain why adolescent brain is different.	Student can explain why adolescent brain is different but the explanation has some gaps.	Incomplete or vague explanation.	
Use of the concepts learned in the chapter in the activity 'Let us apply what we learnt'	Appropriately applied the concepts taught in this chapter.	Applied at least one concept taught in the chapter.	Did not understand the concepts in the chapter. No application was seen.	



# 3 Values

Defining your value system

## OBJECTIVES :

1. Be able to explain the term 'values' and the origin of values in their own words.
2. Be able to identify their personal values.
3. Be able to examine if they uphold their values at all times.
4. Be able to plan for a change in behaviour so as to uphold the values.
5. Be able to differentiate between values and norms.

## 1. What are values ?

- Yusuf packed all his 'valuables' in a suitcase to keep them safe.
- Delsi found her fathers new car to be great 'value' for money.



- You should 'value' others' time
- Shalini complained that nobody 'valued' her talent.
- Akshay says honesty is my 'value'.

Read the sentences.

### Discuss :

What is the meaning of the word 'Value' in each sentence ?

Is there a common meaning of the word value in all the sentences ? What is it ?

## POINTS TO PONDER

*Norms and principles which -*

1. Are influenced by the place of birth (eg. Country, religion, caste etc.)
2. We follow most of the times (in different roles or situations)
3. We feel we "MUST" do at all times.

*Are called "Values"*

## 2. Why are values important ?

Let us start with an example : It is the last day to pay the fees. You forgot to bring the money to pay the fees. You accidentally find the money that your friend has brought to pay his fees. You will be in trouble if you don't pay the fees and are tempted to use his money.

But even your friend needs it.

You have two options -

**What would you do ? On what basis would you choose ?**

Option 1  
Return the  
money to your  
friend and face  
your problem.



Option 2  
Use your friend's  
money as if it is  
your own.

Option 2 is the easiest one to choose. Think about it, if we always choose the easy option available in every situation, people will not see a consistency in our behaviour. People will form an opinion that this person is not trustworthy and sincere. Also think about a situation where everybody in the society is selfish and cheating each other for their own self interest. Everybody will stop trusting each other and will lead to unrest in the society. Hence, to have a peace, co-operation, trust, unity in society which are important for our growth it is very important to have consistency in one's behaviour and a strong personal value system.

When we consider an action to be correct, then we try to do it frequently. Slowly our approach is developed based on the action which then becomes a habit. Our habits are responsible for developing our attitude. Our values are then based on our attitude of looking at things. Approach → Habit → Attitude → Values. e.g. You prefer wearing simple clothes, then you like people wearing simple clothes. Slowly our approach, habits and attitude reflect simplicity in all aspects of life. Simplicity then becomes an integral part of our personal value system.

### **POINTS TO PONDER**

#### **Importance of values**

- Values give a guideline to one's life.
- Values help one understand which things are more important and meaningful in life. A person whose personal value system is not fully developed often makes impulsive emotional choices out of short term selfish motives.
- Values influence one's thoughts, behaviour, decisions as well as determine the importance of things in life.

Encourage the class to discuss –

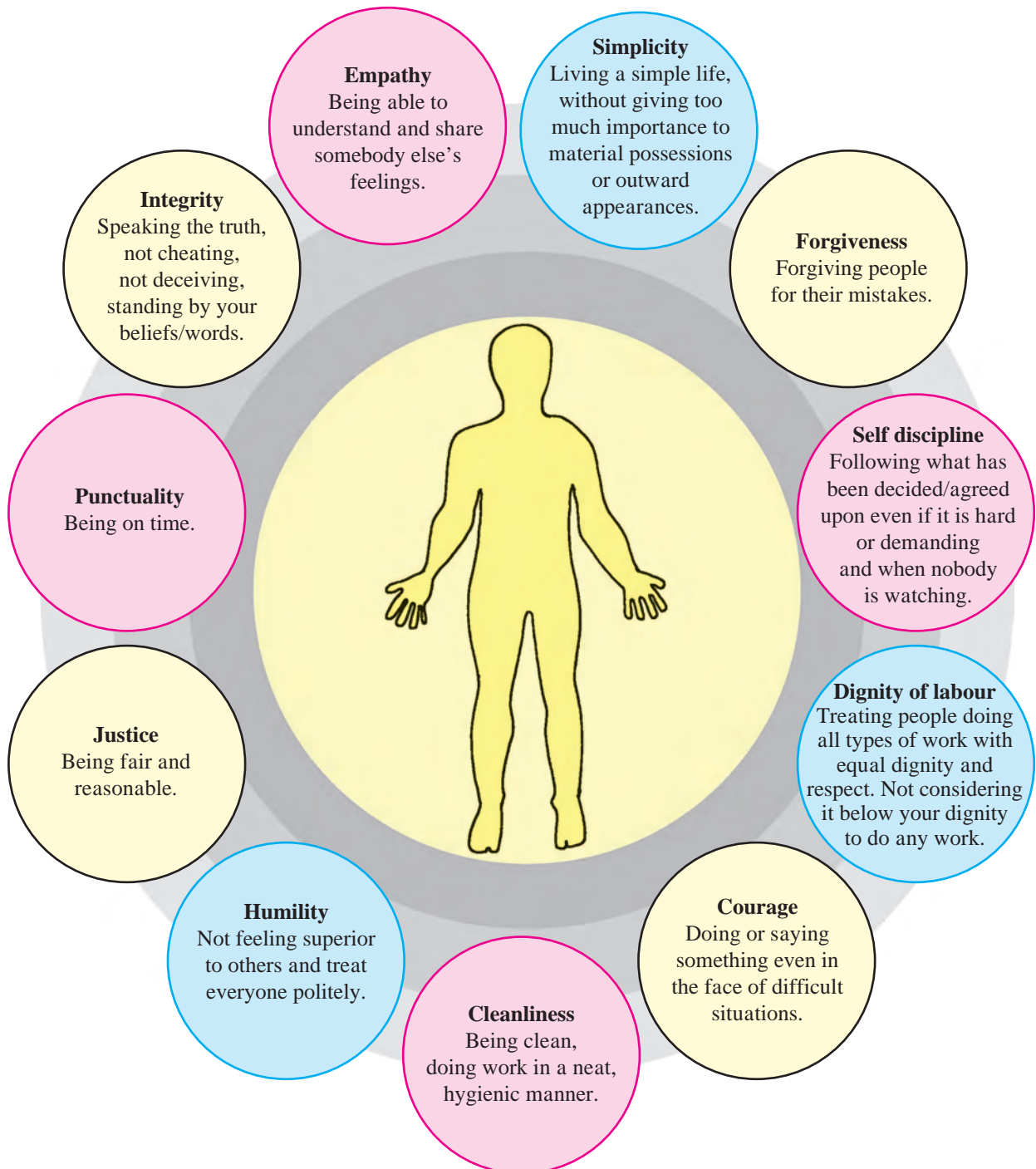
How values determine your behaviour in everyday life.

How values determine the decisions you make in everyday life.

### 3. Personal values

Personal values define our life. So it is important to identify the values that are important to each individual. Personal values will differ from person to person.

#### Influence of personal values on habits



#### 4. Find the values

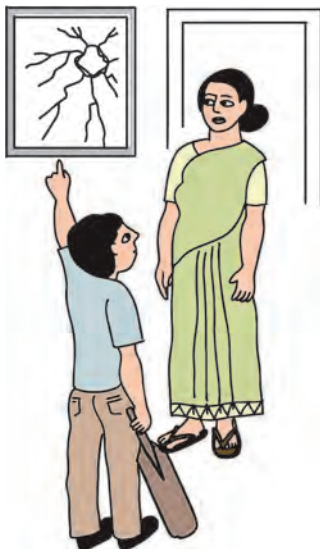
Given below are some brief case studies.

Read and discuss which values are practiced by the characters in the case studies.

- Mohan is a milkman. He delivers milk everyday to many houses. Other milkmen mix water in their milk to increase the quantity and thereby the profits. However Mohan refuses to do so.



- Joseph's mother has gone to the nearby town. His friends ask him to join them for a movie. However he has his exams and he knows he needs to study. So he excuses himself.



- Neelima is always on time for all her commitments. Once a job is assigned to her, she always ensures that she gives it her best and submits it on time.



- Ratan and his friends broke the window of a house while playing cricket. His friends immediately ran away while Ratan owned up and apologized for the mistake.

- Bhasker's friend had borrowed his textbook before the test to study. However, he lost it. As a result Bhasker scored less marks in the test. His friend apologized. Bhasker did not hold it against his friend and they continued to be good friends.



## 5. Origin of values

Given below are some more case studies.

Read and understand the various factors affecting the origin of personal values.

Reena's father has always taught her to speak the truth, as a result, honesty is Reena's value.

Seema's school is very particular about students coming on time and submitting their work on time. Though her family is not very particular about it, because of her school, punctuality and discipline are part of her value system.

Mahesh's family is very humble. He buys very simple clothes on his birthday and uses the leftover money for gifts to the needy.

### Origin of values

Jagvijay has keen interest in Science. He tries to find scientific reasons for all physical happenings around him. He does not believe in superstitions or traditions which he thinks are unscientific. Scientific temperament is a value for Jagvijay.

Jamshed reads a lot about heroic tales of freedom fighters. This has deeply influenced Jamshed. For Jamshed, having the courage to fight for the right cause is very important.

Balaji comes from a family where sharing things with others and giving importance to community life is important. Thus this has become a part of his values.

### POINTS TO PONDER

- *Personal values can originate from a variety of sources like home, school, culture, society, religion, books, philosophy, science etc.*
- *Some values are chosen by people according to their will and after a lot of thought. Some values are inherited by virtue of belonging to a particular faith, culture, religion, family, community etc.*
- *It is important to rethink about your personal values from time to time to check if they are being followed.*

### Assignment

- Think of three people whom you look up to. It could be your parents, relatives, friends, neighbours, celebrities or anybody.
- Think about what values they exhibit.
- Talk to them or find out why they uphold those particular values.
- Write a report in your notebook.

## 6. Self reflection on your habits :

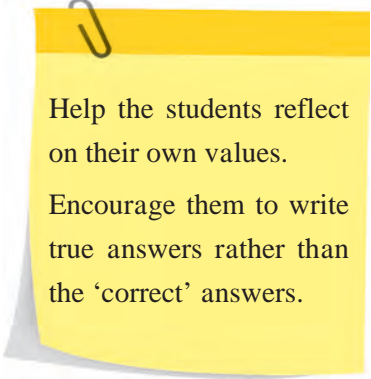
Read the following sentences. Try and recollect how you behave in the given situations. Complete the given sentences accordingly. Which of your values are reflected from the way you act in the following situations?

1. If you have not done your homework and the teacher asks “who has not done the homework?”, you .....
2. If somebody trusts you and tells you a secret, you .....
3. If you have done something wrong, in front of your parents, you .....
4. If you promise somebody to meet at a specified time, you .....
5. If others arrive late, you .....
6. If the teacher is about to punish somebody else for something you have done, you .....
7. When dividing food / cold drinks / money between people, you .....
8. If you have to share a bicycle / T-shirt or anything else with your brother / sister / cousin / friend, you tend to.....
9. If somebody is not good at something and you are better at it, you .....
10. If you are an expert at something and other people give you inputs /suggestions, you ....
11. If you see a hefty boy / girl bullying a physically weaker one, you .....
12. If you see an accident on the road, you .....
13. If you have decided to study / exercise / read / practice for a certain amount of time, you .....
14. Once you have made a commitment to resist temptations to eat junk food, you .....
15. If your classmates have wronged you earlier, you .....
16. If somebody behaves rudely or meanly with you, you .....
17. You like / don't like to have the latest gadget or fashionable clothes to impress others.
18. You like / don't like to make friends based on how trendy he/she is or how many things he/she owns.
19. If you notice a weakness in a person, you .....
20. If you see that somebody needs help in your group, you .....

From the above reflection, can you spot your values ? Write at least three values in your notebook.

Have there been instances where you did not uphold your values?

What changes would you make in yourself so as to uphold these values at all times?



Help the students reflect on their own values.

Encourage them to write true answers rather than the 'correct' answers.

## 7. Home – a replica of the society

Our home is in a way a replica of our society. Different members of our family stay together in harmony. Everybody has equal responsibility towards his / her home. Now think about the work division in your home. Do you think it is fair? Would you like to suggest something in it? On the basis of which values should the work be distributed?

## 8. Values v/s Norms

Look at the following two scenarios and try and reflect on the difference between values and norms.



Throwing litter in the school premises was strictly disallowed in Pushkar's school. Pushkar never throws litter anywhere except the dustbin when in the school premises.

However when Pushkar is walking on the streets, he does not mind throwing litter on the footpath.



However when Pushkar is walking on the streets, he does not mind throwing litter on the footpath.



Harbhajan also studies in the same school. He too never throws litter in the school premises. Not just that, he does not throw litter around even when he is on the streets or in other public places. He does not throw litter around even when alone.



Read these examples and discuss in class

Between the two, who do you think follows cleanliness as a value ?

Between the two, who do you think is simply following rules / norms?

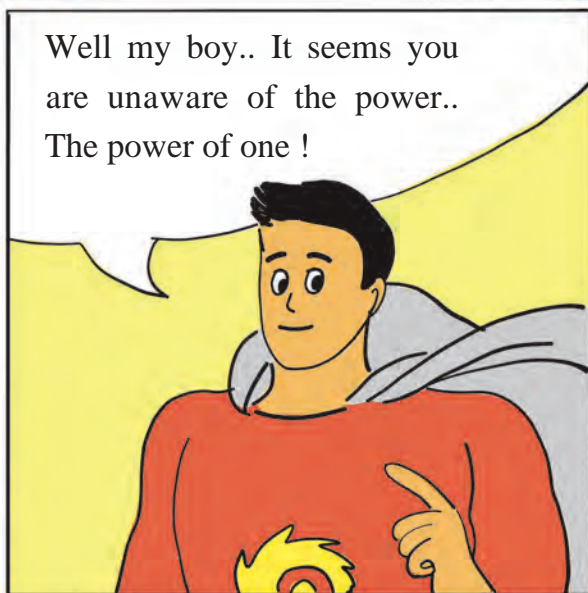
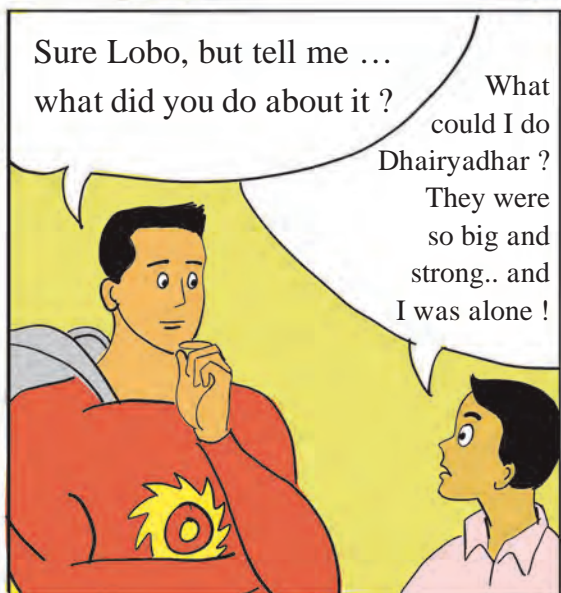
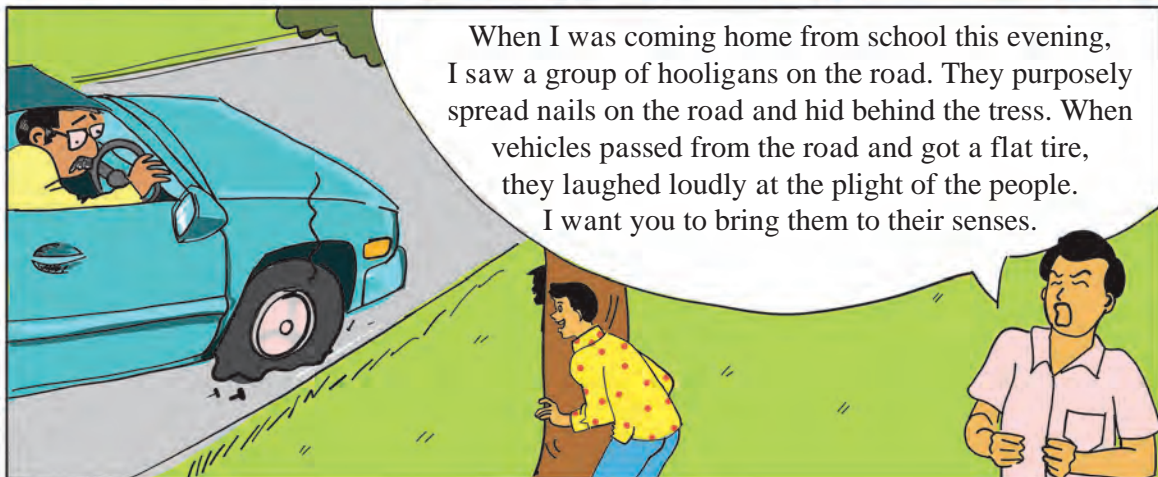
What is the difference between simply following norms and upholding a value ?

### POINTS TO PONDER

- Values v/s Norms- Norms or rules are explicit regulations dictating how people should behave. Norms and rules are also based on some or the other value. Norms or rules are external to the person. Rules are limited to the place, area, society, country etc. where they are applicable.
- Values, on the other hand are internal to a person and the person tends to uphold them even if there is no explicit rule about it. A person is intrinsically motivated and obligated to follow his values no matter where he/she is. Thus simply following external rules does not mean you uphold the values underlying the rules !

## ASSESSMENT RUBRICS

Weightage : 10%				
Criteria	Very Good	Satisfactory	Not - Satisfactory	Marks obtained
Participation in activities	Actively participated in completing the exercises/ tasks in the chapter, completed all activities in the book	Completed all activities.	Copied answers from others.	
Identification of personal values and planning for improvement	Came up with realistic actions to improve himself / herself	Came up with vague incomplete superficial actions	No attempts/ copied answers	
Reflection of values in the behaviour in the class.	Values were reflected in behaviours of students.	Value based behaviour with some exceptions.	No values reflected.	



# 4 Social Leadership

Power of one!

## OBJECTIVES :

1. Be able to explain importance of creating social change and different ways of creating a change, in their own words.
2. Be able to develop the confidence to take steps towards creating a social change.
4. Be able to initiate a lifestyle change as the first step towards making a social change.
5. Be able to identify a social problem, design solutions, develop and implement a plan for intervention.

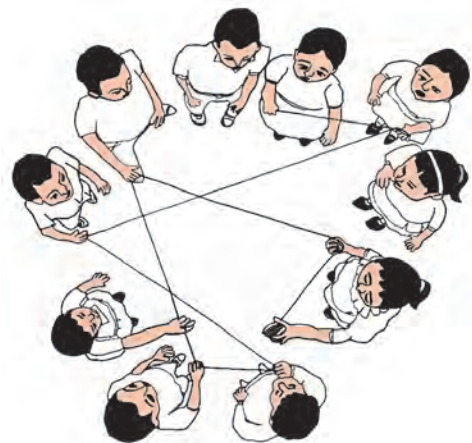
## 1. The Social Web

### Play Time :

- Ten students stand in a circle with one chit each.
- The student who has the bundle of thread should hold one end of the thread tightly and start the game.
- He/she should then pass the bundle to anybody else in the circle and ask what is written on the other student's chit.
- The first student should then say how the word on their chits are connected. e.g. First word **Birds**, Second word **Trees**. Sentence can be - "Birds make nests on trees" or First word **Pollution**, Second word **Rivers**. Sentence can be – "Pollution harms the rivers."
- The second student should then hold the thread tightly in his / her hand and pass the bundle to somebody else and talk about how the names on their chits are related to each other.
- Repeat the same activity till all the ten students are covered at least once.
- It will create a web. See the picture below for reference.
- Tap at different places on the web. Observe what happens.

Prepare ten chits. Write one of the following words on each chit - Man, rivers, air, birds, pollution, plastic, animals, water, trees, soil. Distribute the chits between ten students. Make them stand in a circle. Take a bundle of long thread.

Give the bundle of thread to the first student.



## POINTS TO PONDER

*When you tap anywhere on the web, everybody feels the vibration. This shows that everything in the environment is connected to one another. Any change in one element will have an impact on the others.*

*Similarly, all human beings are also interdependent. Eg. People in the cities depend on people in the villages for cultivating food crops. Raw material required for many urban industries comes from mines in rural areas. Thus problems of people in rural parts can create problems for people in urban parts and vice versa.*

## 2. Interdependence

**Will this affect you? How ?**

1. Increased use of vehicles leads to global warming.  
Will it affect you?



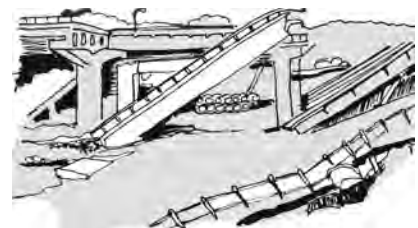
Encourage students to discuss each of the issues.  
Ask the students if these are their problems too?



2. Inefficient disposal of plastic leads to plastic accumulation in the soil which makes it infertile.  
Will it affect you?



3. Scarcity of resources in some parts of the country leads the people there to give up farming and migrate to towns and cities in search of jobs. Will it affect you ?



4. Sometimes there is a delay in developing infrastructure and bad quality of important public projects like bridges, dams, schools etc. are built.  
Will it affect you ?

## POINTS TO PONDER

*Any social problem in one part of the world can trigger a chain of inter-related problems which could affect all of us.*

*Thus the social problems around us cannot be simply dismissed as somebody else's problems. Sooner or later, they are bound to become our problems too !*

*Thus it is time for us to take some action. Even one person can make a change !*

### 3. Different ways of bringing in social change

There are many ways in which an individual can contribute to social change. There are a few examples given below. Find information about people or organizations doing similar work in your neighbourhood.

#### A. Community Service

Providing essential services which are found to be lacking in the society is a way of bringing in social change.

e.g. Baba Amte is known for the selfless service he provided to patients suffering from leprosy who were treated as outcasts at that time.



#### B. Creating Infrastructure

Implementing projects to offer long term solutions to problems is another way of bringing social change.

e.g. Dr. Rajendra Singh has been instrumental in building close to 4,500 small dams called Johads through people's participation in Rajasthan. His work has had a great impact in raising groundwater levels.

#### C. Research

Developing new solutions for eradicating social problems through research is a very effective way of bringing in social change.

e.g. Dr. Abhay and Dr. Rani Bang have been instrumental in reducing child death among children who developed pneumonia in Gadchiroli district. It was because of their research and efforts that the death rate amongst infants due to pneumonia was brought down.



#### D. Activism

Creating awareness about the rights, responsibilities and needs of a community and uniting the community to fight for their rights can also bring in social change.

## Let us Learn

These are a few more examples of all the 4 ways to bring social change.

Community Service	Creating infrastructure	Research	Activism
Volunteering at an orphanage	Building roads	Developing better tools for agriculture	Bringing people together to eradicate forbidding rituals.
Enrolling out-of-school children in schools.	Setting up solar powered lights	Developing new medicines / vaccines	Bringing people together to fight Water and air pollution.
Providing medical care in remote rural areas	Building toilets	Studying the causes of social problems	Creating a movement for water conservation.
Donating books for libraries in schools.	Waste management.	Research for use of technologies in education.	Awareness for obeying traffic rules.

Can you think of other examples for each of these modes of making change?

Make a list of organisations and people in your area who are trying to bring about change.

Complete the table with your own examples in your notebook.

#### 4. The power of one

Following are a few examples of how ordinary people have been able to transform the world around them with a strong will power and relentless hard work.



**Malala Yousafzai** is the youngest Nobel Laureate. She was just 15 when she dared to challenge the Taliban ban against girls going to school in the northwest region of Pakistan. She has been tirelessly working for women's education and empowerment.

Encourage the students to research on any other person who has worked hard to bring about some social change. Ask them to write a small note on the person's work and share it with others.

Gehlor is a small village in Bihar. The path from the village to the nearest town was blocked by a rocky hill. The villagers had to walk 50 Km to reach the town. **Dashrath Manjhi**, a native of the same village bought a hammer and a chisel, and started cutting the rocks of the hill. Everyone laughed at him, ridiculed him and told him it was not possible. He refused to be de-motivated. It took him 22 years to cut a road through the hill but he did it.



**Bindeshwar Pathak** is a social reformer working in the field of sanitation and waste management. He established 'Sulabh International' - a social service organization. Earlier a lot of people especially women faced great difficulty due to the unavailability of public toilets. Sulabh has been building toilets at public places like bus stands, parks etc. Bindeshwar Pathak has been awarded the 'Padma Bhushan' by the Government of India.

## 5. Personal change project



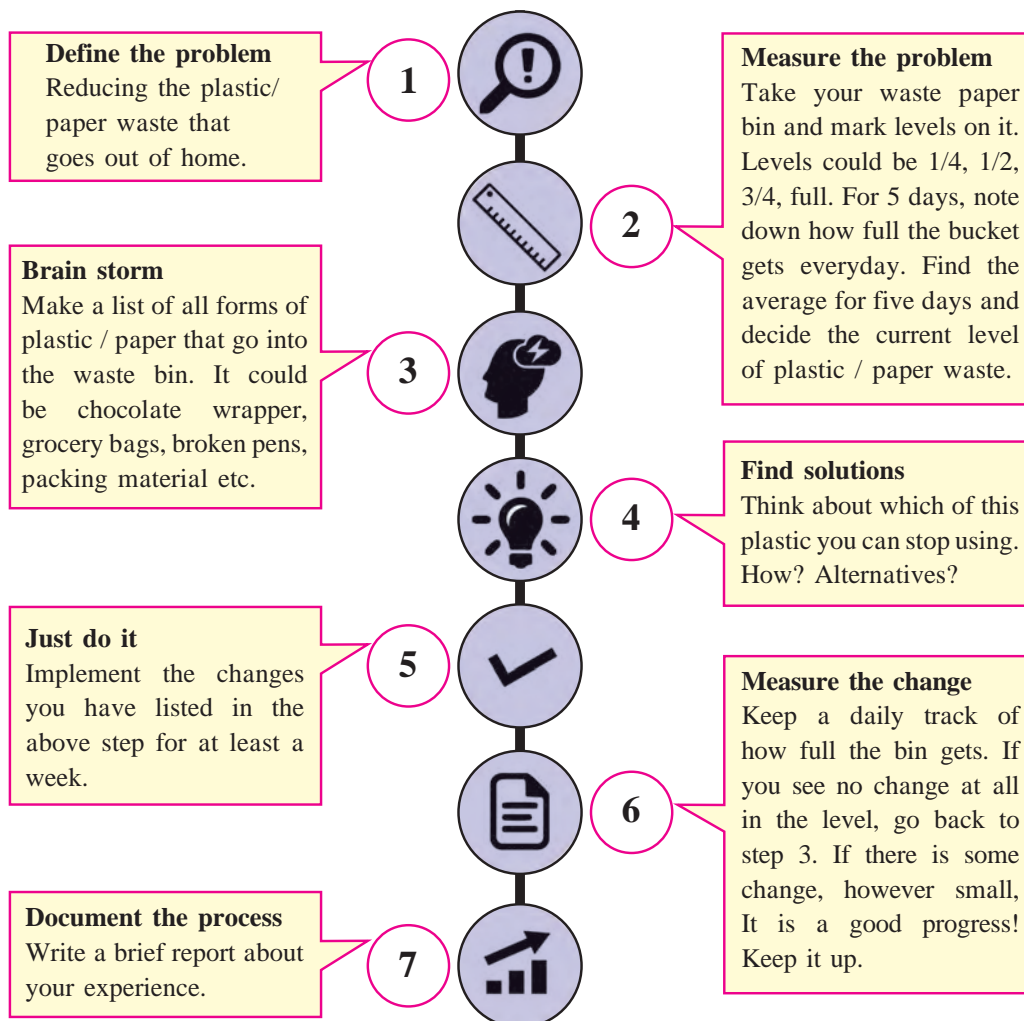
“Be the change you wish to see in the world” - Mahatma Gandhi

- When one thinks of creating a change in the society, one should first begin with changing herself/himself.
- It helps to gain confidence to convince others to join in.
- The personal change project has to be completed individually.
- Following is a guideline for completing the personal change project.

The projects mentioned in the next page are just examples. The students have complete freedom to choose a project that is meaningful to them personally.

The steps in the flowchart are meant to serve as a guideline only. This project should be implemented for at least one month. Students should document their project.

### Title : Reducing the use of plastic / paper at home



## Some personal change project ideas



Reducing the electricity / petrol / water consumed per month



Reducing your mother / father's workload by one hour everyday.



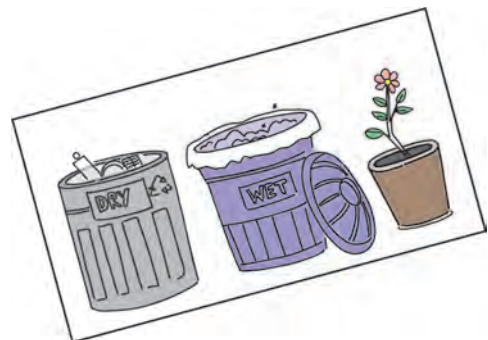
Teaching somebody to read and write for one hour every day.



Making progress in a subject that you are lagging behind.



Helping your brother / sister or friend in his / her studies for an hour everyday.



Start segregating home waste into organic and inorganic.  
Making manure from organic waste.

## 6. Community Change Project

Now that you have gained confidence by doing the personal project, it is time to look beyond yourself.

Look at the problems in the community around you and make a difference.

The steps for implementing the project have been outlined below.

The students can do this project in groups. They can take up to three months to complete the project. The teacher should guide the groups to identify meaningful feasible projects taking into consideration the availability of resources and local social conditions.

### STEP 1 : Identifying social problems



- It is important to correctly identify a problem in order to bring about a change. Try to remember if you have ever been moved by somebody's pain?
- Have you been touched by a situation and were close to tears? Do you think you can do something about that problem?
- Alternately, you can conduct a survey of friends houses near you and ask people about the social problems they face. Make a list of all such problems

### STEP 2 : Choosing a problem to work on



- Examine all the problems listed out by you and ask yourself the following questions –
  1. Is the problem too big to be undertaken? e.g. Making everybody in your city literate .
  2. Is the problem too small to be undertaken? e.g. Planting a tree/trees in ones own backyard.
  3. Will your group be able to raise the required resources like money and manpower ?
  4. Do you have the necessary expertise for it?
  5. Will you be able to measure the change you make?

### STEP 3 : Clearly articulate the problem in words



- Articulate the problem clearly.  
e.g. The problem is illiteracy. We want to make 5 people literate so that they would be able to read and write simple sentences. The problem is ....., we want to ..... so that .....



#### **STEP 4 : Think of solutions**

- Brainstorm for ideas within the group, consult your teachers/parents to solve the identified problems.

e.g. In case of adult illiteracy, the solutions could be -

1. Encouraging adults to become literate.
2. Teaching these adults at a convenient time.

Your solutions will depend a lot on whom you are working with and what suits them.



#### **STEP 5 : Present the plan**

- Prepare a plan about how you will implement the solution.
- Present the plan to your classmates and seek feedback.

#### **STEP 6 : Implement solutions**

- This is the toughest part.
- You might face obstacles and would have to make your way around them.
- Ask your teacher or parents for guidance whenever you feel stuck.



#### **STEP 7 : Measure the change**

- Review whether you have been able to make some change.
- Any small improvement from where you started is also a success!!
- If possible try to quantify / verbalize the change.
- If there has been no change at all, try to reflect on what went wrong and why.



#### **STEP 8 : Document the change**

- Whenever possible, take pictures or get a letter of appreciation from the people who have benefitted.
- Attach all this in your notebook.

#### **STEP 9 : Pat your back!**

- Whether or not you are successful, it is important to try!
- If you think you have done your best, pat each others back !

Some example projects for social change have been mentioned below. However you are free to choose a project that you might like.

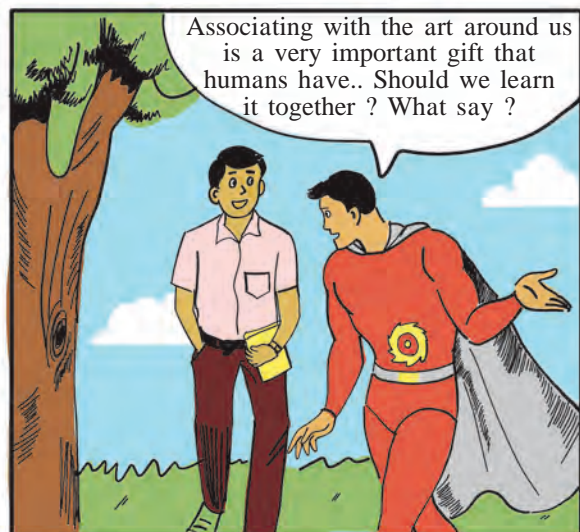
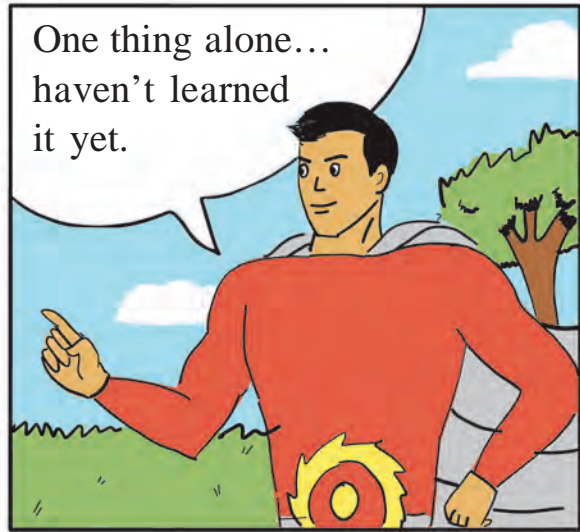
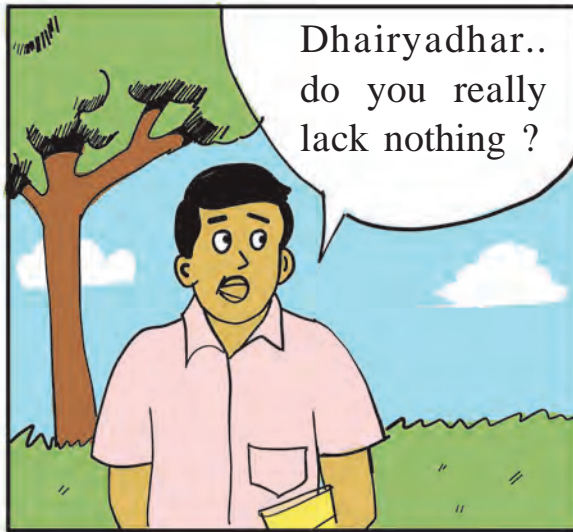
1. Improving the conditions of the school toilets.
2. Putting up a system in place for maintaining the cleanliness of the school.
3. Planting trees around the school campus and taking care till they grow up.
4. Classifying the waste from your apartment or society into wet and dry garbage and making compost out of wet garbage.
5. Teaching a few persons in your surroundings who cannot read and write.

### My Appreciation Card

Make your own appreciation card detailing how you tried to create social change and how it went. Appreciate yourself for the effort.

## ASSESSMENT RUBRICS

Weightage : 20%				
Criteria	Very Good	Satisfactory	Not - Satisfactory	Marks obtained
Completion of personal change project.	Completed the Power of one project sincerely.	Completed the project.	Very vague or indefinite answers, no clarity about the project.	
Completion of Community change project.	Completed the Community change project sincerely. Could articulate the process he/she went through and answer the queries raised. Collected photos and feedback of the project as evidence.	Completed the Community change project sincerely. Could articulate the process he/she went through and answer the queries raised. Did not collect photos and feedback of the project as evidence.	Very vague or indefinite answers, no clarity about the project.	



# 5 Art Appreciation-visual Arts

## Understanding the beauty in Art

### OBJECTIVES :

1. Explain the importance of arts in human life in their own words. Explain and identify the types of visual art forms and the five basic elements in different visual art forms.
2. Identify art forms used in daily life, name some world famous artists.
3. Justify the statement 'Same emotion / scenario can be expressed differently by different people'.
4. Choose from amongst different mediums and create an art piece for self expression.
5. Describe the use of five elements of art in an art piece and to explain what they find appealing in an art piece in their own words.

### 1. Fun time

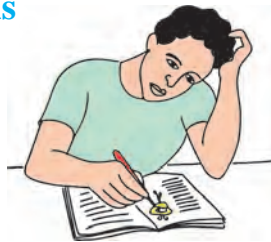
Select a patriotic song. Play the full song in class.  
Students should relax and enjoy the song.

### 2. Let us think about this



Did you ever feel like making sand castles or making designs on the sand when on the sea shore ?

YES NO



Did you ever find yourself making sketches / cartoons / designs with a pen when you were thinking ?

YES NO



Did you ever find yourself humming a song or dancing when you were happy ?

YES NO



Did you ever feel like mimicking somebody while talking about him/her ?

YES NO



Did you ever find yourself enjoy telling or listening to an interesting story ?

YES NO

### Discuss about this -

Did you feel like dancing or tapping your foot to the tune of the song ?  
Did you feel your body move with the music ? Did you feel energetic when listening to the song ? Why do you think this happens ?  
Read out each question in the class and ask students to raise their hands for yes/no answers. Ask them if they had decided to do the actions or they happened without their notice spontaneously.

### POINTS TO PONDER

*There is a natural drive within all of us to express ourselves. Self-expression is as vital to living as breathing. It is how we interact with others and the world.*

*Sometimes, to express ourselves completely, we turn to art. Art is a natural part of us. Art in some form or another has existed since the time man existed. It is a part of our daily lives and is present in cultures across the world. Most people have an appreciation for art. They either enjoy creating it, observing it or even supporting it financially or by volunteering.*

### 3. What is art ?

A simple definition of art by the renowned artist Shri. Devi Prasad is - “Every act done with a sense of beauty, grace and human relevance is art”. This means that whatever you do, if you do it beautifully, gracefully and if human beings can relate to it, you create art. In a way, there is an artist in all of us whether or not we are aware of it. We simply need to develop that artist in us.

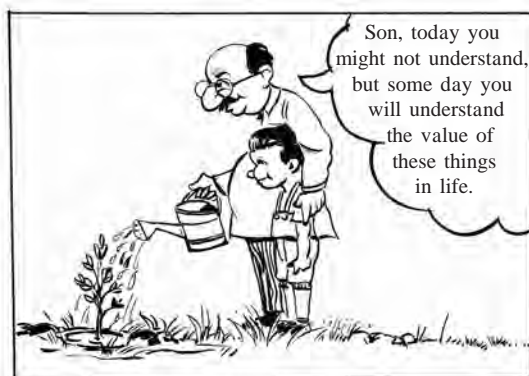
### 4. Finding art in day to day life

Our life will be very dull and boring if there is no art in it. Art brings beauty, joy and colour to life. We are surrounded by art in our lives all the time. Few examples of art in daily life are - rangoli, movies, matching clothes, food dishes, embroidery, hairstyles etc.

Cartoons is one such art form that we see every day. A cartoon which is made using minimum lines and is creative and humorous is considered to be a good cartoon.

Divide the class into groups. Encourage them to think about other things in their daily life which depict art. They should then draw cartoons/paint or write them on a chart paper and one member should present it in front of the class.

Display the charts in the classroom



## 5. Appreciating the different Art forms

The mediums of creating art like music, dance, drama, poetry, painting, embroidery etc. are called 'art forms'. The mastery of 64 traditional forms of art known as 'Chousath Kala' formed an important basis in the development of a cultured individual in many parts of ancient India. However, we will study the broad classification of art in the following two forms.

### A. Visual Arts :

The visual arts are art forms such as drawing, painting, sculpture, print making, embroidery, crafts, photography, video / film making, literature, and architecture.



### B. Performing Arts :

The performing arts are those forms of art in which individual people perform separately or together. The artist's own body, face, and presence is needed for the performance. Performing arts may include dance, music, opera, theatre, musical theatre, magic, illusion, mime, spoken word, puppetry, circus arts, recitation and public speaking. In this chapter we will learn about visual arts and its basic elements.

## 6. Finding Art in Nature

Form groups of students. Each group should take time to look at the trees and plants around the school and their homes. Each group should then collect leaves, flowers and fruits having different colours and shades and try to make a beautiful colour wheel. Let the students take time to appreciate each others' work.

### Colour Wheel



### Discuss :

How many different shades were collected? Is there a relation between colour of the leaves and season? Do all the leaves have a different smell? What are the different textures and designs on the leaves?

**Colour combination :** The main reason why we can see so many different colours in nature is light. It is important to know about colour combinations in order to create an appealing visual art.

**Primary colours :** Red, Yellow, Blue are called primary colours. They cannot be created by combining any other colours.

**Secondary colours :** These can be created by combining two secondary colours.

**Tertiary colours :** These are obtained by combining one primary colour and one secondary colour.



If we use all the colours in a painting it might not look appealing. It might look very chaotic. For e.g. there are many 'ragas' in music. Each raga permits the use of a set of musical notes and defines the rules for their use. This selection of musical notes and the rules concerning them are chosen so that the raga sounds pleasing to the ears. Similarly a painting would look appealing when the colours chosen gel with each other. Two secondary colours created out of a primary colour go well with that colour. e.g. orange and green are both obtained from yellow, thus they go well with yellow. Similarly purple and orange are obtained from red where as green and purple are obtained from blue. This should be kept in mind while creating appealing visual art.

**Creating Natural Colours :**



Colours could be made out of many natural ingredients around us. For e.g. red colour could be obtained from beetroot, green from spinach and yellow from turmeric. Try to make as many colours as possible from natural ingredients around you.

**Finding shapes and figures in stones :**



Ask the students to collect different stones from outdoors. Encourage students to think creatively about finding a resemblance in the shape of the stones and different objects or shapes around them. Using watercolours or any other natural colour, students should paint the stones as per the shape they feel resembles the stones.

**POINTS TO PONDER**

*Since ages, human beings have been influenced and inspired by the colours, patterns, sounds and changing seasons in nature. The more we connect with nature, the more we start observing and admiring the beauty in nature and we start developing an eye for beauty. This in turn gets reflected in the art that we create. Thus to create beautiful art, one must first observe and learn from nature.*

## 7. Lets be Creative

### Hand art



Encourage the students to think about the various ways in which they can use the prints of their own hands and fingers creatively. Let the students take time to appreciate each others' work.

### Sculpture



Encourage students to use a soap bar/chalk piece/crayons etc. and use the divider/compass/scissors to carve out patterns or shapes in them. Making different things, toys, fruits, utensils from clay is also called sculpture.

### Carving designs :

Just as you carved different designs on chalks, crayons or soap bars, beautifully carved designs can be seen on different religious structures in India. Try to find and observe one such structure in your area.



Sun Temple, Konark



Jain Temple



Taj mahal, Agra



Golden Temple, Amritsar



Basilica of Bom Jesus, Goa

## 8. Visual Arts



Make groups of students. Each group should choose from one of the three types of visual arts given below. Research on it and make a group presentation.

### 2-dimensional medium

Painting with oil / acrylic charcoal / pastel / pencil/ watercolour. Developing photograph / poster, lithograph, silk-screen, cartoon / comic Mehandi, rangoli, glass painting

### Electronic art

Making computer art, video, web art, photograph / poster. Making computer cartoon / comic / animation.



### 3-dimensional medium

Sculpting, wood carving, etching stained glass mosaic, stage setting, tapestry, embroidery, weaving.

## 9. Five elements of visual art

All visual art, whether two-dimensional like a painting or three-dimensional like a sculpting are made of one or more of five elements of art. These elements are the basic building blocks of any art. The final art piece would depend upon how these elements have been used by the artist.



**1. LINE :** Lines, can be used for a wide range of purposes : stressing on a word or phrase, connecting content, creating patterns and more. Lines can be used to create the effect of depth or distance. e.g. lines which start from the same point meeting the horizon, rails of a railway etc.



**2. SHAPE :** The three basic types of shape are geometric (circles, squares, triangles etc.), natural (leaves, trees, people etc.) and abstract (icons, stylization and graphic representations). These are used creatively to make visually pleasing and eye-catching design.



**3. COLOUR :** Colour is used to generate emotions, define importance, create visual interest. It is referred to as 'hue'. It is also used to highlight an area in an art work.



**4. LIGHT AND SHADOW :** Depending on the amount of light falling on an object, the shadow of the object or the shadow falling on the object changes. Through the play of light and shadow, the form of an object is emphasized. Giving a thought to the light and shadow becomes extremely important in realistic art work.



**5. TEXTURE :** Texture refers to how an object feels when we touch it. Objects could be smooth, rough, sharp, blunt etc. If these textures could be captured as they are, the artwork may seem more realistic and appealing to the observer.

**Still life :** An artwork mostly depicting different arrangements of non-living objects is called still life. Observe how the five elements of visual art have been used in different still life artworks.



**Memory drawing :**

An artwork depicting incidences or visuals based on one's experience or memory is called memory drawing. Observe how the five elements of visual art have been used in different still life artworks.

Ask the students to draw one still life and one memory drawing.

**10. Let us learn...**

**Calligraphy**

Both the Devnagari and Roman scripts contain alphabets made of circular shapes, triangles, squares, straight lines etc. Following pens and brushes can be used to create calligraphic content :

1. Brush
2. Cut nibs
3. Boru
4. Sketch pen
5. Cut Sketch pen
6. Markers
7. Flat brush etc.



The change in the style of the letters when written with all of the above equipments can be seen below.

बालभारती

(1) Brush

बालभारती

(2) Cut nibs

बालभारती

(3) Boru

बालभारती

(4) Sketch pen

बालभारती

(5) Cut Sketch pen

बालभारती

(6) Markers

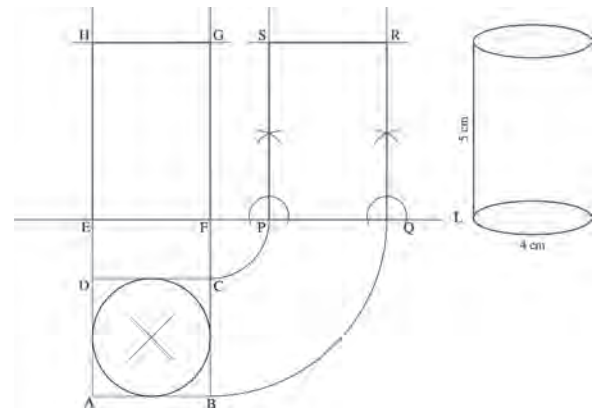
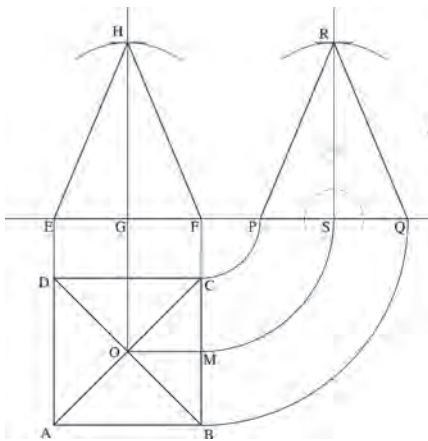
बालभारती

(7) Flat brush

**Practice writing alphabets with different pens and brushes.**

## 11. Plane practical geometry

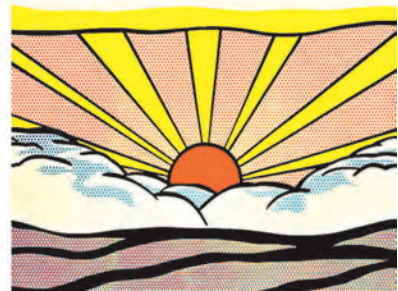
Geometrical constructions are not only useful in learning mathematics, but also in creating different designs and proportionate shapes. They are useful in capturing the details in measurement while sketching.



Refer to the mathematics textbooks and discuss how different geometric constructions are created. Also discuss where these geometric constructions could be seen around us. For more information, use the QR Code given on the front page.

## 12. Expressing the same thing differently

Ask the students to observe the pictures given. They are all a depiction of a sunrise by different artists in different styles. Give the students a word or theme and encourage them to draw or paint a picture as per their imagination and style. Give time for the students to move around and observe each others work without criticizing or rating any work as best or not good.



## 13. Appreciating visual art

Let us take an example. Any food dish has some ingredients which have to be mixed and cooked. The final taste of the same dish would differ when your mother / sister / chef in the hotel makes it. The reason is that each one uses the same ingredients in different styles so the taste, look and smell of the food dish may differ.

Similarly, in visual art, the artist mixes the various elements of art as per his or her own creativity and imagination to create art.

Understanding this is **appreciating art**.



## 14. Some world famous artists...

While there have been several great artists in the world, here is a brief introduction to a few of the celebrated ones.

### **Raja Ravi Varma (1848 – 1906) :**

Raja Ravi Varma is a celebrated Indian artist born in what is now a part of Kerala. Ravi Varma was famous for his depictions of Hindu deities and episodes from the epics and Puranas. His work is considered to be a great example of a fusion of European techniques and Indian sensibility.



### **Vincent van Gogh (1853 – 1890) :**

Vincent van Gogh was a Dutch painter highly revered in the art world. His paintings include landscapes, portraits etc. which are characterized by bold colours and dramatic, loud and expressive brush strokes. The bold strokes can be clearly seen in this painting.

### **Pablo Picasso (1881 – 1973) :**

Picasso was a Spanish painter and sculptor. He was a highly revered artist of the 20th century and had a most distinct style of painting called Cubism. In his paintings, the subjects and objects of his paintings are broken up into pieces and re-arranged in an abstract form as can be seen in this painting.



### **Georgia O'Keeffe (1887 – 1986) :**

Georgia O'Keeffe was an American artist. She is one of the most significant artists of the twentieth century, known internationally for her boldly innovative art. Her distinct flowers, dramatic city scapes, glowing landscapes, and images of bones against the stark desert sky are iconic.

### **Jamini Roy (1887 – 1972) :**

Jamini Roy was an Indian painter. He was honoured with the national award of Padma Bhushan in 1955. He was one of the most famous pupils of Rabanindranath Tagore, whose artistic originality and contribution to the emergence of modern art in India remains unquestionable.



### **Amrita Shergil (1913 – 1941) :**

One of the most talented painters ever to have graced the Indian soil, she was an artist beyond compare. Though she lived for just 28 short years, she left an indelible mark on the history of contemporary Indian art. Her paintings were the perfect blend of western and Indian techniques which gave them an exotic appeal combined with .

### **K.G. Subramaniam (1924 – 2016) :**

K.G. Subramaniam was awarded the Padma Vibhushan in 2012. He was a multifaceted personality - an artist, teacher, storyteller, poet, cultural organizer, textile designer all rolled into one. He challenged traditions and dared to depart from orthodox ideas to create a unique style of his own.



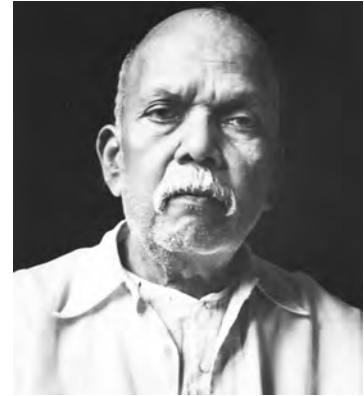
### **Abalaal Rehman :**

Abalaal Rehman was a talented, visionary artist. He was born in Kolhapur (around 1856 to 1860). In 1888, he was awarded the Voiceroy's medal for his work. After seeing his work, Rajarshi Shahu Maharaj appointed him as an artist in the royal court. Abalaal Rehman had a mastery over using water colours. His creativity can be seen through his depiction of birds, animals, portraits, processions etc.

He made use of different techniques like finger painting, shading, pencil sketching to create art.

### **Sculptor - Raobahadur Ganpatrao Mhatre (1876-1947) :**

Raobahadur Ganpatrao Mhatre was a famous sculptor who studied at the Sir J. J. School of Arts. His famous work - 'lady visiting a temple' was critically acclaimed. This sculpture, depicting a Maharashtrian lady is free from the influence of British art style. The pleats of her nine yard long saree are appropriately carved and highlight the form. Her hairstyle, her posture where she leans on one leg while the other leg is slightly bent is appropriately captured. Her hands, face and delicate feet have been sculpted in great detail.



Though he experimented with different media, his work in marble was one of the finest. His name features prominently in the history of Indian modern sculptures. He adapted the western realistic style into his own unique style for creating art.

Choose any one of the above mentioned artists and try to see as many of their artworks as possible. Try to note how they use the five elements of visual art.

## **15. Some Indian folk art forms**

Folk art means art of the people. Ancient Indian folk painting and art styles have been passed down from generation to generation and are still practiced in different parts of the country.

Passed down from one generation to another, Indian folk art is still alive in many parts of the country. In olden days, they were made with natural dyes and colours made of soil, mud, leaves and charcoal on canvas or cloth – giving it a sense of antiquity, vintage nostalgia. Here's a look at some folk painting forms that are still practiced in select parts of the country:

### **MADHUBANI :**

Also called Mithila art. It originated in the Mithila kingdom of Janak (Sita's father in Ramayana) present-day in Nepal and Bihar. It is one of the most popular Indian folk arts, practiced mostly by women who wanted to be one with God. Characterised by geometric patterns, this art form wasn't known to the outside world until the British discovered it after an earthquake in 1930s revealed broken houses with Madhubani paintings. Most of these paintings or wall murals depict gods, flora and fauna.



### WARLI :

Originated by the Warli tribes from the Western Ghats of India, in 2500 BC, this is easily one of the oldest art forms of India. It is mainly the use of circles, triangles and squares to form numerous shapes and depict daily life activities like fishing, hunting, festivals, dance and more. What sets it apart is the human shape: a circle and two triangles. All the paintings are done on a red ochre or dark background, while the shapes are white in colour.

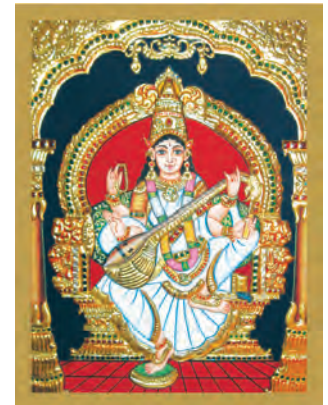


### GOND :

Characterised by a sense of belonging with nature, the Gond tribe in Madhya Pradesh created these bold, vibrantly coloured paintings, depicting mainly flora and fauna. The colours come from charcoal, cow dung, leaves and coloured soil. If you look closely, it is made up of dots and lines. Today, these styles are imitated, but with acrylic paints.

### TANJORE :

From down South, Tanjore or Thanjavur paintings originated in 1600 AD, encouraged by the Nayakas of Thanjavur. You can recognise a Thanjavur painting by its use of gold foil, which glitters and lends the painting a surreal look. These panel paintings on wooden planks depict devotion to gods, goddesses and saints. It borrows its styles from Maratha and Deccani art, as well as European styles.



### KALAMKARI :

Literally meaning 'drawings with a pen'. Today, Kalamkari art is used on sarees and ethnic clothing, and depicts anything from flora and fauna to epics such as Mahabharata or Ramayana.

## 16. Some popular Indian embroidery forms.

Phulkari



Chikankari



Jardosi



Kashidakari



Rajasthani Patchwork



## 17. Interact with an Artist

- Find an artist in your locality. It could be a painter, potter, sculptor.
- Prepare a questionnaire and go and interview him / her about their journey as an artist.
- Submit a report and decorate it with a few pictures of the artist and his / her work.
- Understand that they have developed their own distinct style. Talk to them about the use of the elements of art in their work.



## 18. Importance of the Visual Arts in Life

As discussed in the beginning of this chapter, every human being needs to express himself/herself. Today's youth need a safe space and opportunity to express themselves freely. Art can be a medium to express one's feelings, thoughts, opinions, experiences and also communicate ideas. Understanding historical references and making sense of the happenings in day to day life can also be facilitated by Art. Given below are a few reasons why Art is an important part of life.

Brain research confirms that Art strengthens problem-solving and critical thinking skills, adding to overall academic achievement, school success, and preparation for the work world.

Art provides a chance to develop cognitive skills, creative skills, and an aesthetic sense.



The more we connect to different people through Art, the more we understand their culture, history, beliefs, practices. Due to this, our respect, affection and tolerance for others increases thus promoting peace and harmony.

### ASSESSMENT RUBRICS

Weightage : 10%				
Criteria	Very Good	Satisfactory	Not - Satisfactory	Marks obtained
Participation in activities	Actively completed all the tasks. Completed all the activities in the chapter.	Completed all the activities in the chapter.	Copied answers from others.	
Creativity in Artwork	Creativity is seen in the artwork done by the students.	Limited creativity is seen.	No creativity is seen. Copied from others.	
An interview with Artist	Discussed all the concepts in the chapter in the interview with the artist and got back pictures or letter as evidence.	The interview did not cover the concepts in the book. No pictures or letter were obtained as evidence.	Did not take the interview.	



What's the matter Sameena ? You look stressed !

Remember you told me about the adolescent brain ? I try to avoid risky behaviour now. But my classmates just don't understand. It is leading to conflicts and this troubles me a lot.



How do you handle the conflicts with your friends Dhairyadhar ? Do you punch them in the face like the other baddies ?



He he.. not at all.. we talk it out over a cup of coffee like big boys !



You just need some of those conflict resolution and peer pressure handling techniques Sameena !

# 6 Conflict Resolution

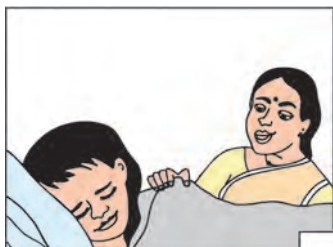
## Creating Win-Win Situations

### OBJECTIVES :

1. Be able to explain the term 'conflict' in their own words.
2. Be able to select the correct conflict resolution strategy for a problem and justify it.
3. Be able to explain the term 'peer pressure' and its types in their own words.
4. Be able to apply the step-by-step guidelines given in the chapter to design win-win solutions to important problems in real life.

In the 1st Chapter - Identity, we learnt that every human being is unique and has different strengths. Just like we need all the five fingers to be able to fully utilize the potential of our hands, we need to recognize and develop the uniqueness in each person to be able to make progress and live happily as a society. In our day to day life, our friends, family, teachers, community, help each other to live a happy and peaceful life. Very often, we get so busy that we do not notice the small things others do for us all the time.

Small things like -



Your Mother wakes you in the morning so you come to school on time.



Your friend shares her favourite chocolate with you.



The birds chirping on your way to school make you feel happy.



Your teacher appreciates your homework.

## LETS PLAY A GAME



All students should close their eyes. Everybody says as many 'Thank you' statements as they can to express gratitude for all the small things that have made each one happy today. You have to continue doing so for one minute.

However, sometimes we all find ourselves in situations where we disagree with somebody or something. When things do not happen the way we want them to, we get upset, argue, insult others, abuse or fight. Such situations in life are called conflicts.

When does a conflict occur?

A conflict is a situation when one person or group of persons want to do something different than what the other person or group of persons want to do. But at that given part of time, only one person or group of persons wants can be satisfied.

Encourage the students to think of as many people and things that have made them happy today.

Keep a count of 1 minute.

Discuss if this activity made them feel happy? Why?

Feel free to play this game frequently throughout the year.



### 1. Identify a conflict !

Following are some everyday situations. Which of the following are conflicts? Answer it in 'Yes' or 'No'.

1. You liked the song of a latest movie and your friend did not like it.
2. Your mother wants you to study before dinner and you want to play.
3. You like to play cricket and your friend likes football.
4. You want to own a motorbike but your parents are not ready to buy it for you till you finish college.

Discuss all the situations.

Explain that - Case 2 and 4 are conflicts :

Study or play both cannot happen at the same time.

Buying a motorbike and not buying a motorbike cannot occur at the same time.

Case 1 and 3 are not conflicts These are difference of opinions and both can continue having their different opinions without any problem.

**Identify which relation would never have a conflict.**



Parents and child



Mother and Father



Brother and Sister



Boss and Employee



Two friends



Two strangers



Teacher and Student

Discuss each pair of relations given.

Ask which of them would never have conflicts and why ? Discuss the answers and identify the reasons of conflicts.

Explain how conflict and difference of opinion are two different things.

**POINTS TO PONDER**

*Conflicts are bound to happen in all relationships.*

*BUT Almost all conflicts can be resolved if the right approach is used to resolve them.*

## LET US LEARN

### 2. Different approaches to resolve a conflict

Given below is a conflict situation between you and your brother and different approaches to resolve it. Let us look at each one of them.



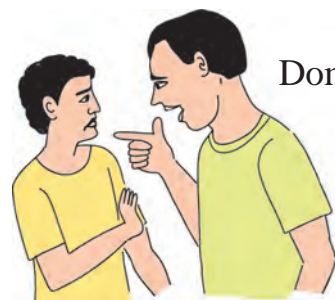
#### Situation :

Your parents have bought a new cycle. They have asked you to share it with your younger brother. Both of you want the cycle only for yourself. What do you do ?



Ignoring

1. You ignore the problem, you just take the cycle whenever you need. Sometimes you don't get it when you want.



Dominating

2. You go and fight with your younger brother and tell him that only you would be using the cycle.



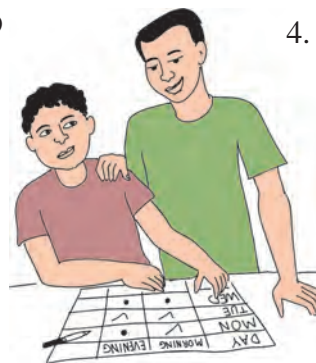
Giving Up

3. You let go of your right over the bicycle and let your brother use it.
5. You and your brother get together and chalk out a timetable for using the bicycle taking into consideration the needs of both.



Compromise

4. You both mutually decide not to use it until problem is resolved.



Win-Win

#### Discuss :

Which of the above approaches would be the best to resolve a conflict ? Why ?  
Will that approach work always ?

### 3. Which approach works the best ?

Given below is a guideline about using different approaches of conflict resolution in different situations.

Approach	When to use it	Example
1. Ignoring	<ul style="list-style-type: none"><li>● Trivial issues</li><li>● Problem has occurred only once or twice.</li></ul>	Your younger brother wears your watch to school sometimes.
2. Dominating	<ul style="list-style-type: none"><li>● For urgent issues</li><li>● Emergencies which cannot wait.</li></ul>	You and your friend have lost your way in the forest / trek and need to get back before dark. He wants to try a new route but you know the correct route.
3. Giving up	Giving up will not cause much harm to you but the other person would benefit a lot.	There is just one seat left in the bus and you and an elderly person want to use it.
4. Compromise	A temporary solution is needed.	You and your sister want to watch different programs on the TV at the same time.
5. Win-Win	Important issues, when you have time to understand others' views.	Your mother does not like one of your best friends and wants you to keep away.

These are just guidelines for the best fit approach. They can vary from person to person and situation to situation.

#### **POINTS TO PONDER**

- *While win-win is the best approach for resolving conflicts concerning long term important decisions, it is a little difficult to implement it every time.*
- *A Win-Win approach needs- An agreement between two or more people having opposite views. No hard feelings about the other person/people. Willingness to listen to the other's point of view. A genuine desire to find a positive solution for everybody involved.*

## LET'S THINK ABOUT THIS

Which approach would you use ?

Write in your notebook

### 1. There has been an accident in your house.

You happen to be the eldest person present in your house at that time. The patient needs to be shifted to a hospital immediately. You suggest to take the patient to the nearest hospital, but your brother insists that you take the patient to a hospital that is better equipped but distant.



Make groups of students. Give each group one of the situation given below. The group discusses and decides which approach they would use and why ? After ten minutes let one person from each group present their approach.

### 2. You want to go to the nearest city for higher studies.

The course you want is not available in your village. Your parents oppose it since they are concerned about your safety.



### 3. You want to watch a particular movie with your friends.

But your friends want you to join them for watching another movie.



### 4. You want to go out with your friends for a trip.

But your parents feel that the trip will be a waste of money.



#### APPROACHES :

1. Ignoring
2. Dominating
3. Giving up
4. Compromise
5. Win-Win



### 5. You want to join your cousin for a one day picnic.

But your grandmother is alone at home and needs you to be by her side.

## LET'S HAVE SOME FUN

- Ask the physically strongest student to clench his / her fist.
- Other students should take turns to get the first student open his fist.
- Take care that Nobody should be harmed physically.
- Try and use the Win-Win approach.

### 4. Important things to remember while resolving a conflict

#### A. Understanding others' point of view

Who is Wrong ?

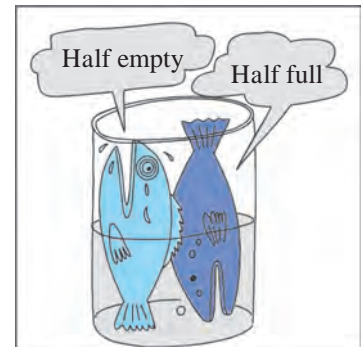
Look at the following pictures and discuss which one of the two sides is wrong.

Discuss each case in the class.

Ask the students to decide who is correct and who is wrong and why?



Is this a pretty young woman or an old woman with a big nose?



#### POINTS TO PONDER

*Point of view is a particular attitude or way of looking at things.*

*It shows us the position from which something or someone is observed.*

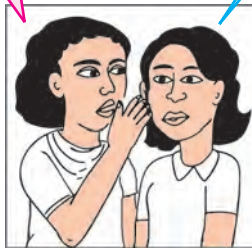
*Understanding others point of view helps us understand how / why they feel a certain way.*

*This develops a positive attitude.*

## B. Avoid Misunderstanding

Lets do a role play. Namita, Tina and Rakhi are classmates.

Hey Tina, have you heard about the new girl in our class, Rakhi ?



No, What about her ?

Everybody says that she is a big liar. She borrows things from people and then makes an excuse about how she accidently lost them. She makes up stories.



Really, I will stay away from her.

Choose three students to play the roles given in the play.  
Students to enact the play in front of the class.  
The Class to observe the role play carefully.

Namita leaves and Rakhi walks in.

Hey Tina, how are you ? I was wondering if I can borrow your Math book for notes, I hope you won't mind.



No, I won't give you my book. And I am not your friend.

Don't be so rude Tina, I was ill yesterday. Hence I need your book



Liar ! I am sure you must have been bunking classes and enjoying.

What has happened to you Tina ?? I was really ill! I will return your book tomorrow for sure.



I know ! Like you returned Raghav's pen.

I lost Raghav's pen accidently Tina ! Anyways what has that got to do here ?



I don't want to lend my book to a liar and thief ! Forget it !

### Discuss :

Why did Tina behave rudely ?  
Did Tina have any proof to believe what Namita told her ?  
If the misunderstanding between Tina and Rakhi continues will their conflict end ?



Rakhi cries and leaves.

### C. Avoid making judgments

What do you think happened ?



1. You see a man climbing the fence of a house at night.

Read the statements given. Encourage the students to give their immediate reaction to each statement.



2. You see a child putting his hand inside a drawer. He has money in his hands. There is nobody else in the room.



3. You see that there has been an accident and a man on a bike is speeding away from the scene .



4. A man has a nail pricked inside his back. Another man is holding the nail.

Here is what really happened :

1. The man forgot to take his keys while going out and has returned very late at night. He does not want to ring the bell and disturb his family, so he climbs the fence.
2. The child is putting back the money that his mother gave him.
3. The man on the motorbike is rushing to get help from the nearest police station.
4. The man holding the nail is actually trying to get it out of the other person's body.

#### Discuss :

Did the answers surprise the students?

Were the students being judgmental initially ? Do they do this often ?

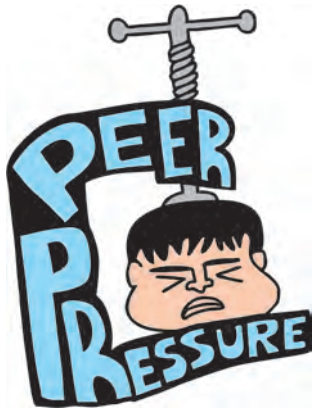
#### POINTS TO PONDER

*Being judgmental means rushing to form opinions or labelling something as good / bad without giving it sufficient thought. This generally happens when we judge something based on our previous experience without considering facts of the current situation.*

*Every person has prior experiences due to which he / she thinks in certain ways. You need to understand these experiences carefully.*

*Thus, to resolve conflicts successfully, always remember - Understand others' point of view, avoid misunderstandings, avoid making judgments.*

## 5. Peer pressure - A common cause of conflict in teenage.



### Who are peers ?

Peers are people from ones' own age group. They could be classmates, friends, cousins, students from same age group belonging to other colleges, cities, countries etc.

### What is Peer Pressure ?

Man is a social animal and thus it is natural need to belong or fit into a group. Humans tend to feel insecure if they are left out from the group. The pressure that a person feels to belong to a similar age group is called Peer pressure.

### What causes Peer Pressure in Teenagers ?

All teenagers go through many physical as well as emotional changes. During this period, friends/classmates (peers) have a huge influence in their life. Teenagers face a lot of pressure to fit into or belong to their group of friends / classmates. They feel insecure if they are left out and would do anything to be accepted by their group whether or not they like it. This often leads to situations of conflicts.

Peer pressure can be both positive and negative.

**Positive peer pressure :**  
To work hard, study more; be honest can be good for the development of a person.

**Negative peer pressure :**  
Can lead to risky and irresponsible behaviour that can sometimes cause a big damage in life of teenagers

## Types of Negative peer pressure in teenage

### I. Pressure of rejection

Friends threaten to leave you out of the group or end their relation with you if you do not agree to something.

e.g. If you do not smoke, you would not be accepted in a certain group.

Encourage the students to think of more examples from their life where they feel direct or indirect peer pressure.

Ask each one to write down an example of each of the 4 types of peer pressure experienced by them in their notebook.



## II. Pressure of insult :

Friends call you names, tease or humiliate you if you do not follow something.

e.g. If you do not wear a certain type of dress, you might be teased by your peers.

## III. Pressure of reasoning :

Friends try to convince you about doing something. You do not want to do it but you are unable to defend your opinion.

e.g. Your friends try to convince you that telling lies once in a while doesn't lead to any harm and you cannot defend your stand.



## IV. Pressure of example :

All your friends do something and you feel the pressure of wanting to do the same thing even if nobody asks you to.

e.g. Everybody in your group speaks English. Nobody asks you to do it, but you feel the

pressure to speak English and lose your confidence. It can be seen from the above examples that we feel the pressure to do things we may not want to just because of our peers. This is called 'Peer Pressure'.

## 6. Step- by- step method for resolving a conflict

- Meenakshi wants to move to a nearby city for her higher education since there are better colleges in the city for the course of her choice.
- However her parents oppose the idea since they feel it is unsafe for her.
- What should Meenakshi do?

### Step 1 : Stop and think

Relax ! Do not enter into an heated argument.

No solution arises when you are angry.

Any conflict resolution can take place only when you can think clearly. Meenakshi tells her parents about the advantages of moving to the city for studies in details. In spite of this, her parents do not change their mind. But Meenakshi does not enter into a heated argument with her parents. She takes her time to think over the conflict.

### Step 2 : Put it in words

Write down the conflict in clear words. You can use the following sentence -

The conflict is whether .....

Or ..... Meenakshi writes down the conflict as under -

The conflict is whether I should go to the city to study further

OR I should stay back in the village.

### Step 3 : Listen to others

Try and understand both sides of the argument without being judgmental about who is right and wrong. Meenakshi calmly listens to her parents' side. She tries to understand what are their concerns and the reasons for it.

### Step 4 : Identify each ones needs

Sometimes there is a reason behind a person saying something. Their need is something else. Understand the reason/need of the other person instead of the words.

You can write -

I need .....

They need ..... Meenakshi writes down the following -

I need better educational opportunities. My parents need my safety.

Useful Tips - To understand the other person's need, keep on asking the question WHY  
Why does the other person want a certain thing to happen? For e.g. Why are Meenakshi's parents not allowing her to go to the city?

### Step 5 : Find solutions

Think about a practical way in which the need of both sides could be satisfied. Meenakshi thinks about how could both her and her parents needs can be fulfilled at the same time.

**Solution :** Can Meenakshi do something so that she can go to the nearest city for education and her parents will also feel confident that she will be safe?

### Step 6 : Prove your point

Support your solution with data, facts, figures, expert opinions, other case studies. Meenakshi asks her relatives in the city to talk to her parents. She makes her parents meet students who have previously gone to the city to study the course and have had better career opportunities. She finds out more about safe hostels/rooms in the city. She assures them that she can take care of herself.

## Let us apply what we learnt !

### POINTS TO PONDER

Your best friend has recently started smoking. You want to ask him to stop it for his own health. However you are afraid he might start avoiding you and you might lose a friend.

You have been invited to attend a dear friend's birthday party. Your friend insists that you come. But you have an important exam the next day for which you know you need to study.

Your friends have challenged you for a cycle race on the highway. When you refuse, they will call you a coward. What will you do?

There is a new girl in the class. Your friends ask you to join them in teasing her. You don't want to do it. What will you do?

You like sports and you want to make a career in sports.

But your parents want you to take up Science after 10th since they believe there is no money in sports.

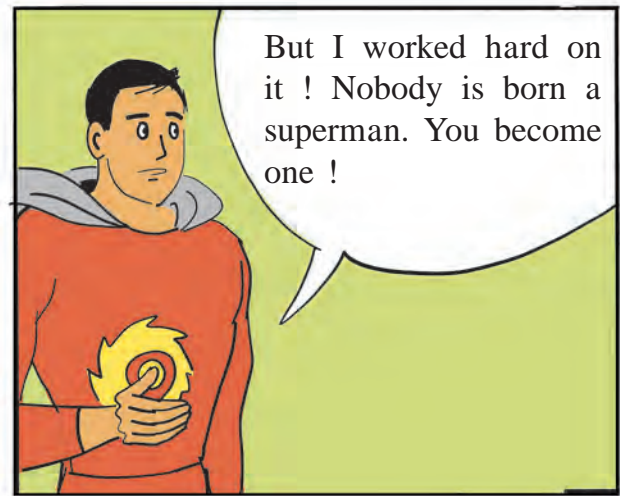
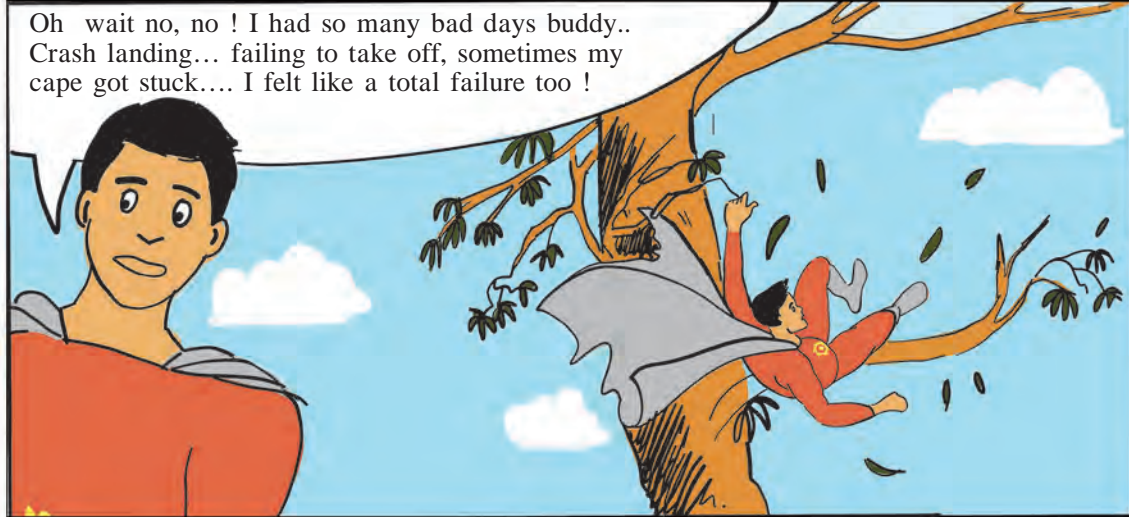
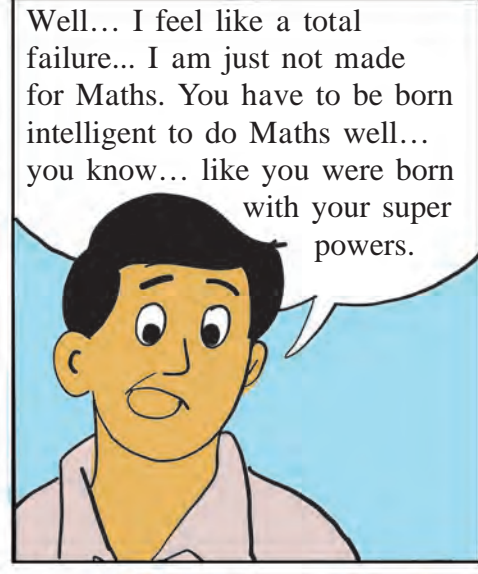
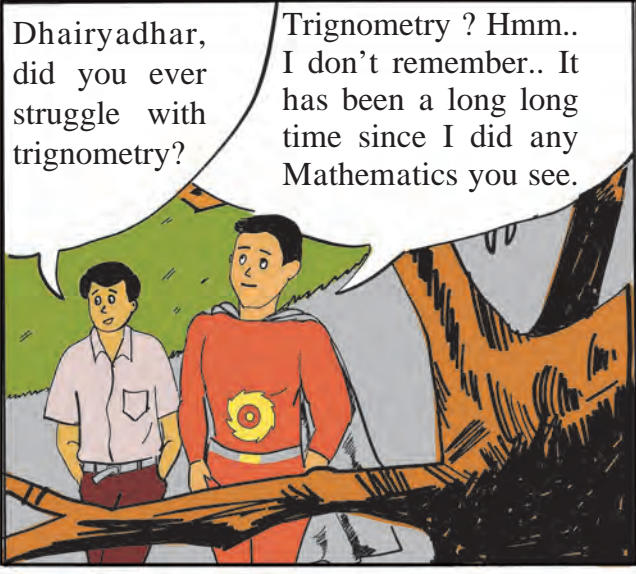


Divide the class into groups. Each group is given one of the situations given here. They should use the step by step method to resolve the conflicts in their notebook. Give them ten minutes to discuss. Each group performs a small skit. They can also think of their own examples.

- While resolving a conflict, if you realize that you were wrong, be prompt and say “SORRY”.
- If the other person agrees to what you say then be prompt to say “THANK YOU”.
- Saying “Sorry” “and” “Thank you” whenever required are good manners and will always help you develop your personality.
- Just as there can be situations of conflict between two or more people, there can also be situations when there is a conflict within the person. These are called “Internal Conflicts”. e.g. Being honest can be a very important value for you. However, in a certain situation you might not find the courage to speak the truth. In such a situation, there will be an internal conflict and you will have to learn to face such situations.

## ASSESSMENT RUBRICS

Weightage : 10%				
Criteria	Very Good	Satisfactory	Not - Satisfactory	Marks obtained
Participation in activities	Enthusiastically completed all the activities in the classroom and also made necessary notes in notebook.	Completed all activities.	Copied notes from others.	
Used all the steps of conflict resolution given in the book	Thought deeply about each step and made notes in notebook to solve conflicts with the win – win method.	Did not follow some steps and could not properly explain the solutions found.	Could not find any solutions.	



# 7 Growth Mindset

Growing your superpowers

## OBJECTIVES :

1. Be able to justify the statement that 'intelligence / skills / capabilities can be improved by training, practice and feedback'.
2. Be able to explain the term 'growth mindset' in their own words.
3. Be able to differentiate between statements made from a 'fixed mindset' and 'growth mindset'.
4. Be able to apply the concept of a growth mindset to respond constructively to everyday situations.
5. Be able to design an action plan to improve their own capability by thinking through a growth mindset.

## 1. What do we know about intelligence and capability?

Following are some statements. Some of them might be true while some of them may be false. Take a guess at which ones are true and which ones are false.

- Intelligence is something you inherit.
- It is fixed and does not increase or decrease with age.

TRUE

FALSE

- Talent is always inborn.
- You cannot acquire talent

TRUE

FALSE

- Talented people never fail.

TRUE

FALSE

- If you are not good at something in your childhood, you can never be good at it.

TRUE

FALSE

- Talented people do not need to work hard or improve, they can do things naturally.

TRUE

FALSE

- What you can be good at is not in your hands.

TRUE

FALSE

Encourage the students to discuss each statement and what they feel about it.

The students should try to give justifications for their belief.

Please remember, there is no correct answer.

Students can feel free to decide based on what they believe.

## Are the stories real or fictional?

1. A boy who was not considered good enough to be selected for his high school basketball team became an international basketball star.
2. A man who was rejected for not having any creativity and original ideas went on to make highly successful cartoon characters.
3. A girl who lost one leg in an accident climbed the Mount Everest.
4. A boy who was labelled too stupid to learn anything by his teachers went on to become a great scientist.

Well, they are real stories!

The people in the stories are -



### 1. Michael Jordan

One of the greatest basket ball players of all times.



### 2. Walt Disney

The creator of famous Disney characters like Mickey Mouse and Donald Duck



### 3. Arunima Singh

The woman who went on to climb not only Mount Everest but also the highest peaks in Europe and Africa with a prosthetic (artificial) leg.



### 4. Thomas Edison

He not only invented the light bulb, but held more than 1000 patents.

## Discuss the following in class :

- How do you think these people achieved whatever they did in their lives?
- Are we born with fixed intelligence/ skills?
- Is it possible for anybody to increase one's intelligence / capability / skills at any age ? How ?
- Can anybody learn something new at any age?



## 2. How do we learn something new ?

### How do we learn ?

Human brain is the coordinator for all important life processes. It is responsible for sending signals to different body parts and receiving signals back as a feedback.

**The brain is also the organ responsible for all forms of learning. Let us understand how the process of learning new things occurs in the brain.**

## READ AND UNDERSTAND



### About neurons :

- Our nervous system is made up of billions of cells called neurons. A network of these neurons exists in our brain and throughout the body.
- Whenever we feel a sensation, electric impulses are passed from one neuron to another. These electric impulses travel from one neuron to another through the medium of some chemicals.

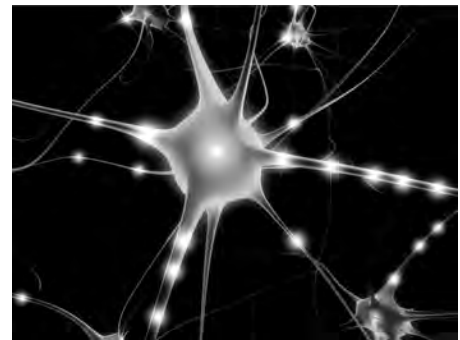
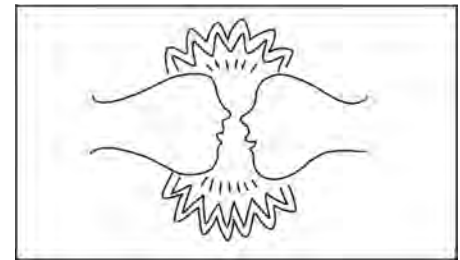


- Learning means forming connections between neurons by the passage of electric impulses.

### Neuronal connections

#### Synapse - the space between two neurons

- No two neurons are connected to each other. There is an empty space between them. This empty space is called as synapse.
- Unless the electric impulses jump across the synapse, no activity, sensation or learning can happen.
- Imagine a hill covered with soil and grass. As animals and humans walk across it, pathways are created. Similarly, neurons exist in the brain and throughout the body. Connections are formed between these neurons when electric signals travel through them using the medium of chemicals. In other words, pathways are created in the brain.



- When the pathways are being created, the initial journey is difficult. Thus when we try to learn something new, we initially struggle. Later on, with practice, the pathways in the brain are well established and we say that 'learning' takes place. Once this learning happens, with more practice we become skilled at something.

### 3. What does the research on the brain prove ?

#### Research I

The more we practice writing poems, playing a sport, learning an instrument, singing, solving math problems etc. again and again, the more a particular set of neurons are used, and the more stronger connections become.

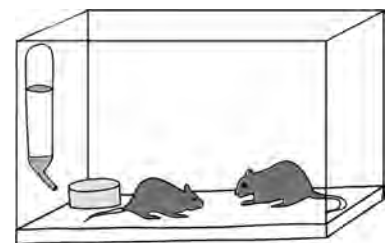
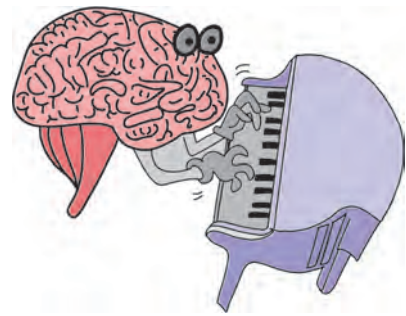
Conclusion : we can increase our skills, intelligence, capabilities and creativity with practice.

#### Research II

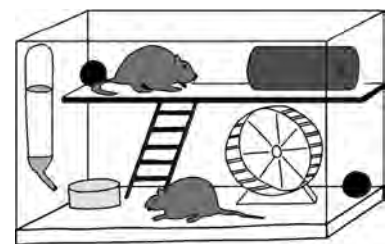
Studies were conducted on rats where some rats were raised in a simple cage with food and water and some in a cage with lots of puzzles, toys, and exercise equipment for the rats to explore.

The rats who were raised in enriched environments developed more neuronal connections. Interestingly, even the rats that were old were able to develop more neuronal connections in their brains !

This proves that if we take up higher challenges we can learn new things at any age



Cage No. 1



Cage No. 2



#### POINTS TO PONDER

*Our brain is just like our muscles. Just as we can strengthen our muscles by exercising, so also, our brain can get stronger by taking up challenging tasks, regular training, practice and improvement based on feedback !*

#### Discuss in class :

Have you ever exercised ? Running, lifting weights, climbing trees, climbing mountains, playing games ?

What happens when you exercise very hard for the first time ? Do your muscles get sore, do you feel the pain?

Does the pain reduce and after some time do you feel stronger ? The next time you try, can you do the exercise with much less effort ?

What would have happened if you gave up after the first time because of the pain ?

## 4. Obstacles in learning and improvement

### Mindset

Compare the two situations given below.



Observe the reactions of the parents in both the cases.

#### Discuss :

Do they differ ? If yes why ? Why do they feel confident that the child will learn to walk ?

A baby tries to walk, falls down, gets up, tries again, falls down again. This keeps repeating. Which of the following two sentences comes to your mind in this case ?

1. The baby is learning to walk.
2. The baby can never walk.

A boy tries to understand Maths but gets a low score in the test, he tries again but gets a low score again. Which of the following two sentences comes to your mind in this case?

1. The boy is learning Mathematics.
2. The boy can never learn Mathematics.



### Let us Compare



**Revati has always been praised by her parents and teachers for being an intelligent girl.**

She scored well in her 10th exams and went to a good college. However, she found that there were many intelligent students like her. She started feeling inferior. She stopped asking questions, thinking that others might laugh at her. She started to fear examinations. She felt jealous of those who scored well. When she scored low in her examinations, she went into depression.



**Reema has been scoring good marks in her school. However her parents and teachers always praised her hard work more than**

**her intelligence.**

They told her about a new brain research that anybody can become intelligent if they challenge their brains enough. She found the syllabus for 11th tough. But she knew she could grow her capability by training, practice and feedback. She asked questions, solved challenging problems and eventually passed 11th with good grades.

### POINTS TO PONDER

*Mindset - A mindset is a person's attitude/ way of thinking /opinion about something.*

*It is often seen that people's mindset about their own capabilities, intelligence and talent serves as the biggest obstacle in their own improvement.*

*Revati's belief (mindset) that intelligence/capabilities are inborn and fixed and cannot be changed is called a 'fixed mindset'.*

*Reema's belief (mindset) that intelligence / capabilities can change over time by working hard is called a 'growth mindset'*

### Discuss in class :

Read the above examples in class and discuss the questions given below -

How was Revati's mindset about herself different from Reema's mindset ?

Why was Revati afraid of taking examinations ?

Why was Reema not afraid of the examination despite the fact that she too found the 11th standard syllabus tough ?

### Growth Mindset

The term growth mindset was coined by Carol Dweck who works as a professor of Psychology at the Stanford University. Through her research, Carol Dweck proved that students who believe that intelligence/capabilities can change over time by working hard (having a growth mindset) had a greater chance of overcoming their difficulties and improving themselves.



Given below is a list of characteristics of people with fixed mindset and growth mindset. Understand the differences.

Characteristics of people	Fixed Mindset	Growth Mindset
What is their Belief ?	believe intelligence is fixed and can't be developed.	believe intelligence can be developed.
Characteristics of people	leads to a desire to appear intelligent always.	leads to a desire to always learn.
How do they see challenges ?	avoid challenges ?	welcome challenges.
In case of obstacles,	they give up easily.	they continue to try.
How do they see effort ?	see effort as worthless.	see efforts as the pathway to achieve mastery.
How do they see criticism ?	ignore useful criticisms.	learn from criticism.
How they are affected by success of others ?	feel threatened by the success of others.	find inspiration and lessons from the success of others.

## 5. Adopting a Growth Mindset

There are situations when every person thinks through a fixed mindset. Read the statements below to know how you can identify when you are thinking from a fixed mindset and how to change that to a growth mindset.



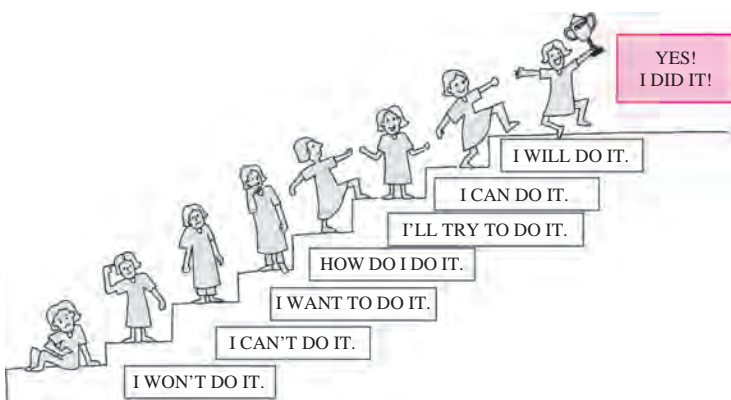
### Fixed Mindset

- I am not that good at this.
- I am the best at this.
- My friend is intelligent, I can never be like her / him.
- I don't like to be challenged.
- When I fail I feel I am not good enough.
- I just don't have a math brain and I never will.
- I failed, Everything is over.
- Tell me I am smart.
- If anyone succeed, I feel threatened and insecure.



### Growth Mindset

- What can I do to be better ?
- I can be even better at this.
- I will try to find out what he / she does differently and change.
- I like to challenge myself.
- When I fail I learn from my mistakes.
- I'm going to train my brain in math.
- I can keep trying other alternatives.
- Tell me I work hard.
- If anyone succeeds, I am inspired.



### Simple steps to develop growth mindset

1. Believe that you can change your intelligence and capabilities.
2. Work hard.
3. Use different strategies.
4. Seek help if needed.
5. Always seek higher challenges !

## Lets apply what we learnt

### 1. Discuss :

Following are a few situations. Form groups and discuss what a person with growth mindset will do in these situations.

You have recently joined a new group to play a team game. You realize that you are lagging in skills for playing the game. You do not play as well as the others in the group.

There has been a test series in the class and you have scored very low on most of them. At the same time, your friend has been consistently scoring very well in the tests.

You wrote a poem and think you have done a good job. However when you show it to your teacher, she points out quite a few faults in it.

You are good at public speaking in your school. Your teacher suggests that you participate in an inter school elocution competition. There are chances that you may end up not being the best in the competition.

You are struggling with Science. To improve your understanding, you have increased the time you devote to learning Science. However you realize that in spite of that, you have not been able to grasp the concepts in Science.

### 2. Interview :

Think of somebody who was not good at a skill/ capability initially but developed it over a period of time. It can be anybody e.g. your parents, friends, relatives, famous personalities etc.

Try to find out more information about him/her. Interview him/her if possible. Submit a report covering the following points - Which were the incidents where he/she struggled and how did he/she overcome their challenges?

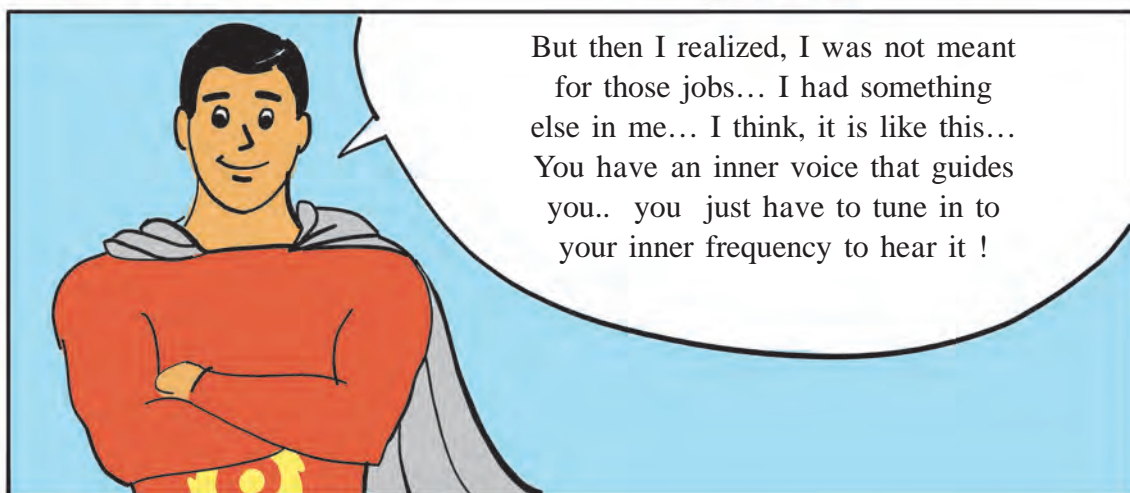
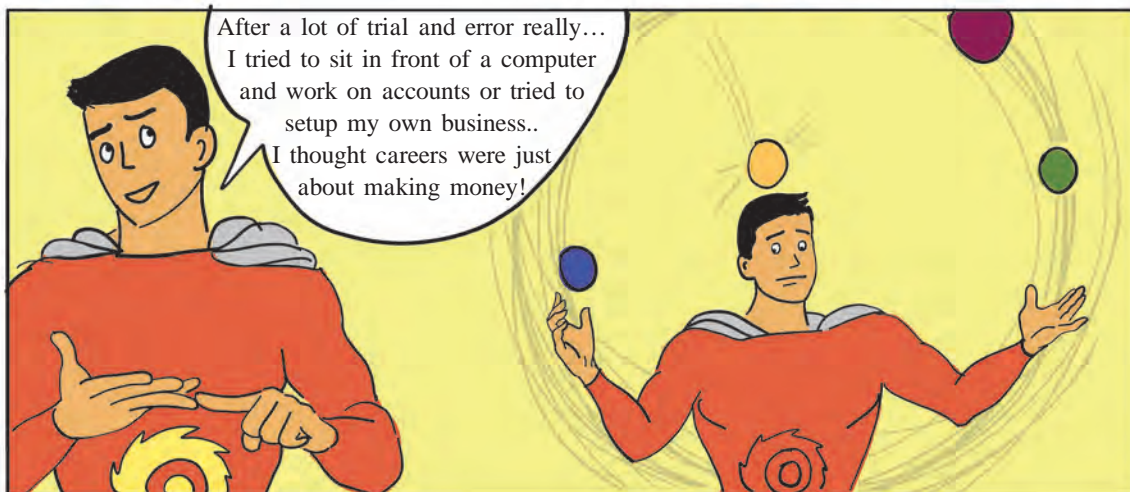
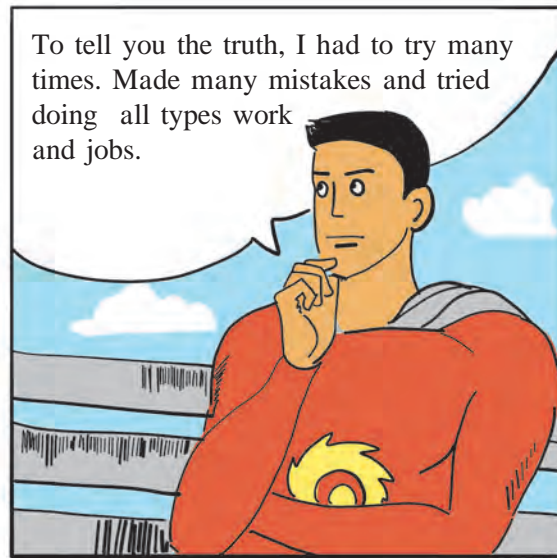
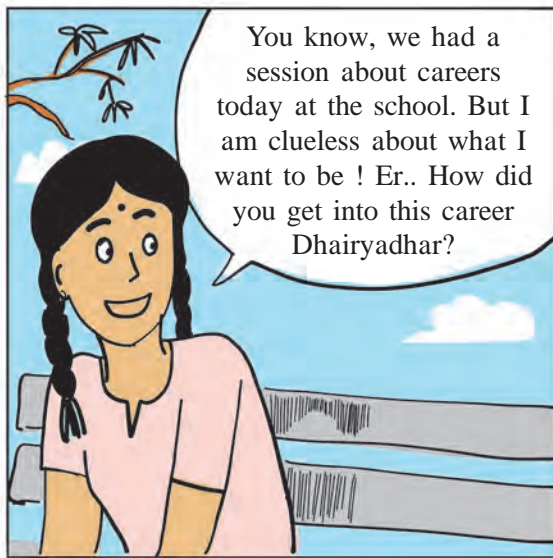


### 3. Letter to your best friend

Identify one area where you think you are not performing very well and need improvement. Devise an action plan for improvement. Write a letter to your best friend informing him/her about your action plan to improve by applying a growth mindset.

## ASSESSMENT RUBRICS

Weightage : 10%				
Criteria	Very Good	Satisfactory	Not - Satisfactory	Marks obtained
Participation in activities	Participated actively in completing the exercises/tasks in the chapter, completed all activities in the book	Completed all activities	Copied answers from others.	
Application of content in 'Lets apply what we learnt'	Application of more than two concepts explained in the chapter.	Application of at least one concept explained in the chapter.	No application	
Application of content in 'Letter to a best friend'	Application of more than two concepts explained in the chapter	Application of at least one concept explained in the chapter	No application	



# 8 Careers

Tuning in to the inner voice

## OBJECTIVES :

1. Be able to explain the term 'career' and its importance in their own words.
2. Be able to identify their own interest, capabilities and opportunities.
3. Be able to apply the career magic framework to choose potential career areas for themselves.
4. Be able to awareness about the broad 7 fields of interest available after 10th grade.
5. Be able to assess the opportunities and challenges in the potential career area of their choice.

## 1. What does a Career mean to you ?

- Career is a means of earning a lot of money.

 Yes No

- Career is the work you do from morning to evening.

 Yes No

- Career is all about being famous and successful.

 Yes No

Read each statement and ask students to raise their hand to indicate yes or no. Encourage students to share what they think about a career.

## 2. What is a Career ?

A Career is a pathway to achieve happiness and excellence leading to growth in one's life.

### Happiness

Happiness is doing something you like.

+

### Excellence

Excellence is when you already have or develop the capability needed to excel in the field of your liking over a period of time.

=

### Growth

Growth is in the form of money, respect, mental satisfaction, goodwill, fame etc.



When a person works in the field of his /her liking and has the capabilities to excel in the same with persistence and commitment, it will always lead to the growth of the person.



For e.g. Sachin Tendulkar has made a career in cricket. He loved to play cricket, it made him happy.

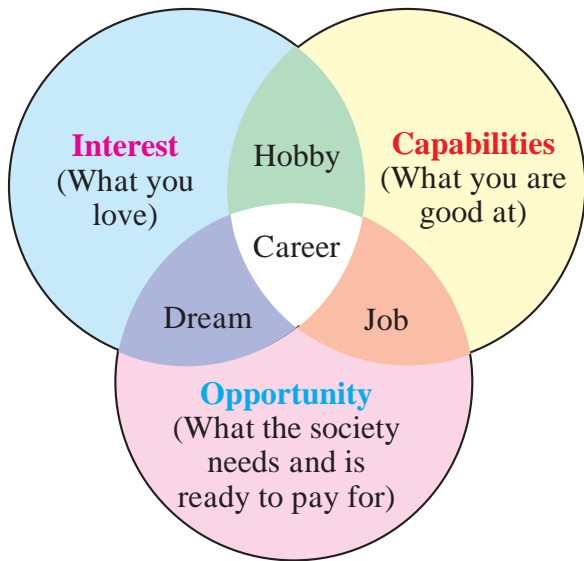
He had the capability to play good cricket which he continuously improved with a lot of hard work and perseverance to achieve excellence in his field.

As a result of his liking and capabilities, he could attain growth (in the form of money, fame, goodwill, respect, mental satisfaction etc.) Thus a Career is a pathway to achieve happiness and excellence leading to Growth.

**Activity time**  
 Divide the class in groups. Encourage each group to think of three people they think have made a career. It can be a famous person or somebody from their family or community. Ask them to identify how their interest, capability and opportunity came together in each example. Discuss.

### 3. A career magic framework as a guideline for careers

**Interest** refers to anything that - you like to do, makes you happy, makes you lose the sense of time while doing it continuously. Interest is always internal to a person.



**Capability** refers to the ability, capacity, power, potential, knowledge, skill required for doing something. Capability is both - inherent as well as acquired and developed by training, practice and feedback over a period of time. A person is always motivated to work hard to develop capabilities in his/her area of interest.

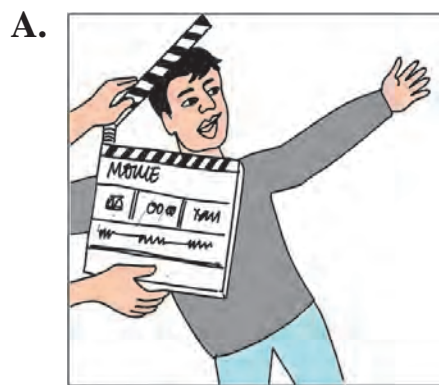
**Opportunity** refers to the society's need/demand for a particular type of work for which the society is ready to pay. This need/demand creates job or business opportunities. Opportunity is mostly external to the person.

**In the Career Magic Framework intersection of Interest, Capability and Opportunity leads to a good Career. If you keep even one of the three aside, then what will remain is either your Hobby, Job or Dream. It is very important to understand the difference between a Hobby, Job, Dream and a Career.**

### POINTS TO PONDER

- Always remember - you are unique, your magic framework for career will also be unique.
- It will not be the same as your best friends or sibling or any other person.
- So you need to design your own unique magic framework.

## 4. Understanding the difference between a dream, hobby, job and a career.



### A. Dream = Interest + Opportunity – Capability

**Interest** : 'A' is interested in becoming an actor.

**Capability** : 'A' is very shy and lazy and cannot act well.

**Opportunity** : There are many opportunities for actors and actors earn well.

Thus being a good actor could only be a dream for 'A'. To make a career in acting, it will have to be supported with hard work and training to develop the capability to act.



### B. Hobby = Interest + Capability – Opportunity

**Interest** : 'B' is interested in reading books.

**Capability** : 'B' can read books up to 100 pages per day.

**Opportunity** : There are no opportunities to earn money for only reading books.

Thus reading books could only remain a hobby for 'B' unless it is complimented with some form of educational course that will lead to an opportunity.



### C. Job = Capability + Opportunity – Interest

**Interest** : 'C' loves Mathematics and Science.

**Capability** : 'C' is born in a family with a background of music and has the natural talent and capability to sing.

**Opportunity** : There are many opportunities for good singers to earn money and fame.

Thus 'C' being a singer could only be a job for which 'C' gets paid.

D.



**D. Career = Capability + Opportunity + Interest**

**Interest** : 'D' loves to work on her friend's farm and spend time understanding everything related to farming.

**Capability** : 'D' has done a lot of research on crops and latest innovations in mechanized farming. She can work in the sun for long hours.

**Opportunity** : There are many opportunities for research and innovation in agriculture.

Thus 'D' will have her interest, capabilities and opportunity aligned and can make a good career in agriculture.

## 5. Who will make a good Career ?

Read the cases and answer the questions given below each case in your notebook.

Shamika's parents are doctors. They have their own hospital in Aurangabad. Shamika's mother wants her to be a doctor as well. Her parents are ready to pay her fees and educate her to become a doctor. But Shamika loves painting. She is very good at it and can sketch and paint for hours without getting bored. She hates visiting the hospital.



- Do you think Shamika could be a good doctor ?
- What are some of the factors which are in favour of her becoming a good doctor ?
- What are the factors which are against her becoming a good doctor ?



Manish wants to become a cricketer. His idol is Sachin Tendulkar and he dreams of being like Sachin someday. However due to his medical problems, he cannot stay in the sun for too long.

- Do you think Manish could be a good cricketer ?
- What are some of the factors which are in favour of him becoming a good cricketer ?
- What are the factors which are against him becoming a good cricketer ?



Ali wants to be a teacher. His father and mother are teachers and they are also supportive of his ambitions. Ali is a good student and he does well in his exams. He also loves explaining things to his friends. His friends feel that he has a knack for teaching. Ali also loves kids. In his spare time, Ali teaches the small kids in his colony.

- Do you think Ali could be a good teacher?
- What are some of the factors which are in favour of him becoming a good teacher ?
- What are the factors which are against him becoming a good teacher ?

## 6. Think about your interests

1. An activity where you loose track of time because you are totally involved in doing it.
2. An activity which you feel very happy and like to do again and again.
3. An activity where you feel you always give your 100 percent.
4. An activity where you continuously try to improve yourself.
5. Some field about which you try to read / find information / see videos or television / talk to others to understand it better.
6. An activity that you think of doing when you have free time.
7. Something which you hate doing / are afraid of doing / not comfortable doing.
8. An activity which you find very difficult to do no matter how hard you try.
9. An activity that you always try to avoid doing.

Encourage the students to think about these statements in the context of careers and write their answers in their notebook.

Students should think beyond common answers like 'eating / playing video games / watching TV / talking of phone etc.'

These statements are designed to help them think about their interests.

A student is free to have similar answer for multiple questions or multiple answers for each question.

## 7. Finding your interests

<ul style="list-style-type: none"> <li>• A list of verbs is given here</li> <li>• Identify the top five verbs indicating your area of interest and make meaningful statements.</li> <li>• You can add your own verbs too.</li> </ul>	List of verbs			
	think build calculate collect construct create cultivate design direct draft estimate install investigate	perform plan publish do research solve study write arrange assemble coordinate innovate lead manage	survey teach test translate examine explain explore extract make cook bake sing dance	visit exercise sketch repair open take give receive fly defend protect command (Add more)

e.g. I like to write poetry.

1. I like to <choose verb from the list> .....
2. I like to <choose verb from the list> .....
3. I like to <choose verb from the list> .....
4. I like to <choose verb from the list> .....
5. I like to <choose verb from the list> .....

## 8. Finding your capabilities



**I can** .....

e.g. I can write poems  
 < Proof > My poems are appreciated by everybody/my poems got a prize.

Encourage students to make their own statements beginning with the phrases written in bold.

Refer to the examples given for a clue. Students are free to make multiple statements.

Encourage them to write a proof to support their statements.

The proof should support the fact that the student is 'good' at what they have stated.

Students can refer to the sheet of strength, areas of development, opportunities and challenges which they solved in the identity chapter.



**I can easily** .....

e.g. I can easily make a Science model

< Proof > I have made Science models for many exhibitions.



**I am good at** .....

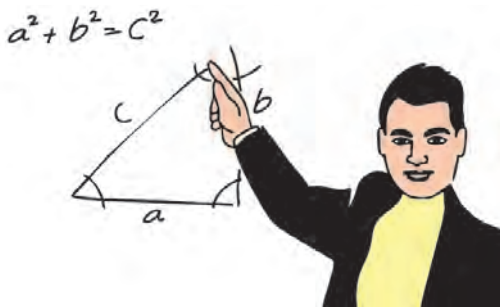
e.g. I am good at playing football

< Proof > I am selected in my school team/I have won a trophy.

**I am always ready for** .....

e.g. I am always ready for a social service activity.

< Proof > I am the first one to volunteer for any social service task.



**I am known for** .....

e.g. I am known for asking a lot of questions about how things work.

< Proof > My teacher pointed at me when asked who is the most curious child.



**I rarely** .....

e.g. I rarely find it difficult to solve Maths.

< Proof > My classmates come to me to understand some concepts.



**People have appreciated me for** .....

e.g. People have appreciated me for my writing.

< Proof > My teacher displayed my work on the student board / I am selected for an essay competitions.

**I get good marks in** .....

e.g. I get good marks in languages.

< Proof > It can be seen in the exam results.

## 9. Matching your interests and capabilities

Study the answers you wrote in - Section 7 and 8 'Finding your interests' and 'Finding your capabilities'.

Can you find anything common in both ?

What are the things you are interested in and also capable of doing well ? Make a list of all such activities where you see a co-relation between interest and capabilities.

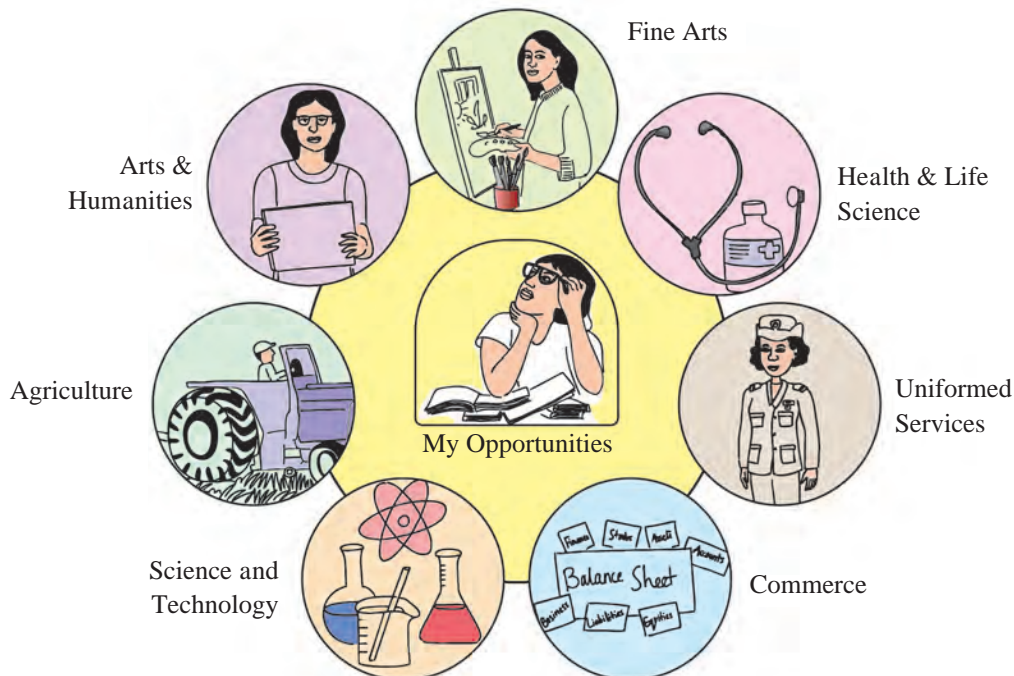
## 10. Finding your opportunities

The 21st Century is filled with numerous opportunities and possibilities. Earlier, society had limited options to consider for making a career, but today, in the day and age of technology and globalization, it is possible to make a career in your field of interest.

Right higher education choices will connect your interest and capabilities to the right opportunities and will result in a good career.

Generally, the choices to select streams in higher education start after grade 10.

The broad fields in which students make a choice are -



Further these fields move into higher education, specialization and other areas such as teaching, law, research, management, civil services etc. which are then open for choice.

Students will need your help here. Students may frame sentences differently and may not be able to find commonalities between interest and capabilities.

E.g. Students may write 'I like making Science projects' and 'I am known for finding out how things work', or 'I like spending time with kids' and 'I can teach', Make them realize that these are complementary statements.

After selecting the appropriate stream, as the students gather more exposure and experience, they can further choose their higher level interests and opportunities.

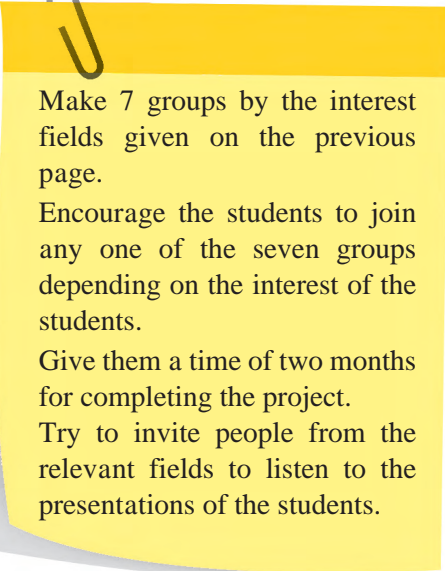
There is always a pathway to success in careers, which has to be achieved step by step. Careers require a lot of perseverance, hard work and commitment.

## 11. Project ‘Lakshya’

We will be starting a very important project this year. It is called project ‘LAKSHYA’.

Each group will have to do the following activities in the field they are interested in -

1. Make a list of careers which you think would fall under the field of your liking.
2. Interview one or more people from the field on their career journey.
3. Ask them about the opportunities in this field and the nature of work.
4. Try to find out how much it costs to pursue higher education in that field.
5. If possible try to visit the person’s place of work and spend a day there.
6. Bring back a photo or a visiting card or the signature of the person you met.
7. At the end of two months, each group will make a presentation in front of the class on their field of interest.



Make 7 groups by the interest fields given on the previous page.

Encourage the students to join any one of the seven groups depending on the interest of the students.

Give them a time of two months for completing the project.

Try to invite people from the relevant fields to listen to the presentations of the students.

## 12. Importance of Life Skills

Previously, people would choose a particular field based on the ‘scope’ of the field. But today, the word ‘scope’ has shifted from the field to the student. Every person can create a ‘scope’ for his/her own self. Today, along with the educational qualifications, it is also very important to have the necessary skills required by the field.

Some common skills such as computer literacy, language proficiency, communication and teamwork, work ethics etc. are needed in all areas.

Life Skills such as a continuous learning mind set and the ability to recognize your own strengths as well as those of your team mates and work together in teams for common goals can open the doors to many opportunities for every person.

## 13. Way ahead..

In grade 10, you will be introduced to these 7 fields in detail. You will also appear for a ‘Kal Chachani’ (interest test), which will help you assess your true interest. The Kal Chachani is not an exam and you do not have to prepare for it. All you have to do is answer a few interesting questions.

We will also learn goal setting and career planning next year.

## ASSESSMENT RUBRICS

<b>Weightage : 10%</b>				
<b>Criteria</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Not - Satisfactory</b>	<b>Marks obtained</b>
Field visit and Interview	Conducted the interview, field visit and wrote a report. Brought back a photo or visiting card or signature of the interviewed person.	Wrote a report but no photos or visiting card or signature of the interviewed person	No report nor photo	
Identifying interest and Capabilities	Identified and articulated the interests and capabilities clearly	Identified very broad or general interests and capabilities	Copied answers / incomplete work	



# 9 Art Appreciation - Performing Arts

Understanding the beauty in Art

## OBJECTIVES :

1. Be able to explain the importance of performing arts like music, dance and drama in human life in their own words.
2. Brief introduction to the basic elements of music, dance and drama.
3. Be able to explain and identify the types of performing art forms and their importance.
4. Be able to create a performance for self expression.
5. Be able to describe the use of basic elements which they find appealing in a performance.

- In the earlier chapter, we saw the difference between visual arts and performing arts.
- Performing arts are art forms which are performed live for the audience.
- Performing arts include various art forms like magic, puppetry, circus art, performances without words, public speaking, stand up comedy etc., however, all of these art forms can be grouped to three forms - Drama, Music and Dance. Hence, we would be studying these three art forms in details.



## DRAMA :



## Let us play act.

Two students should volunteer for this activity. One of them should play the role of a parent and the other should be the son / daughter. The situation is that the son / daughter has failed in the examination and is showing the report card to the parent. The students should try to imagine what generally happens and take five minutes to prepare and five minutes to perform the situation.

### 1. What is Drama ?

As you would have noticed in the previous skit, the students assumed the roles of the characters and tried to behave as if they really were parents/ children. The students watching it knew that the roles the students have assumed are not real. Yet they chose to believe them. What the students performed was a 'DRAMA'.

Thus, drama is an art form where people assume fictional identity or roles and try to perform them in such a way that they seem as real as possible to the audience. In short, drama means to create an illusion of reality through fiction. Hence even in daily life, whenever we feel that a person behaves in a way which is not true, we say 'stop acting' or 'don't act'!

### 2. Acting

The person who assumes a fictional role is called an actor and the action of playing the role is called 'acting'.

In India, acting is believed to be of four types -

1. **'Angika Abhinay'** - To act using body movements, facial expression, gestures is called as 'Angika Abhinay'.
2. **'Vachika Abhinay'** - To act using words, intonations, pause between two words or sentences is called as 'Vachika Abhinay'.
3. **'Aharya Abhinay'** - To act using costumes, make up, lights, things (props) is called as 'Aharya Abhinay'.
4. **'Sattwik Abhinay'** - The expression of the physical and mental state of a fictional character in a drama is called 'Sattvik Abhinay'. A Sanskrit shloka praising Lord Shiva refers to all the four types of Abhinay as can be seen below -

आंगिकं भुवनं यस्य । वाचिकं सर्व वाङ्मयम्॥  
आहार्यं चन्द्र तारादि। तं नुमः सात्त्विकं शिवम्॥

#### Discuss :

Was the acting of the students in the skit realistic ?

Did the students find it interesting to watch the skit even when they knew it was not true ?

If all the students acting in the skit performed perfectly like parents or children, would the skit be more interesting ? Why ?



### 3. The role of conflict in Drama

**Story :** A girl wanted to go to school. Her parents sent her to school. She studied regularly. She earned good marks. She continued to get higher education and became very successful in her life.

The core of a drama is conflict. There cannot be a drama without a conflict. Conflict can be caused by the opposition created by the people or situations in the story. Thus some form of conflict is necessary in the story for it to be an interesting drama. e.g. in the story mentioned above, conflict could be created in the following ways -

1. The girl's parents do not want to send her to school.
2. The girl's parents do not have enough money to send her to school.
3. She is rusticated from the school for some reason.
4. She meets with an accident while going to school.

#### **POINTS TO PONDER**

- *Voice, facial expressions and body movements are the medium through which an actor can convey his / her thoughts and emotions to the audience.*
- *Having a loud, clear voice and intonations is very important while acting.*

### 4. Exercises for developing a clear and loud voice

1. Sit straight. Inhale a deep breath and open your mouth to produce the sound of 'aa (आऽऽ)' till you are out of breath. Do this 10 times.
2. Sit straight. Inhale a deep breath and close your mouth to produce the sound of 'mmm (मऽऽ)' till you are out of breath. You should feel vibrations on your lips and cheek.
3. Try to inflate a balloon in one deep breath. Try to increase the size of the balloon over the time.

#### **Intonations**

Try to speak the sentence - "I cannot meet you now"- by laying stress on different words.

'I' cannot meet you now.

(May be somebody else could meet you.)

I '**cannot**' meet you now.

(I am not in a position to meet you.)

I cannot '**meet**' you now. (May be we could talk on phone.)

I cannot meet '**you**' now.

(May be I could meet somebody else.)

I cannot meet you '**now**'. (May be we could meet later.)

#### **Discuss :**

Did students enjoy the story? What did they find missing from the story ? Would they like to perform this story in the form of a drama ? Would the audience like it ?

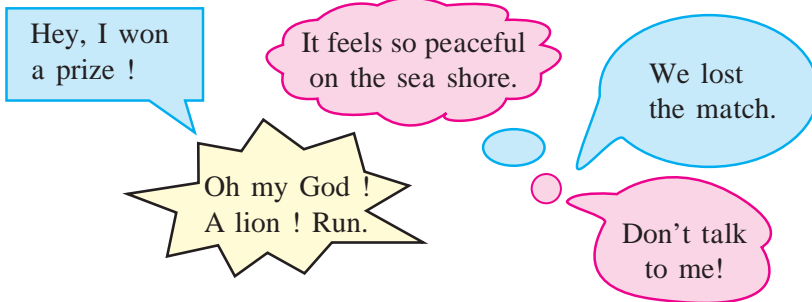
What changes could be made to make the story interesting ?

Does the meaning of the sentence change every time you stress a different word ?

Explain that this is called "Innotations" or the rise and fall in pitch of the voice.

## 5. How voice changes in different situations

Teacher should ask a student to volunteer. The student should come in front of the class and say the following sentences as he /she would say it in real life.



### Discuss in class :

- Did they notice a difference in the volume / excitement of the student while saying these different statements?
- Does the volume/excitement also change depending on whom a particular sentence is addressed to?

## 6. Body language in different situations

Try doing the following things. You can use appropriate facial expressions and voice intonations.

### Stand still with no body movements and say

'There is a fire run'

'Don't lie to me. Don't show me your face again !

'Come lets have some fun !'

### Now use a lot of hand movements and say

I feel very quiet today'

'I understand your pain. God bless you.'

### Discuss in class :

Did they find it difficult/unnatural to do the above tasks ?  
If yes, why ?  
When would the tasks seem natural?

### POINTS TO PONDER

*Emotions, body movements, facial expressions and voice go hand in hand. This should always be kept in mind while acting. When we get excited due to happiness or anger, our volume and pitch/tone increases and we make a lot of body movements. When we are down or sad or simply quiet we make lesser body movements and our voice too lowers.*

## 7. Characters in a play

Think about it -

The way a person dresses up, walks, talks and interacts with others generally gives us an idea about the age, socio-economic condition of the person etc. Then if we were to enact a particular part in a play, how would we use the above fact?

When an actor is to play a role in a drama, a lot of thought should be given to the age, socio-economic status, profession, nature, physical traits, behaviour, values, upbringing, mannerism etc. All these put together is called a 'character' in terms of a play.

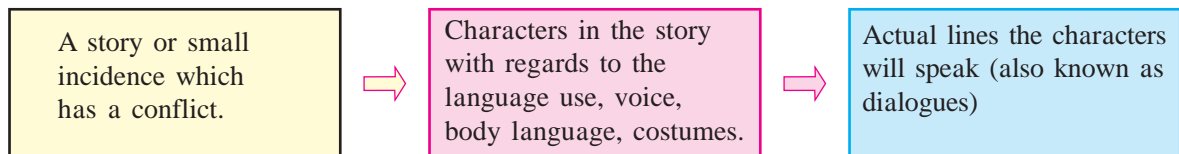
When we put up a story in the form of drama, we need to think about the characters in the story.

It is only when we think thoroughly about the characters we want to depict in a drama, can we portray them realistically in the drama. Only then the drama could become interesting.

## LET'S HAVE SOME FUN

Five students should volunteer to come in front of the class to demonstrate the characters' given below. Students should think about the voice, language and body language of the characters and then enact the part. They should speak at least five sentences while enacting the role. 1. An old poor labourer woman. 2. A young college going boy. 3. A middle aged doctor. 4. A sales woman. 5. A famous film star.

### 8. Creating an interesting Drama



To create an interesting Drama, we would need to think about the things mentioned above

1. Divide into groups.
2. The teacher should give each group a theme.
3. The students should take time to think thoroughly about building a story (with a conflict) based on the theme, define characters and then write down the dialogues that each one would speak.
4. Make sure everybody in the group has a part to play.
5. If possible enact the drama in your annual gathering or during some program in your school.

#### Suggested themes -

1. Waiting for somebody/something. (e.g. farmer waits for rain, two people wait for bus, mother waits for son etc.)
2. Mis-communication/misunderstanding (e.g. Mis-communication happening because two people share the same name or because the clock accidentally stops working.)
3. Coming back to something or someone or someplace (e.g. coming back to India from abroad or a boy coming home after losing his way.)
4. Repenting something (repenting that one did not work hard enough or spoke arrogantly or got late)

These are just suggested themes. The teacher is free to think for her his own theme. Setting up a skit is a long term process. It might not complete in the designated periods. It is important to use the time after school to elaborate on the concepts given in the chapter for the students to understand and practice them appropriately.

## DANCE

Given below is a list of activities we do in day to day life. Walking, pointing to an object, calling somebody, saying no, closing the door, etc. What is the difference between these movements and the movements in dance? How do they differ ? Lets have some fun

You must have seen many dance forms till now. Based on your observation, try to enact how each of the above activity would be performed in any dance form.

### 9. What is dance ?

Dance is an art form consisting of purposefully selected sequences of aesthetically pleasing and rhythmic human movements usually to the accompaniment of music. A dance without meaning or expression becomes similar to an exercise.

#### Discuss :

- Are the movements in day to day activities as graceful as in dance?
- Are the day to day movements performed on a beat?
- Are day to day activities performed in a continuous sequence?

## LETS TRY THIS

### 10. Movements in dance

Depict the following using movements of your body as a part of a dance performance. You are free to choose any dance style. Students could volunteer to come in front of the class to demonstrate.

1. Living beings like cat, snake, lion, man walking etc.
2. Non living things like river, trees, storm, car etc.
3. Activities like waiting, fighting, thinking etc.



### 11. Expressions in dance

Depict the following emotions using expressions and body postures as a part of a dance performance. You are free to choose any dance style. Students could volunteer to come in front of the class to demonstrate.

1. Anger
2. Happiness
3. Fear
4. Sympathy
5. Jealousy etc.



#### POINTS TO PONDER

*Expressions and Movements form two pillars of dance.  
A dancer uses them appropriately to convey the intended meaning.*

### **Choreography :**

Choreography is the act of designing the sequence of rhythmic dance movements and expressions to set up a performance. It also involves designing the look and feel of the dance. The person who choreographs a dance performance is called a choreographer. A choreographer choreographs a dance by taking into consideration the music, words, mood of the song.

### **LETS TRY THIS**

Form groups. Select any one music / song of your choice. Or you can even choose a poem from your textbook. Each student in the group will choreograph one movement or a sequence of movements on the music / song. Each group should perform it in front of the class. Other groups should evaluate the performance based on the following criteria -

1. Were the dance steps matching with the words (lyrics), style of the music or song ?
2. Were the dance steps performed in a synchronized fashion when necessary?
3. Were the dance steps performed on the beats of the music?
4. Were the dance steps repetitive?
5. Were the dancers showing appropriate expressions when dancing ?
6. Was there any novelty in the way the dance was performed ?
7. Was the performance energetic ?
8. Do you think the dancers effectively conveyed the emotions or thoughts that they intended to ?

### **Types of Indian dances**

Like music, even dance can be categorized into classical, folk, free form dance in films etc.

#### **Classical dance :**

In India, a dance style is considered as classical only if it adheres to the strict guidelines laid down in Natyashastra. They generally depicted various mythological stories. With time, the classical dances evolved to include the expressions and themes from social life. There are 8 classical dance styles in India.

#### **Bharatnatyam :**

This dance form is approximately 2000 years old. It finds a mention in the 'Natyashastra' written by Bharat Muni. It is generally used to express hindu religious themes and philosophy.

#### **Kathak :**

Kathak is said to be derived from the word katha, meaning "the art of storytelling." It originates from the north of India.

### **Kuchipudi :**

Kuchipudi originated from the state of Andhra Pradesh. Shree. Siddhendra Yogi was a Vaishnav poet who immensely contributed to the development of this dance form.

### **Odissi :**

Odissi originated in Odisha - an eastern coastal state of India. Odissi, was performed predominantly by women. It depicted religious stories and ideas. Archaeological evidence of this dance form dating back to the 2nd century B.C. is found in the caves near Bhubaneswar.



### **Sattriya :**

This dance-drama form has its origins in Assam and is attributed to the 15th century scholar Srimanta Shankardev. This dance form derives its name from the Vaishnav Monasteries (Sattras) who have been instrumental in its conservation and growth.

### **Manipuri :**

Manipuri is named after its state of origin, Manipur. The Manipuri dance is a team performance mostly based on incidences in the life of Lord Krishna.

### **Mohiniyattam :**

Mohiniyattam developed in the state of Kerala, gets its name from the Mohini incarnation of Lord Vishnu. The dance style is delicate, with soft and feminine movements. It is performed only by women.

### **Kathakali :**

Kathakali (katha, “story”; kali, “performance”) is a dance-drama form which originated from Kerala. It is distinguished by its elaborately colorful make-up, costumes and face masks. Traditionally, the performers have all been males. Kathakali is largely influenced by the ancient martial arts tradition of south India called Kalaripayattu.

### **Folk dance :**

Like folk music, folk dance also means dance performed by people together. It refers to dance performed on certain occasions when people from specific communities come together. India has a rich tradition of folk dance owing to its huge diversity. The style of folk dances differs from region to region.

Dandiya, bhangra, lavani, garba, ghoomar, koli dance are some of the popular folk dance forms.

Dance holds a place of significance in the life and culture of the tribal communities across India.

The tribes in hilly regions of the north-west Maharashtra, dance to the accompaniment of the tarpa, a wind instrument made of dried gourd. Because of this, the dance is known as Tarpa Nach.

### Freestyle Dance on Film Songs :

Dance on film songs is generally free flowing and results from a fusion of different dance forms in India.

### Exploring different types of dances

Make groups. Select a dance form (classical or folk). Find out more information about that dance form regarding the following aspects and present it to the class -

1. Which state or region in India does it originate ?
2. What are the costumes to be worn during the performance ?
3. Is there a specific time / season when it is performed ?
4. Who are some of the great artists practicing the dance form ?

If possible, try to perform a short demo for the class or get a video of a performance to the class.

#### Discuss :

Do you reflect on the quality of dance performances that you see in television programs and films? Are the dances simply energetic or do they also have meaningful movements expressing emotions ?

Some dance performances resemble exercises while some other might be embarrassing to watch with the entire family. Do you observe this ?

Some dance performances are energetic yet meaningful. They are pleasing to watch. Can you name some such dance performances seen in films or television programs?

## MUSIC

### 1. Sound : Let us observe the sounds around us.

In your notebook, make a list of all the sounds you hear in your day to day life. It could be anything from chirping of the birds, car horn, human voices, sound of the railway etc. Take 5 minutes to think and observe.

### 2. Naad :

Some sounds are pleasing to the ear while some others are harsh. Sounds which are pleasing to the ear are called 'Naad'. The sound of a brake screeching or people talking loudly is not 'Naad'. Can you identify which sounds could be called 'Naad' from the list you made?

### 3. "Swar " (Musical Notes) :

Long lasting and pleasant 'Naad' is useful to create music. A 'Naad' which can be used to create music is called 'Swar' or musical note. A specific sequence or chain of musical notes is called a tune. The musical notes change as per the composition of the tune.

#### Discuss in class :

Did students find it difficult to list the sounds ? Why ?

Encourage them to classify the sounds into categories like pleasing / harsh.

We all sing the National Anthem. Try to remember the last lines of the National Anthem - 'Jaya Jaya Jaya Jaya He'. When you sing the last line, what difference do you find each time you sing "Jaya"? Are the words different? Is the volume different?

No matter how loudly or softly we sing the National Anthem, the four consecutive 'Jaya' sound different to the ear. This happens because the musical notes ('Swar') for each 'Jaya' are different. Swar is one of the basic building blocks or elements of music. In the last line of the National Anthem the musical notes ('Swar') are ascending (moving from low notes to high notes).

- Fill different amount of water in a few glass vessels. Tap lightly on each glass. Listen to the notes of sound and try to arrange the glasses according to the musical notes, from lower to higher.

**Discuss :** Even if mother and father speak the same words or sentences, there is a difference in the swar(notes). Whose voice has higher notes?

#### 4. "Theka / Taal" (Rhythm) :

Put on some energetic song and notice how your hands clap or feet tap with the song. Now put on a slow song and again notice how your hands or feet tap. The frequency with which you could tap with the song is called 'Theka' or rhythm. Theka is also referred to as taal. The 'dhol' or the drums beating in Ganapati festival is the perfect examples of rhythm.

#### **Discuss in class :**

- Did the tapping repeat after fixed intervals?
- Was there a difference in the frequency of tapping for both the songs?

#### 5. "Lay" (Tempo) :

The speed of the Theka (Rhythm) is called as Lay (Tempo). Any tune is made up of swar, taal and lay. Other sounds like our heart beats or the sound of the railway engine could also be said to have a definite lay or tempo.

## ACTIVITY TIME

**Find a few sounds having a tempo** Try to find some sounds from your surrounding which have an in built tempo in them.

**Creating a composition using different beats with different tempos** Make groups. Each student in the group should produce a particular sound e.g. sound made by lightly hitting a pen on to compass box, by tapping a desk, by clicking the fingers, by clapping. After everyone has selected a sound for themselves, everybody should select a tempo (speed) and try to create a pleasing composition by mixing and matching all the sounds.

## 6. What is Music ?

गीतं वाद्यं तथा नृत्यं त्रयं संगीतमुच्यते।।

According to the above shlok, music consists of singing, dancing and instrumental accompaniment. Music is created when all the three - swar, taal and lay are coordinated. Swar, taal and lay are the three building blocks of music.

## 7. “Bhaav” (Emotions) in music:

- Do you feel like dancing when you hear energetic music ?
- Do you feel proud when you hear patriotic music ?
- Do you feel peaceful when you hear soothing music ?
- Do you feel sad when you hear sad music ?
- Do you feel sleepy or quiet when you hear a lullaby ?

We saw that in drama, the more realistically an actor tries to portray a character, the more interesting and engaging is the drama. Similarly in music, the more honestly an artist tries to convey the intended emotions, the more appealing is the music. Such music is said to have ‘Bhaav’.

### Discuss :

- What exactly triggers the emotions in us when we listen to a song ? Is it the words or rhythm or the tune ? Or everything together?
- Just for fun, try to change either the words or the rhythm or the tempo or the tune. Does the song still trigger the same emotions?

## 8. Instrumental Music :

Try to remember the background music for a parade on 15th August or 26th January. It is simply a tune with no words. Yet it evokes a feeling of pride in your mind. Try to remember the background music of your favourite cartoon. It has no words yet it supplements the movements of the cartoon characters. Thus music does not necessarily need words to evoke emotions. Music which has no words and is produced using only one or more instruments like tabla, harmonium, violin etc. is called instrumental music. Pandit Hariprasad Chaurasia, Dr. N. Rajam, Pandit Ravishankar, Pandit Shivkumar Sharma, Ustad Zaakir Hussain and many other great musicians are known for their solo instrumental music performances.

## 9. Types of musical instruments :

Following are some commonly used non-electric musical instruments in India -

Percussion	String instruments	Wind instruments
tabla, dhol, tasha, mrindang, pakhwaj etc.	sitar, tanpura, violin, guitar, sarangi, santoor etc.	flute, bugle, trumpet, shehnai etc.



## LET'S HAVE SOME FUN

### Knowing more about instruments

Form groups of students. Select one of the musical instruments and find the following information about it and make a presentation.

1. Type of the instrument.
2. Its photo or sketch.
3. How does it produce sound.
4. Some great artists known for playing the instrument.
5. A film song / non-film song in which the instrument has been played.

### 10. Imagining life without Music :

Imagine that one day all the music in this world disappears. How would a typical day feel like ? There would be no musical alarm tones, no ringtones, no musical doorbells, no songs on radio or television etc.

### 11. Types of Indian Music :

India is a country with huge diversity with regards to religions, geography, languages, culture and traditions. This diversity is also reflected in the music of India. Following are some of the broad types of music in India.

#### Indian classical music

Indian classical music includes both vocal and instrumental music. It is a type of music which follows strict structure and rules. The basic constructs of Indian classical music are 'Raga' and 'Taal'. Each raga has a set of specific musical notes or 'Swar' which can be played only according to the rules specified for that raga. Taal deals with the Theka or rhythm. Each taal has its own structure. Indian classical music is further divided into one adhering to the 'North Indian style' or to the 'South Indian style'. Pt. Bheemsen Joshi, Pt. Kumar Gandharv, Gaansaraswati Kishoritai Amonkar, Begum Akhtar and many more great artists of Indian classical music have been famous in India.

#### Folk Music

The term folk music literally means music of the people. It is music that originated from the culture and traditions of the people and was transmitted orally from generation to generation. India being very rich culturally has a huge variety of folk music which also differs according to geography.

Try to arrange for music pieces for all the given types. This is for the students to experience and understand the distinction and beauty of each of the above mentioned types.

## Some popular folk music in Maharashtra

- **Powada :**

The powadas are energetic songs written to narrate historical events in an inspiring manner. The composer-cum-singer of a powada is known as Shahir. Powadas describing the greatness of Chattrapati Shivaji Maharaj are very popular across Maharashtra. Instruments like Daf, Tuntuna, Tal are used.

- **Abhang :**

Abhang is a devotional song. Sant Tukaram has been credited with the creation of thousands of abhangs which praise the hindu God Vitthal and also talk about philosophy. Instruments like Tabla, Harmonium, Tal, Mridang, Chiplaya are used.

- **Kirtan :**

Kirtan literally means narrating, reciting, telling, describing an idea or story. A person performing kirtan is known as a kirtankar. A kirtan is typically performed to spread good values and practices through the medium of story telling and music. e.g. Sant Gadgebaba's kirtan about public sanitation. Instruments like Harmonium, Chiplaya, Mridang, Tabla are used.

- **Bharud :**

Bharud is a type of music popularised by Sant Eknath. Bharud also involves story telling interspersed with music. However unlike kirtan, bharud is a group performance. It is generally used for creating social awareness.

- **Jagran Gondhal :**

Gondhal is generally performed in the honour of Goddess. Jagran is performed in honour of Lord Khanderaya (Shiva). Instruments are used for both.

- **Bhajan :**

Bhajan is a broad name given to any song with religious theme or spiritual ideas. Ideas from scriptures, legendary epics, the teachings of saints and devotion to deity are the typical subjects of bhajans. Tal, Tabla, Harmonium, Mridang are used for Bhajans.

- **Lavani :**

Lavani is a combination of traditional song and dance, which is particularly performed to the beats of dholki. Lavani is noted for its powerful rhythm. Dholki and Harmonium are mainly used in Lavani.

- **Qawwali :**

A Qawwali is a group performance. It is known for their energetic rhythm. While performing Qawwali typical style of clapping is used.

- **Popular film music :**

Film music can have elements of all the previously mentioned music types. However it does not follow any one type strictly. Indian film music has been borrowing heavily from folk music, classical music and light music.

- **Natyasangeet :**

Natyasangeet refers to the music pieces in a musical play. Maharashtra has had a long tradition of natyasangeet. Natyasangeet was very popular in the olden days. Actors performing a musical often also emoted through songs in addition to the spoken words. The songs in the musical plays were often referred to as 'pada'. Natyasangeet is often based on Indian classical music. Balgandharv, Master Deenanath Mangeshkar, Pandit Vasant Rao Deshpande, Pandit Jeetendra Abhisheki and many other great artists have contributed immensely to this art form. The Shiledar family has also made great contribution to this field.

- **Ghazal :**

Words are of prime importance in a ghazal. The tune of a ghazal is designed in a way which would highlight the beauty of the words. The poetry in a ghazal follows a certain structure. The subjects for a ghazal can be varied. In the olden times, ghazals were written only in Persian or Urdu language. In the present day, ghazals in Hindi, Marathi have also started gaining popularity.

- **Other types of music :**

Apart from film music, other types of non-film music created independently by different artists which does not fall under any one particular type can be treated as a distinct category in itself.

## 12. Try to find

- Which type of folk music is popular in your geographic region?
- Name some famous artists in your town/village.
- Are any public musical performances arranged in your town/village? If yes, try to attend one.

## 13. Creating a tune

Whenever a poem has to be converted into a song, a tune needs to be composed. While composing music, the music director takes cognizance of the poem - its meaning, lyrical arrangement, the dialect used and composes the tune accordingly. Once the tune has been finalized, the instruments to be used are decided.

Sometimes while creating music for a film, a tune is created first and then words are written to match the tune. While composing music for a film, the situation where the song is to be used in the film, the characters in the song, the effect that the song is expected to create on the audience is also taken into consideration.

## 14. Let us apply what we learnt

Form groups of students. Select any poem from your textbook or any other book. Analyse the poem on the following points -

1. Look at the words - what emotions are conveyed through the poem ?
2. What is the general mood of the poem ?
3. What sort of rhythm - fast slow would you imagine if the poem was to be made into a song ?
4. Does the poetry fit into any one of the types of music that you have learnt?
5. Can you create a tune for the first 4 lines of the song taking into consideration the above facts? If not, can you think of another pre-existing song which has a tune similar to the one you imagine for the poem?
6. Which instruments would you use for your song?
7. If possible, try to perform the song !

### ASSESSMENT RUBRICS

Weightage : 10%				
Criteria	Very Good	Satisfactory	Not - Satisfactory	Marks obtained
Drama	Performance reflected adequate thought was given to voice and body language of the character played. Play had a conflict.	Performance reflected limited thought being given to voice and body language of the character played. Play did not have a conflict.	Play did not have a conflict and no thought was given to voice and body language of the character played.	
Music	The rhythm, mood and tune of the musical composition is aligned to the emotions conveyed through the poem. Came up with a tune of his / her own.	The rhythm, mood and tune of the musical composition is aligned to the emotions conveyed through the poem.	Only one out of rhythm, mood and tune of the musical composition is aligned to the emotions conveyed through the poem.	
Dance	Dance steps performed on the beats of the music, gelled with the words (lyrics) and style of the music and the dancer showed appropriate expressions when dancing.	Only 2 out of the 3 points mentioned in the left column were seen.	Only 1 out of the 3 points in the left column were seen.	

All the friends gather at their favourite place. They try to find Dhairyadhar and Dhairyasheela.



Lobo ! have you seen the two of them ?

No Raghav, I think Sameena talked to them last.



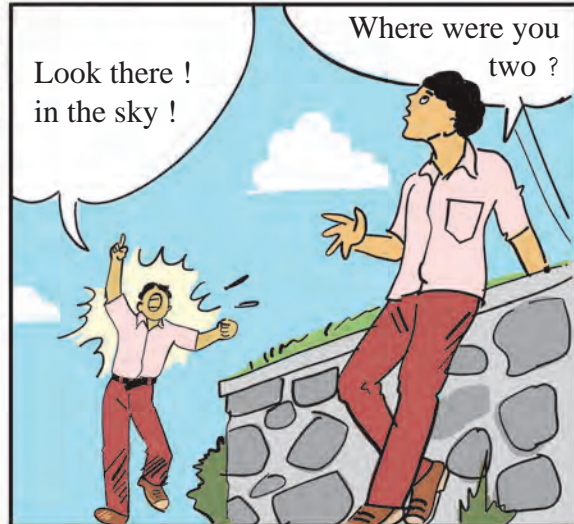
We need to find them quickly.. I need their help about so many things !



That was two days ago !

Look there ! in the sky !

Where were you two ?



Oh we were going back.. thought we should meet you one last time..



But you can't leave ! Who will help us ?

You don't need us anymore ! You will have to fight your own battles. You have already started thinking about yourself, now you need to look at the world outside... so many opportunities await you... Good Luck !



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