



Standard

10

SELF DEVELOPMENT

AND

ART APPRECIATION



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Permission is granted for enforcing this textbook from the academic year 2018-19 in the meeting, held on the date 29.12.2017, of the coordination committee constituted by the Government resolution No: Abhyas-2116/(Pra.kra.43/16) S.D-4 dated 25.4.2016

SELF DEVELOPMENT AND ART APPRECIATION

Standard Ten



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



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Reprint : 2022

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Typesetting : Textbook Bureau, Pune.

Production : Shri. Sachchitanand Aphale
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Paper : 70 GSM Creamwove

Print Order : N/PB/2021-22/65,000

Printer : M/S. PRINT HOUSE, KOLHAPUR

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Research and Development
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Publisher

Vivek Gosavi

Controller

Maharashtra State
Textbook Bureau, Prabhadevi,
Mumbai - 400 025.



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 friends,

I extend a very warm welcome to you in class 10th. It gives me immense pleasure to present the textbook for 'Self Development and Art Appreciation' to you.

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 and expression. Art also enriches our life. Hence developing the skill of Art - Appreciation will enhance your personality and power of expression.

'Self Development and Art Appreciation' is concerned with 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. While studying this textbook use technology appropriately. This will make the learning process easier.

Do let us know your feedback about 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

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune

Pune

Date : 18 March 2018, *Gudhi Padwa*

Indian Solar Year : 27 Falgun 1939

Statement of Competencies : Self Development and Art Appreciation

We hope that by the end of 10th std. student would have developed the following capabilities/competencies

Sr. No.	Units	Competencies
1.	Me as a Citizen	<ol style="list-style-type: none"> 1. Analytical - To develop the capacity to analyze self behaviour and the behaviour of the others and evaluate it in the light of the value system necessary for democratic lifestyle. 2. Empathy - To develop an awareness of the interdependence which exists in the society and thus develop empathy for other people in the society. 3. Self-Management - To develop the capacity to identify inappropriate self-behaviour and plan to overcome them. 4. Accepting diversity - To develop the capacity to accept the diversity amongst the people around, to understand its importance and justify it. 5. Leadership quality - To develop leadership qualities to bring about changes in the lifestyle at school or at home in order to follow a democratic lifestyle.
2.	Media-1 and I	<ol style="list-style-type: none"> 1. Self-Awareness - To develop an understanding about the effects of media, the transitions that take place in adolescence and the dangers that they are likely to face because of this. 2. Emotional management - To develop the capacity to handle or manage the effects of mass media and the transitions taking place in adolescence. 3. Analytical thinking - To develop the capacity to recognize the effects of media on the decision making process in day to day life. 4. Confidence - To develop the confidence in keeping a firm stand to avoid possible risky and careless behaviour concerning addiction. 5. Problem solving - To develop the capacity to choose the correct alternative to solve the problems arising out of addiction.
3.	Visual Arts and I	<ol style="list-style-type: none"> 1. Awareness about art - To develop an awareness about different styles in visual arts. 2. Creation of art - To develop the capacity to create an art piece in any one of the styles of visual art as explained in text book. 3. Expression - To develop the capacity to express one's own views or thoughts, emotions and experiences through visual art. 4. Creativity - To develop the capacity to create something new with the help of some novel and different art forms. 5. Aesthetic sense - To develop the capacity to observe and art piece and describe the elements that one finds appealing in one's own words.

Sr. No.	Units	Competencies
		<p>6. Application in day to day life -</p> <ol style="list-style-type: none"> 1) To develop the capacity to explain the importance of art in human life. 2) To develop an understanding about the career opportunities in visual arts. 3) To develop the capacity to reflect on the different perceptions about art and decide their validity for oneself.
4.	Media and I (Part - 2)	<ol style="list-style-type: none"> 1. Self-Awareness - To develop an awareness about the effects and dangers arising out of the influence of mass media and social media. 2. Handling or managing emotions - To develop the capacity to handle one's emotions or attraction towards a person of the same sex or an opposite sex. 3. Critical thinking - To develop the capacity to understand the role of media in determining the hierarchical position of men and women and their roles in the society. 4. Confidence to take a stand - To develop the confidence to take a firm stand against possible harassment. 5. Problem solving - To develop the capacity to choose the correct option to find a solution to the problems of harassment or exploitation.
5.	My Career and I	<ol style="list-style-type: none"> 1. Critical thinking - To develop the capacity to critically analyze the conventional definition of career and come up with one's own definition. 2. Problem solving - To develop the capacity to solve the problems or overcome the issues in following one's desired career path. 3. Goal setting - To develop the capacity to set one's goals precisely. 4. Self-Management - To develop the capacity to bring about changes in oneself in order to overcome the difficulties to achieve one's goals. 5. Effective communication - To develop the capacity to understand parents opinions and views regarding career, to communicate one's thoughts about career clearly and effectively to one's parents. 6. Decision making capacity - To develop the capacity to choose an area of interest out of the seven given areas and justify it.
6.	Performing Arts and I	<ol style="list-style-type: none"> 1. Art awareness - To develop an awareness about the basic elements of performing art. 2. Presentation - To develop capacity to stage a performance using the basic elements of performing arts. 3. Expression - To develop the capacity to express one's thoughts, feelings and experiences freely through this art. 4. Creativity - To develop the capacity to stage a creative performance through different performing art forms. 5. To develop an aesthetic sense <ol style="list-style-type: none"> A) To develop the capacity to observe and express in one's own words, the elements which one finds appealing in a work of art. B) To develop the capacity to accept the diversity in the use of different elements, and their presentation, to understand their importance and justify them.

For Teachers

Dear Teachers,

Congratulations for being assigned the important and challenging yet delightful responsibility of teaching this subject 'Self Development and Art Appreciation'. We hope that with your experience of teaching this subject in the 9th standard, you must now be better prepared to teach this subject.

The basis for 10th standard :

1. The text book of Class IX was designed with an aim of creating self awareness, of their own capabilities, their likes-dislikes and their weaknesses among the students. The design of Class X text book aims at taking a step forward to make the students aware of their surroundings, develop their ability to analyze the information they receive, develop their ability to draw conclusions based on the information received, develop a clarity about the values deemed important while participating in the society as a responsible citizen, develop more clarity about their career and set clear goals.
2. Every individual has a definite physical, emotional, intellectual and behavioural disposition. This disposition determines the behaviour of an individual in any sociopolitical situation, his / her interpretation of the information received from the media and his / her approach towards different conventional streams of career. An important aim of this text book is to create awareness about one's disposition.
3. The inclusion of art appreciation in the text book is not with the aim of developing skills but developing a vision of art appreciation. A number of activities like understanding different styles in art and their elements, techniques of enhancing a performance, appreciating diversity in art, perceptions about art, experiencing the joy of creating a work of art and using one's creativity to create a new art piece have been included in the text book.

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 a constructivist approach. To facilitate this, appropriate activities, guiding questions and instructions have

been given in the textbook. It is expected that thorough 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 in 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 a 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 discussions 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 purposefully and 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. Taking into account the burden of the school bag, it is advised that no other material be used for this subject.
3. An assessment rubrics 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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Visual Arts and I

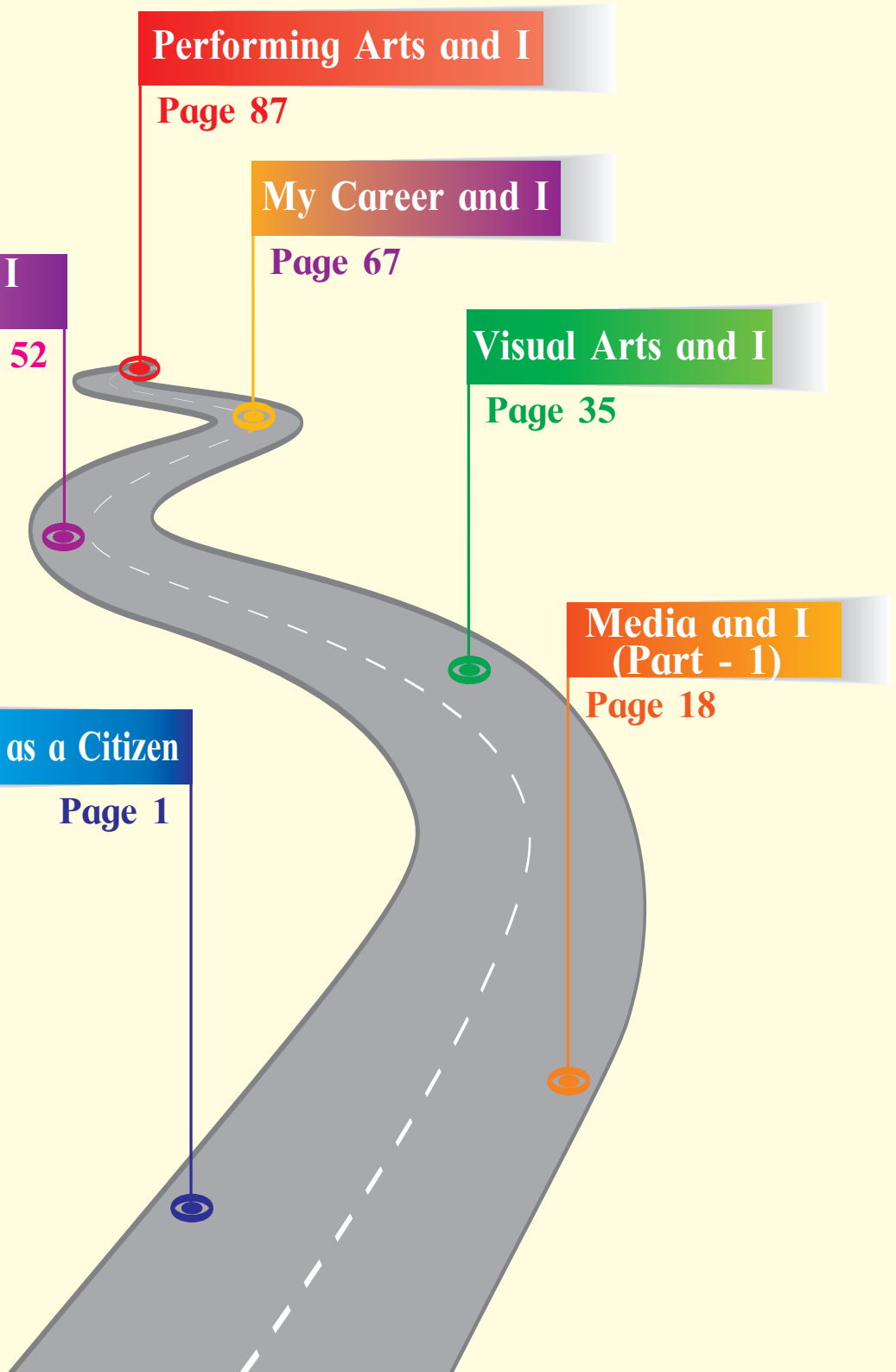
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**Media and I
(Part - 1)**

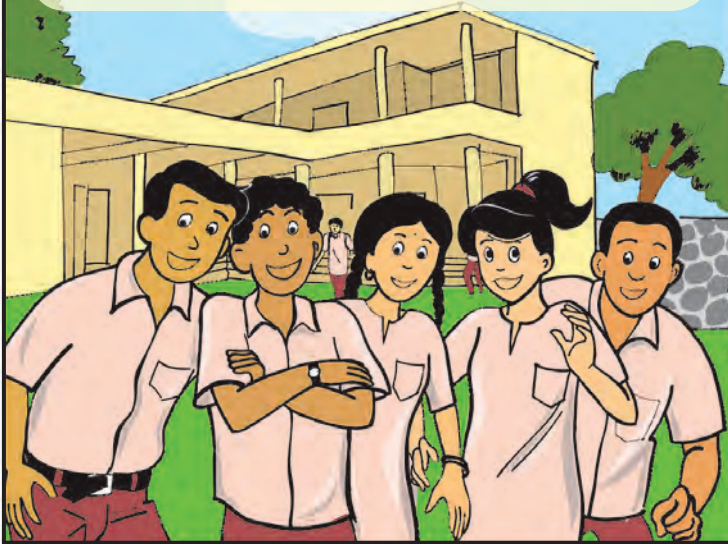
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Me as a Citizen

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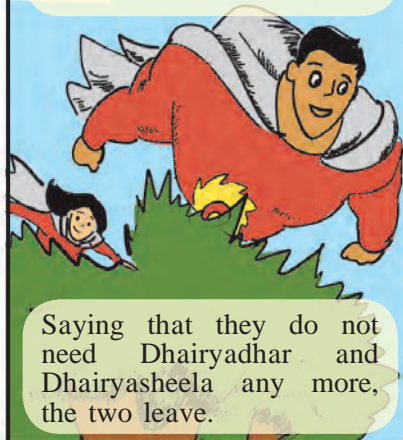
Previously we have seen - Nisha, Pratap, Lobo, Raghav and Samina are friends.



Dhairiyadhar and Dhairyasheela advise them about values, art, conflict resolution from time to time.



One day, they declare that these kids should take up their own responsibility.



Saying that they do not need Dhairiyadhar and Dhairyasheela any more, the two leave.

Now, Raghav thinks about whether he is capable of handling the consequences before indulging in risky behaviour.



Sameena doesn't fight with her parents anymore. She tries to listen to them and find a win-win solution.



Pratap constantly introspects and he leads a value centered life.



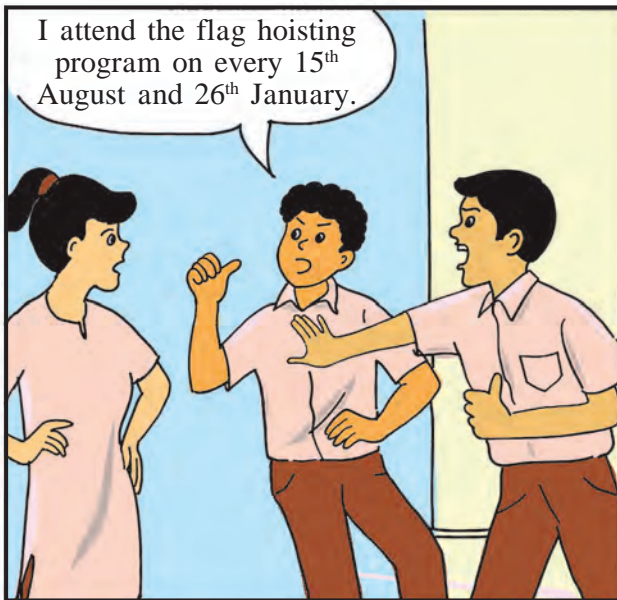
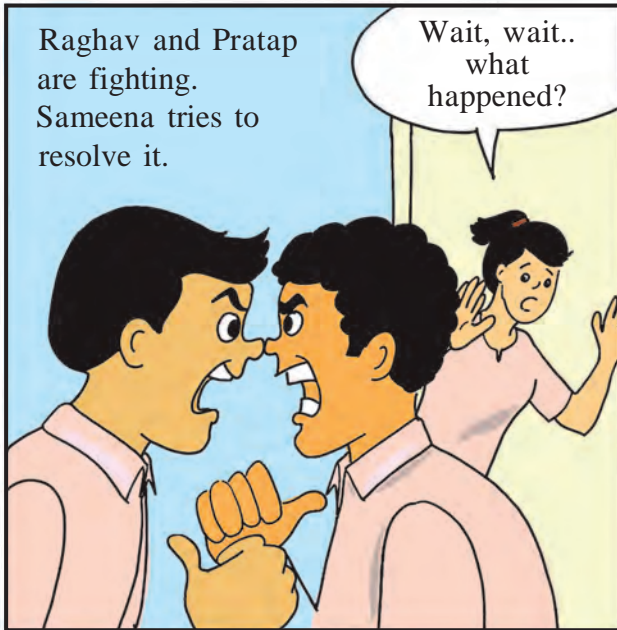
Lobo can now appreciate art in even the smallest of things. He is slowly developing an eye for beauty.



Even the happy go lucky Nisha has started thinking seriously about her career.



Let us see what happened next



1

Me as a Citizen



Every responsible citizen adds to the strength of the nation.

Objectives

- 1) Students should be able to explain the term citizen in their own words.
- 2) Identify the behaviour of a responsible citizen.
- 3) Describe the origin and need of rules in their own words.
- 4) Explain the values underlying a democratic lifestyle and elaborate their importance in their own words.
- 5) Analyse everyday incidents to identify the factors which could harm democracy and be able to find ways and means to prevent such incidents from happening.
- 6) Introspect whether interactions and environment in their home and school are in accordance with the values of a democratic lifestyle. If not, plan for solutions to bring about a change.

1. What does the term 'citizen' mean?

We hear the term 'citizen' quite often.

- When you hear the words 'Indian citizen,' what picture comes to your mind?
- Which words (adjectives) come to your mind?
- Write in your own words - how should a responsible Indian citizen be?
- You can also draw a picture of a responsible citizen. (Optional)

Help the students verbalize their ideas. Everyone might have different ideas.
Encourage them to speak up.

2. Democracy in India



What is democracy? It is one of the many ways of governing a country.

Democracy means -

- Government of the people : People elect their representatives hence it is indirectly their government.
- Government for the people: All the rules and laws of a country are made for the wellbeing of the people. So ultimately the government is working for the people.
- Government by the people: The representatives are elected from amongst the ordinary citizens. Thus in a way it is a government by the people.

How is our government system different from some other countries? Search for information about the government systems of the following countries.

- North Korea
- Saudi Arabia
- China

If democracy means government of the people, for the people and by the people, why can't every person behave in the way he / she wants to?

3. Need for rules



Let us have some fun

Do as your teacher tells.

In a bag carry some chocolates / candies (lesser than the total number of children in the class).

Keep the jar on the first bench and ask children to take the chocolates. Without giving further instructions, observe what happens with out interrupting.

- Did the children sitting near the jar have an advantage?
 - Did girls get lesser chocolates than boys? If 'yes' why? IF 'no' why?
5. Did the students sitting near the jar automatically have a greater right over the chocolates?

When all the chocolates are gone, discuss on the following -

1. Did everyone get the chocolates equally?
2. Did the students who took the chocolates know that there might not be enough chocolates for everyone?
3. Did anyone take the initiative to ensure that the chocolates get distributed evenly?
4. Observe following things about those who got the chocolates -
 - Where were they sitting?



Discuss with the students on the following points -
What are the pros and cons of each system?
Did you notice any difference in the government systems of these countries and ours? What difference did they notice?

Read and understand

In the absence of rules for distribution, not everyone got the chocolates. Similarly, if there are no laws, every citizen of our country would not get a fair chance to enjoy all the available resources like water, electricity, medical help, etc. Thus when we need to share some of the resources together with others, there needs to be some definite system and rules for their utilisation.

4. How are rules formulated?



Let us have some fun

Imagine you are travelling on a cruise along with a few strangers and suddenly a storm hits your ship. Your ship is completely wrecked and you all end up on a deserted island. You try all the possibilities to escape from the island but in vain! And all of you realize that you will have to stay on that island for the rest of your life. What systems would you set to stay happy and united and work together on that island?

Divide the children in groups. Give them 10 minutes to discuss and formulate rules. Every group can come ahead to read out their rules.



Suppose on one island, one person has become a dictator, on another one it has been decided that everyone is free to behave as he or she likes and there are no rules to control them. On the third island it has been decided that everyone is free to do what he or she likes, subject to some rules. Then according to you, people from which of these three islands would be the happiest? Why?

Discuss -

1. What was the basis of formulating the rules?
2. Were the rules based on some values?
3. Did you notice any similarities in the rules made by all the groups?
4. People in which group would be the most happy?

Read and understand

Some framework of rules is required for any system to run effectively. These rules need to be based on some values. We discussed about values last year. Just as we all have some personal values, there are some social values as well. These social values are extremely important in order to live together happily.



Think about this

As discussed earlier, we need some rules to be able to live and work together. These rules need to be based on some values. According to you, what should be the underlying values for these rules? Write down in your notebook.

Let the students sit in the same groups which were formed for the previous activity. Discuss on the following points -

For the people to live and work happily together, on which five values should the rules be based? Write down.

Discuss about the following -

- Do you think the individuals involved were insulted in the incidents given?
- Do you think the person who is insulted would cooperate and work happily with the one insulting him/her? Could they work and live as a team?

5. Values underlying the rules

What do you think about following incidents?

- Nishigandha's seniors insulted her.
- Teacher shouted at Manmeet in front of the whole class.
- Shoaib's parents scolded him in front of the guests.
- Agnese's friends ridiculed her in front of others.

Read and understand

If we are to live and work together happily as a society, it is very important that we respect each other. Thus the value of 'respect' is extremely important to uphold at all times. We should respect another person even if we disagree with his / her opinions.

Which of the following actions demonstrate respect for others and which ones don't?

- Respecting a person on the face but ridiculing him / her behind the back.
- Not giving away your seat for elders to sit.
- If two people are in each other's way, one person gives way to the other by moving aside.
- Teasing someone for his / her weakness.
- Interrupting someone while they are speaking.
- Ridiculing somebody's point of view.
- Ignoring somebody who is trying to talk to you.
- Making faces, rolling your eyes when somebody is talking to you.
- Playing with your mobile when somebody is talking to you.

Discuss each statement with the students. Let them understand that, just as respect is seen through many actions so is disrespect.

When we disrespect someone it not only affects that person but affects our life as well.

Can you come up with some more examples like these?

Discuss -

1. Do you tend to disrespect the given entities? How?
2. What actions need to be done to show respect towards them?

Showing respect towards nonliving entities

Think about what it means to respect the following entities

- Food
- River, lake, sea
- Public transports like bus, train
- Forests, our surroundings



Read and understand

To disrespect an entity means not to value it. If we do not respect a person, it affects his / her life as well as our life. Similarly, if we disrespect the resources and facilities in our country like - forests, water, land, electricity, education, health etc. our lives are also affected. The resources are damaged, polluted, wasted or simply become extinct and cannot be used by everybody equally.



Let us have some fun

Find one such action or activity in the world, which you can do absolutely independent of anything else.



Think about this

If you wish to eat a chocolate bar, who are the people who make it possible for you to get one? People who produce the raw material, people who make the machinery that is used to make chocolates, workers who work in the chocolate factory, transporters who transport the material and final products, people who sell the chocolates and last but not least, your parents who earn the money that you use to buy the chocolate. So many people are needed to make it possible for you to enjoy a chocolate bar.

In the same way, make a list of people / objects /

- Ask students if they could actually find any such activity.
- If they did, are they sure it is independent of any living or nonliving entity.
- How many such activities could they find?
- What would they conclude from this?



elements on whom you depend to make the following actions possible -

1. Play sports in the school recess.
2. Listen to music on your mobile phone.
3. Play in the rain.

Look at the picture below. Can you name any one element which could be absent in the following picture and yet it won't matter?



Make the students understand that all the elements in the given picture are important. The activity cannot be completed even if any one of them is missing.



Think about this

You must have understood that to fulfil our personal needs, we depend on a lot of elements in the society. To live happily we depend on all the elements in the society. Let's see how?

Suppose you need a book to complete your project. The book is with somebody else. What will you do?

- Request the other person to lend it.
- Snatch it forcefully.

Discuss on the following -

1. What would be the consequences of both of these actions?
2. Which of these two options is sustainable, stress free, harmonious and beneficial to both parties?
3. If everybody starts snatching things forcefully, what would the consequences be in the future?
4. Can the society live and work together happily?



“
Read and understand
”

To live together happily as a society, it is very important to **cooperate** with each other. Thus **cooperation** is a value we need to cherish.

Think about the following. What will you feel in the following situations?

- The channels of only one person’s choice are always played on the TV in your house.
- A delicious food item was finished by one member of the house and no one else got it.
- Only selective students get a chance to perform in the school gathering.

Some questions

Being able to watch your favourite channel, being able to eat your favourite food and being able to get an opportunity to perform; do you think all these are your rights? Does it bother you if your right is not secured? Can you make a list of some more of such personal rights?

1. Ask the students to give clarification of their answers.
2. Will they like these things happening to them?
3. If they won't like these things happening to them, ask them what exactly would bother them?

Sr. No.	Name of the right	What does it include?
1.	E.g. Right to quality education	Understanding all subjects, overall development
.....

Which of the above rights also belong to others?

Let us now try to look at some rights which we all have equally

- Right to safety
- Right to education
- Right to have a healthy life
- Right to consume clean air, water and food



Think about this

Does each one of us have responsibilities towards ensuring that everyone gets these rights?

For example if everyone has right to safety, then it is our responsibility to follow traffic and safety rules. If we have a right to healthy life then staying away from addictions, having good eating and exercise habits, following public sanitation rules etc. are our responsibilities. If clean drinking water is our right then we are responsible to keep our rivers clean.

Let us consider another example.

A driver stopped at a red signal. There are two possibilities -

1. There is a traffic police watching.
2. The signal is red.

Possibility '1' exists because an authorized person is present to punish the driver for breaking the signal. Possibility '2' exists because there is an internal motivation to follow traffic rules as everyone is entitled to the 'right to safety'.

The choice of selecting a responsible option to secure everybody's rights should be done pro-actively, and not only because of the possibility of punishment.

Read and understand

Democracy is a form of governance. However a democracy is strong only when we follow a democratic lifestyle even in our personal life.

A democratic lifestyle means respecting everyone, cooperating with everyone, being aware of the fact that everyone has an equal right to respect and dignity, accepting and fulfilling the responsibility that comes along with the rights and making responsible choices proactively, with internal motivation. Read the pledge given in your textbook. What can you see in the pledge?

6. Obstacles to Democracy

Democracy is hampered if respect, cooperation, equal rights or pro-social behaviour with internal motivation is hampered. Thus it is our duty to see that these four values are not hampered in any way.

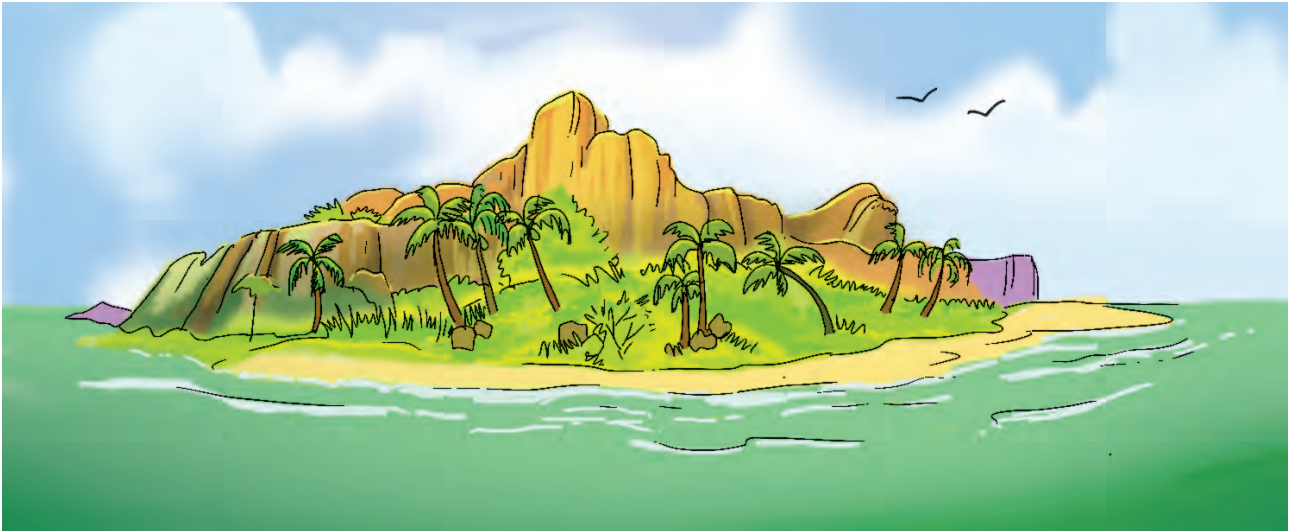
Factors which hamper democracy

1. Discrimination between people

Thought experiment

Imagine : You have to move to an island forever. You are allowed to take any 5 individuals with you. People having which specific skills would you prefer to take with you?

Make a list of these skills in your notebook.



- Did everyone select people with skills similar or different to their own? Why?
- If everyone has the same set of skills and does similar work, would the world survive?
- Can one label a certain type of work to be superior and another to be inferior? Will it be fair?
- How do you decide the value of any work?

2. Discrimination based on cultural differences

Once students make the list, talk about how many things from the list are not local and have been borrowed from other states, countries and cultures. If we borrow so many things from other cultures because we like them then is it right to claim that only one's culture is the best?

Once the list is ready, discuss with them the additional questions. Make students realise that all humans play an important role in their place and it is only due to this diversity that our country and the world sustains. Thus it is always necessary to be aware of the fact that everyone has an equal right for respect and dignity, no matter what their profession is.

Make a list of the following things which you like -

1. Food (think about all the sweet, spicy food)
2. Music, musical instruments
3. Types of clothes
4. Festivals
5. Films and dramas
6. Types of sports
7. Actors / actresses / male and female singers
8. Paintings, sculptures

3. Damage to public property and mob mentality

News :

Read old newspapers and look for news of riots and violent protests. In these riots and protests, how many buses, cars were damaged? How much of public property was destroyed? How much financial loss was caused to government and ultimately to common public? Draw some predictions about the damage.

Why do people behave like this? Why do they cause damage to public property? We need to understand the concept of mob mentality for that.

Mob Mentality :

Often it is seen that people have some suppressed anger about some things. Riots provide a trigger to express that anger. Sometimes, some people appeal to the emotions of the masses through extreme speeches. In such cases there is a possibility of people resorting to extreme actions.

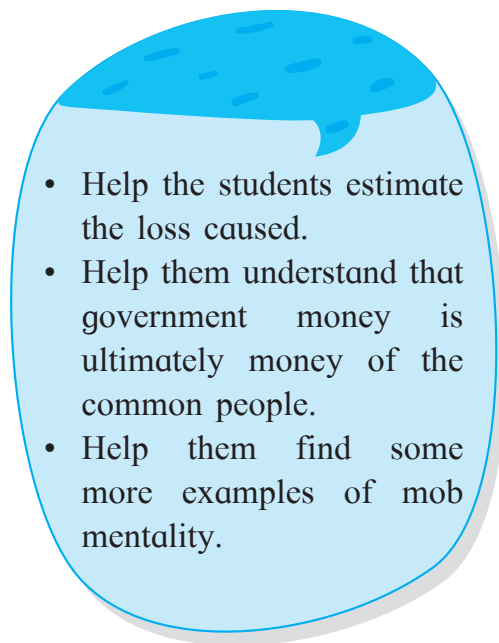
A lot of people are involved in the riots. So everyone thinks he / she is not responsible for all the public property being damaged. People can hide their own face among other faces and hence feel safe to indulge in violence.

- Do you think it is right to destroy public property?
- Writing on walls of monuments and forts, damaging seats in buses, spitting on roads and other places etc; all these are examples of destroying public property.
- Have you come across any such examples?
- By destroying public property, which principle of a democratic lifestyle gets violated?

4. Not differentiating between facts and opinions

Navin and George are friends. Navin feels that player 'A' from the Indian cricket team is the best player in the world. George feels that player 'B' from the Australian cricket team is the best. Navin feels hurt on knowing this. He feels that George doesn't love his country, he is a liar and as a result, he fights with George.

We need to understand that there can be different opinions on who is the best player. However feeling that a player from another country is the best doesn't prove that a person doesn't love his own country. It is just an opinion.



- Help the students estimate the loss caused.
- Help them understand that government money is ultimately money of the common people.
- Help them find some more examples of mob mentality.

5. Not verifying the facts

One day, Pawan's field caught fire. Somebody told him that the fire is caused by people from a different group. Pawan then deliberately destroyed the fields of the other group. A police complaint was registered. It was finally revealed that the fire in Pawan's farm was caused due to wild forest fires. Pawan was convicted and sentenced to jail. If we do not verify the information we get and trust only what we hear, we are likely to indulge in extreme or violent acts which are unfair to others and also self damaging.

7. Individual small actions and their larger impact

It is seen that due to the awareness created by media and schools, use of firecrackers and pollution caused by them is slowly decreasing. This proves that every individual's small actions can bring about big differences at national level.

Some examples of individual small actions and their larger impact



- We use facilities like electricity, water. If each one could use them wisely, we can save a lot of electricity and water and a large number of people would be able to use them.
- We get to use public transport like bus, train for a reasonable price. If we use them frequently, they can make profit and we can get better quality public transportation.
- We are also taxpayers and voters. If each one performs their responsibilities honestly, our country can progress.

8. Who is a responsible citizen?

Based on the discussion so far, who all from the list below are responsible citizens according to you?

- A person who does not vote.
- A person who does his daily work responsibly.
- A person who says he is a patriot but spits on the road.
- A person who does not stop at the red signal.
- A person who spreads rumours about other groups, tries to spread enmity against one another.
- A person who thinks his employees are inferior to him/her.
- A person who gets along with others.



Read and understand

Not just as a citizen of our country but also as a member of a family, a student in a school, we are a part of the society. We need to cooperate with others. Then is it not important to follow principles of a democratic lifestyle at home as well as in school? In short, democracy should not just be limited to governance but has to become our personal lifestyle too.

9. Democracy at home

Every student should fill the questionnaire honestly. Treat the questionnaire as confidential. Think about the kind of picture it creates about your home. You can also apply it to your school environment.

Democracy at home	Completely Agree	Agree	Disagree	Completely Disagree
Nobody insults each other.				
Everybody's opinion is heard before taking important decisions.				
Everybody has some part to play in the planning of household expenses.				
The men help in the kitchen.				
The women participate in doing outside chores.				
The rules of your home are equal for everyone including your parents.				
If there are conflicts, they are solved through a mutual dialogue.				
Your siblings are treated the same way as you. Boys and girls are considered equal.				
Everyone is entitled to use all the facilities available in the house.				



Let us have some fun

Can you prepare a similar questionnaire for your school? Get into two groups and work on this questionnaire. Do you feel the need for making changes in yourself or in the home or school environment?

Principles of a democratic lifestyle

1. Understand

Understand the four basic principles of a democratic lifestyle (Respect, Co-operation, Equality and Pro-social behaviour with intrinsic motivation). In case of any doubt, ask your teacher

2. Identify

After filling out the questionnaires for your school and home, do you feel the need to make some changes in yourself, in the environment of your home or school?

3. Challenge

If you wish to make some changes in your home, discuss with your parents. If you wish to change something in your school, talk to your teacher or school principal. Think about how to balance freedom and responsibility.

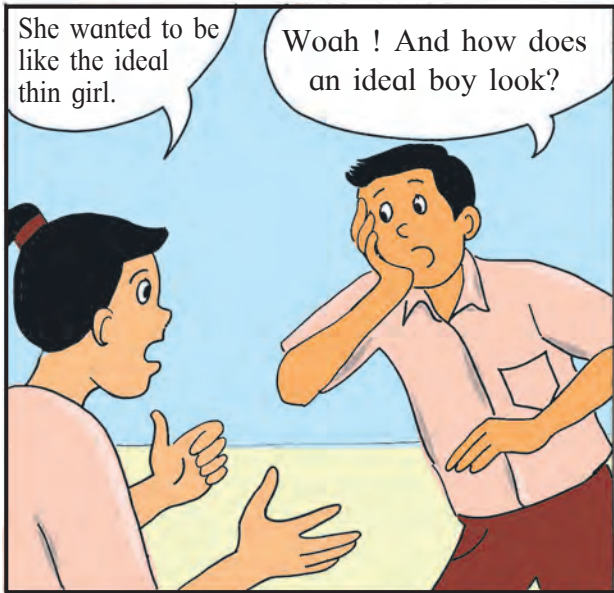
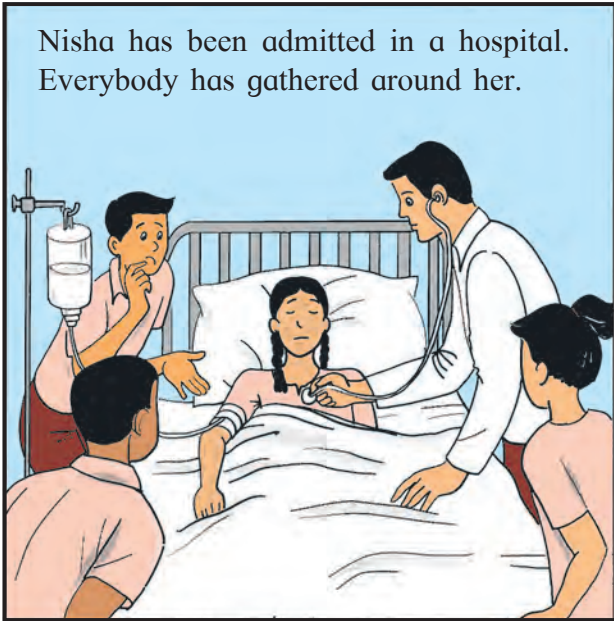
4. Implement

Implement the changes you thought of. If one attempt does not work, then talk to others and with everyone's consent, make the required changes.



Assessment (Weightage 15 %)

Criteria	Great	Fine	Incomplete	Marks
	Very Good	Satisfactory	Not satisfactory	
Questionnaire about one's home.	Honestly filled up the questionnaire. Planned for making changes in his / her home in case the democratic values were not being followed.	Filled up the questionnaire but did not do anything even if the democratic values were violated.	Didn't fill up the questionnaire.	
Government systems in other countries.	Could clearly articulate the differences in different systems. Wrote about each system.	Wrote about each system but could not identify the differences.	Incomplete work.	
Factors hampering democracy.	Actively participated in the discussion about factors hampering democracy and clearly articulated the thoughts.	Participated in the discussion.	Answered vaguely only on being asked.	
Participation in activities.	Completed all activities enthusiastically. Wrote down the necessary points in the notebook.	Completed all activities.	Copied from others.	



2 Media and I (Part - 1)



Those who control the media, control the mind.

Objectives

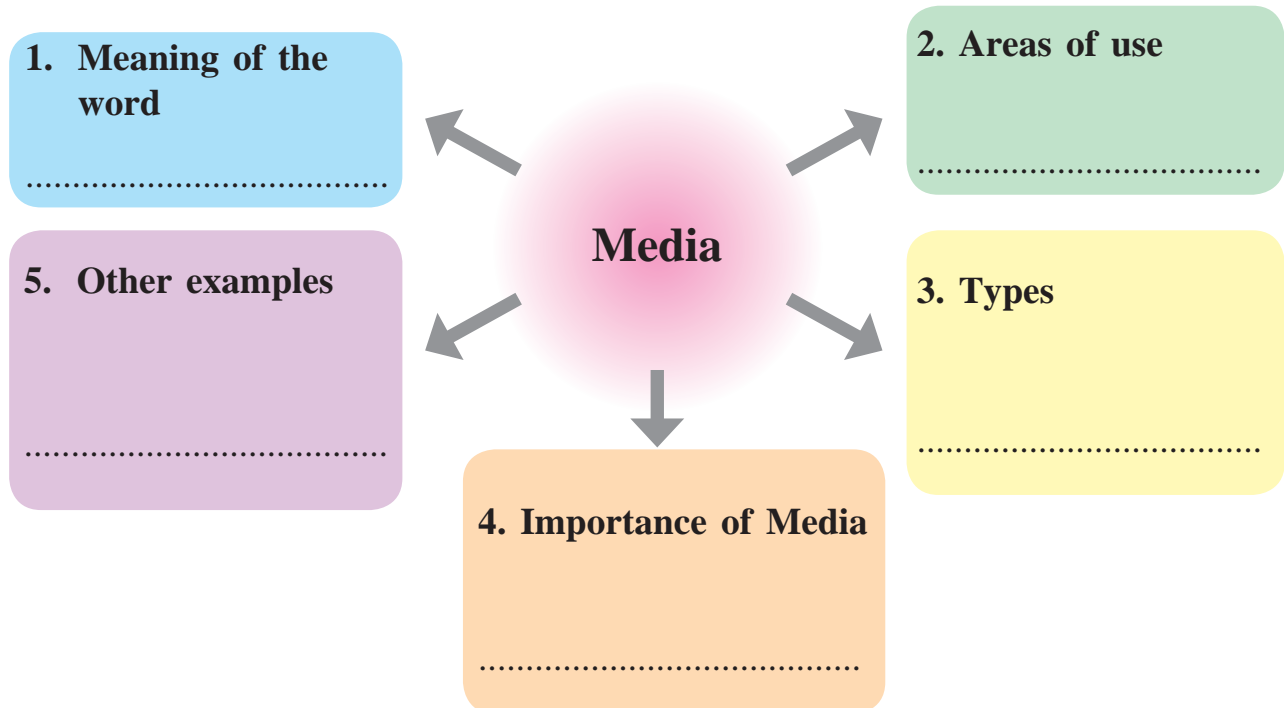
1. Students should be able to explain the term 'information and broadcasting' media in their own words.
2. Recognize the impact of information and broadcasting media on their own life.
3. Recognize the use of 'information and broadcasting' media.
4. Explain the uniqueness of adolescent mind in their own words.
5. Explain the term addiction, its emotional, physical and economic effects in their own words.
6. Gain knowledge about the methods of dealing with addiction.

1. What is media?

You must have come across the word 'media' quite often. According to you what does 'media' mean? Where is the word 'media' used in your daily life? Make a web chart in your notebook, as given below :

Discuss with the students about the concept of media and different aspects of media, ask them to fill the web chart based on the discussion.

Draw the students attention towards information and broadcasting media. Begin with the definition of media.



Read and understand

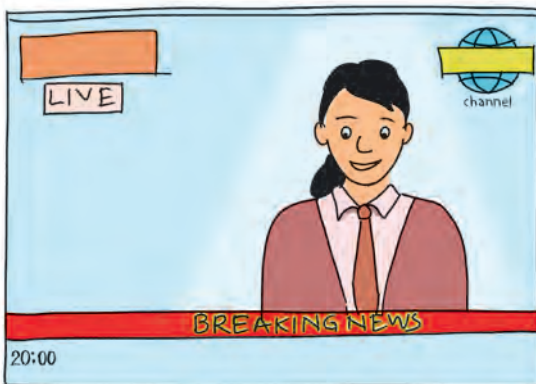
Information and broadcasting media are the sources which provide information to people, for example : newspapers, magazines, TV, internet, radio, documentary, etc. Types of media are prominently used to communicate information and opinions to people.

How does information reach you?

1. How do you come to know of events happening worldwide?
2. How do you come to know about new products in the market?
3. How do you come to know about the latest fashion?
4. How do you come to know about the views and ideas of famous people in your country?

Discuss the answers to these questions with the students and tell them to write the answers in their notebooks.

Discuss, which information media do they mostly use and why? for example - newspapers.



Let's give a thought

Does the information and broadcasting media solely do the work of giving information?

1. Apart from current news what are the other features / items printed in newspapers? What does the editorial consist of?
2. Apart from entertainment programmes what else is shown on the television?
3. In the beginning of the movies some names appear under the titles 'sponsors / media - partners'. What exactly is their role?
4. Have you seen the same news on different news channels? Is it shown in a similar manner or a different manner? Think of the words used and the perspectives shown.

Discuss the questions given. Write down the answers in your notebook.

Make the students aware of the fact that the media broadcasts more than just information. It communicates a perspective.



Let us have some fun

How do you select?

1. Which brand of soap, toothpaste, oil and cream do you use?
2. What type of clothes do you consider stylish?
3. Which things according to you make you look gorgeous?
4. What qualities should a young boy/girl possess according to you?

Ask the students to write their own answers. If anyone wishes to speak on the topic, give them a chance to do so.

Draw the attention of the students to the fact that advertisements and information media have a great impact on our preferences and choices and likes.

How do you come to know about the above things? Where have you seen them? Why did you particularly choose these products? On what basis did you choose them?

Impact of media

The media influences our mind consciously or subconsciously. The products shown in the advertisements attract us to a great extent. The editorials in newspapers, the news and the views shown on the television make a deep impression on our minds. We try to imitate the dressing sense and behaviour of actors in the movies. If we do not remain alert about this impact, then we might end up taking all our decisions according to somebody else's opinion and lose control of our own life.



The effects of media on our mind

1. Inferiority complex develops.



Let us have some fun

Ask the following questions to your parents and grandparents –

1. Which brand of shampoo did they use for removing dandruff?
2. Which conditioners did they use?
3. What did their toothpaste contain?
4. Were they ashamed or conscious about pimples or dark complexion?

Discuss with students if they think that the given issues are important to us today and why?

Read the given advertisement and think about the message it conveys -

1. A boy wearing ordinary clothes is unable to confront hooligans, but when he wears the clothes of a particular 'ABC' brand, he gets the courage to fight the hooligans.
2. A boy drinks an ordinary cold drink and no one notices him, but when the same boy drinks a particular 'DEF' brand of cold drink, then people befriend him.
3. A family which owns a small car is not respected by the people in the society, but when the same family buys a big, costly car people lineup to socialize with the family.

Discuss

1. What message is conveyed to us through these advertisements?
2. Is it possible to develop courage, win friends by buying / using a product?



Let us have some fun

Discuss

What did the students learn from the experience of creating advertisements.



Form groups among the students. Give them different object like safety pins, combs, vegetables, fruits, hangers, etc. and tell them to create advertisements for these objects and present them.

Read and understand

Many a times advertisements make us feel that we lead a substandard lifestyle and lack something. Hence we purchase products which may not be actually necessary for us. Also many natural resources are unnecessarily destroyed for manufacturing such products. Use the internet to know about the effects of unnecessary products on the environment.

Therefore before buying any new product ask yourself the following questions –

1. Do I really need this thing?
2. Will I face any problem / difficulty if I don't buy this now?
3. Will this product harm the environment? If yes, what is the alternative for this product?
4. Am I buying this product by getting influenced by its advertisement?

Show the film 'story of stuff' to the students.

Think about what can be done.



Let us have some fun

Discuss

What difference did you find in the given news headlines?

What effect will it have on the its respective readers?

"Effects of fee hike : Engineering seats remain vacant"

"Students prefer arts and commerce streams, engineering out of flavours"

"Admission to engineering colleges on decline"

Compare these news headlines which appear to describe the same incidence.

2. News reaching us

Do this

Read the news write up / editorial about any incident from three or four different newspapers and note the difference.

Discuss with students

1. Was there any difference between the different write ups/editorials?
2. What was the difference?
3. What effects do these differences have on the reader's mind?

Read and understand

In India, like Doordarshan, there are many other news channels, newspapers and magazines most are privately owned. Each one may have its own political, social agendas and also economic interests which they show through the media available to them. Hence, one has to be very careful and alert before believing any analysis. One needs to look objectively at any news and draw his/her own conclusion from it.

3. Male image



Let us have some fun

Think about the heroes in the films you have seen. Do you wish to be like them? Have you ever tried to behave like them or imitate them? Which aspect of a hero / actor do you like to imitate?

Tick the things that actors do –

1. Smoke cigarettes.
2. Drink alcohol.
3. Take / consume drugs.
4. Fight physically.
5. Try to attract the girls.
6. Drive the vehicle with full speed.
7. Carry out stunts at the risk of their life.

Discuss the given questions.

Allow a student to read out the answers if they wish to.

However do not insist on it.



8. Break the traffic rules.
9. Wear stylish clothes, goggles, watches, etc.
10. (Write other things.)

1. Ask the students to write the points they agree with.
2. What might be the purpose of doing these things?
3. Would they like a hero who doesn't do all this? Why?

Read and understand

As a man, the hero is portrayed as strong, rash, carefree, one who doesn't care for others feelings, one who has the solution to all the problems, and one who never fails. Such an image is liked by youngsters. To create such an image, the hero is shown as addicted / intoxicant, smoking, chasing, breaking traffic rules. Also the hero always gets what he wants.



Let us have some fun

Read the following advertisement:

1. 'PFB' bikes for those who do not fear!
2. 'DEF' watches - make an impression!
3. 'ABC' nutritional supplement only for clever children!

Make a list of such advertisements, you may have seen.

Discuss the following points with students -

1. What do these advertisements suggest?
2. How might they affect the youngsters?
3. Are the situations shown in the advertisements true?
4. Can you think of other similar advertisements?



Think about this

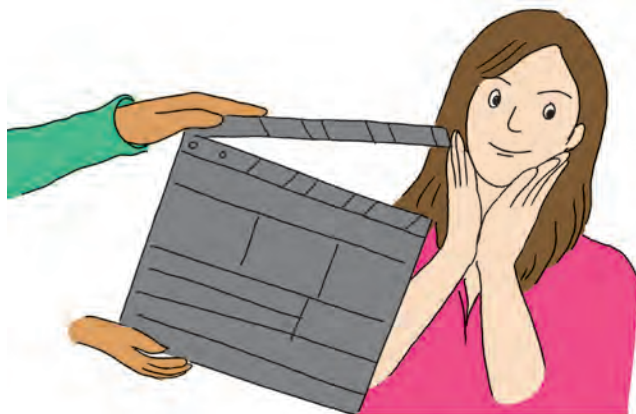
Our country has produced many great men and women. They were not only courageous and capable, but they also fought to protect people and justice.

Then do you really need to do the things shown in media to be an ideal person? What according to you are the qualities of an ideal man / woman?

4. Women's image

Remember the TV serials and the films you have seen. Tick the things done by or expected from the heroine.

1. Sing songs.
2. Dance.
3. Always look beautiful and wear costly clothes, shoes and jewellery.
4. Get caught in danger and be saved by the hero.
5. Plot against other women as shown in the serials.
6. Obey the male members (father, brother, hero) of the family.
7. Overcome challenges
8. (Write other things.)



1. Write down your points
2. Compare the actions of a hero and a heroine. What do you find?
3. What message about women is being conveyed?

Discuss - Are real women similar to those shown in films and TV serials? How does such a portrayal affect the viewers?

Read and understand

Since a long time, women have been projected as weak and given a lower status. On one hand, a woman is shown to be one who does not have her own views and always seeks man's support. On the other she is portrayed to be a cunning and manipulative person.



Think about this

1. Most of the time the heroine of a movie is shown in short, revealing dresses.
2. Advertisements show that only those girls who are fair get married.
3. Advertisement make us believe that having a scar or marks on the face and body, is a matter of life and death.
4. The weight loss advertisements mostly target women.

Make a list of similar advertisements that you have seen.

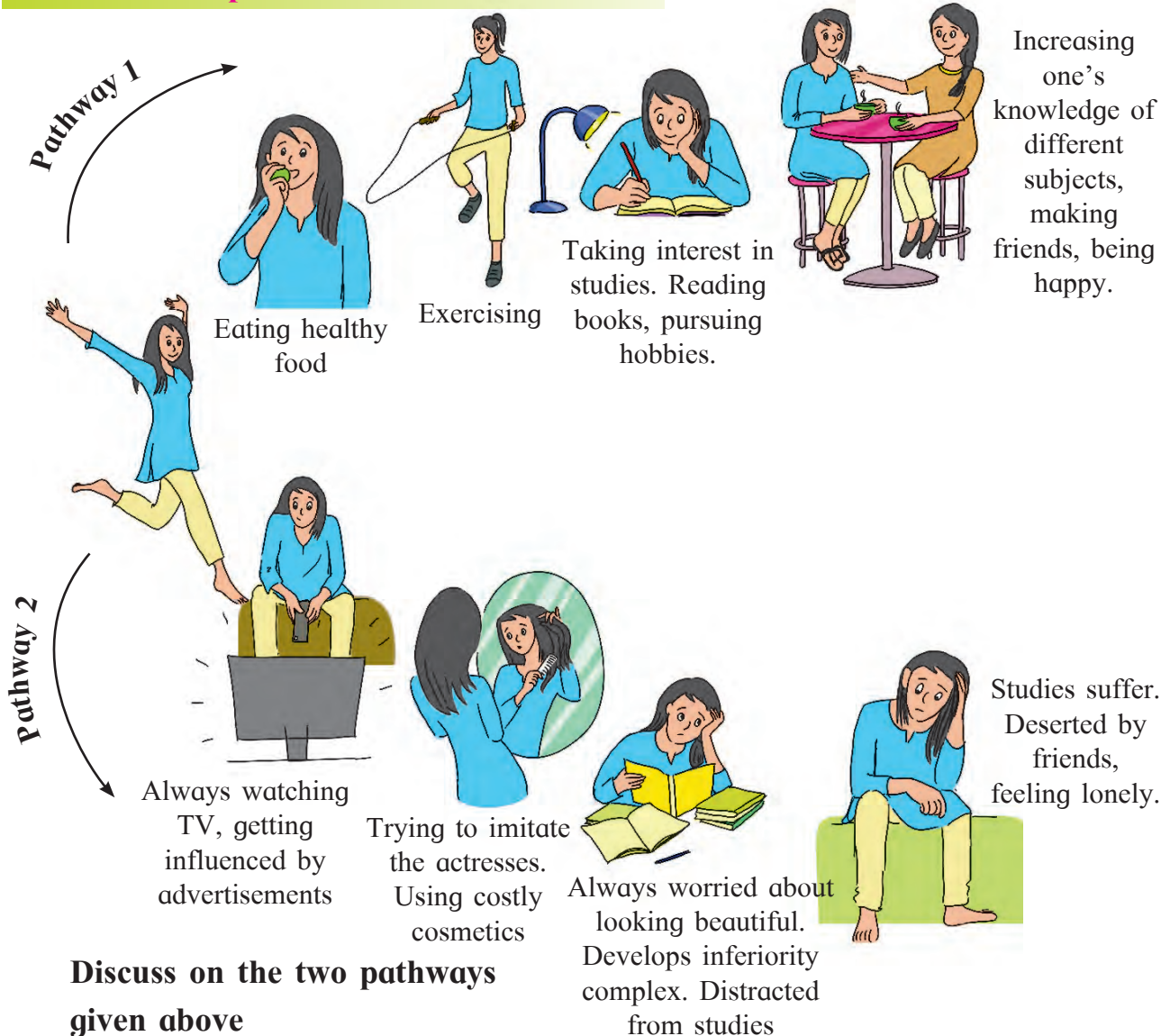
Discuss the following points with students -

1. What do these advertisements suggest?
2. How might they affect the young girls?
3. Are the situations shown in the advertisements true?
4. Can you think of other similar advertisements?

Read and understand

The heroine is projected as one who is fair, beautiful, slim and tall. She is shown to depend on the hero for support. If she is not good looking she does not get anything in life. She is shown to be very emotional, fragile and sensitive. Young girls are misled to believe that looking good is the main aim of a woman and a woman's status in society mainly depends on how she looks.

5. Self development or self destruction?



Effects / impact of the media on adolescent minds

Last year we studied that the adolescent mind has some special features. The important ones are as below:

1. The adolescent brain is emotionally developed but it still does not have the capacity to think rationally. Hence, the emotions of adolescents are very strong. They see only the immediate benefits but not the long term disadvantages/ losses.
2. Due to this, they tend to undertake risks.
3. Since the centres of self control in the brain are not fully developed, they lack control on their mind and get carried away very easily.

Discuss with the students whether they have observed the facts mentioned alongside in their daily life.

Let's see the possible dangers of media on adolescents.

Glorifying addiction : Films, serials and advertisements glorify addictions. This may increase the possibility of adolescents falling a prey to addictions. To understand this fully, let us first try to understand addiction.



Addiction

Addiction is being a slave to a habit or practice to such an extent that it takes a lot of effort to overcome it.

1. Physical effects of addiction :

Harmful effects of chewing tobacco, pan masala, ghutka, smoking



2. Physical effects of drug abuse

Given below is a list of the physical effects of drug abuse. Draw a human figure in your notebook and fill in the words from the list to indicate which body part they will affected.

Vomiting

Lung cancer

Abdominal pain

Diarrhea

Contraction of HIV
(if injections are used)

Brain damage

Breathing problems

Heart attack

Kidney and Liver damage

Constipation

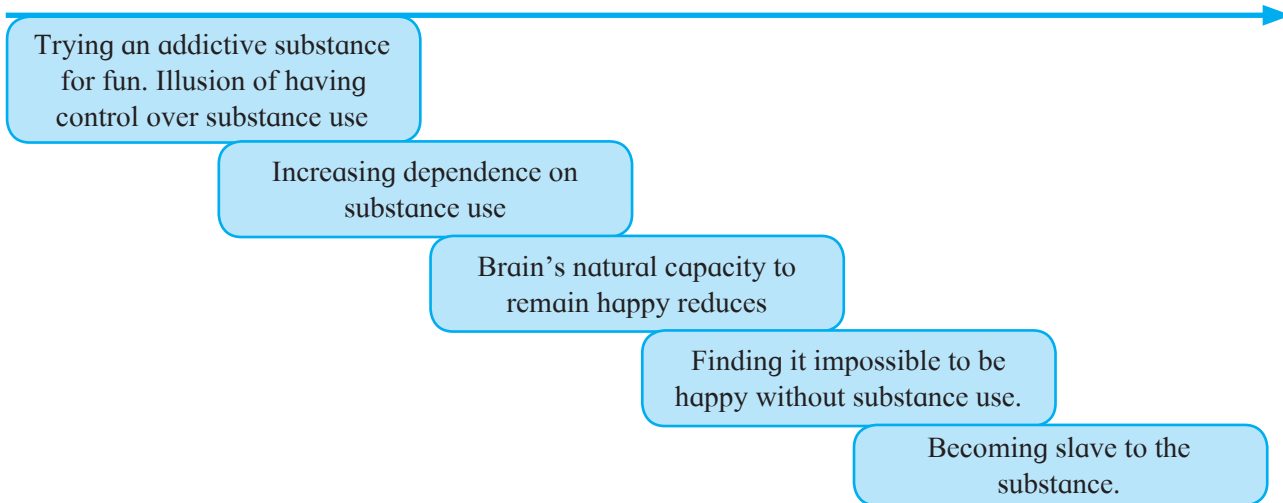
Possibility of accident if driving
under influence of drugs.

3. Self development or self destruction?



Discuss on the two pathways given above

4. Process of being addicted



Being happy is the natural tendency of the brain. This natural tendency starts diminishing because of the regular use of addictive substances and the person finds it necessary to turn to addictive substances for being happy. Addiction is a disease.

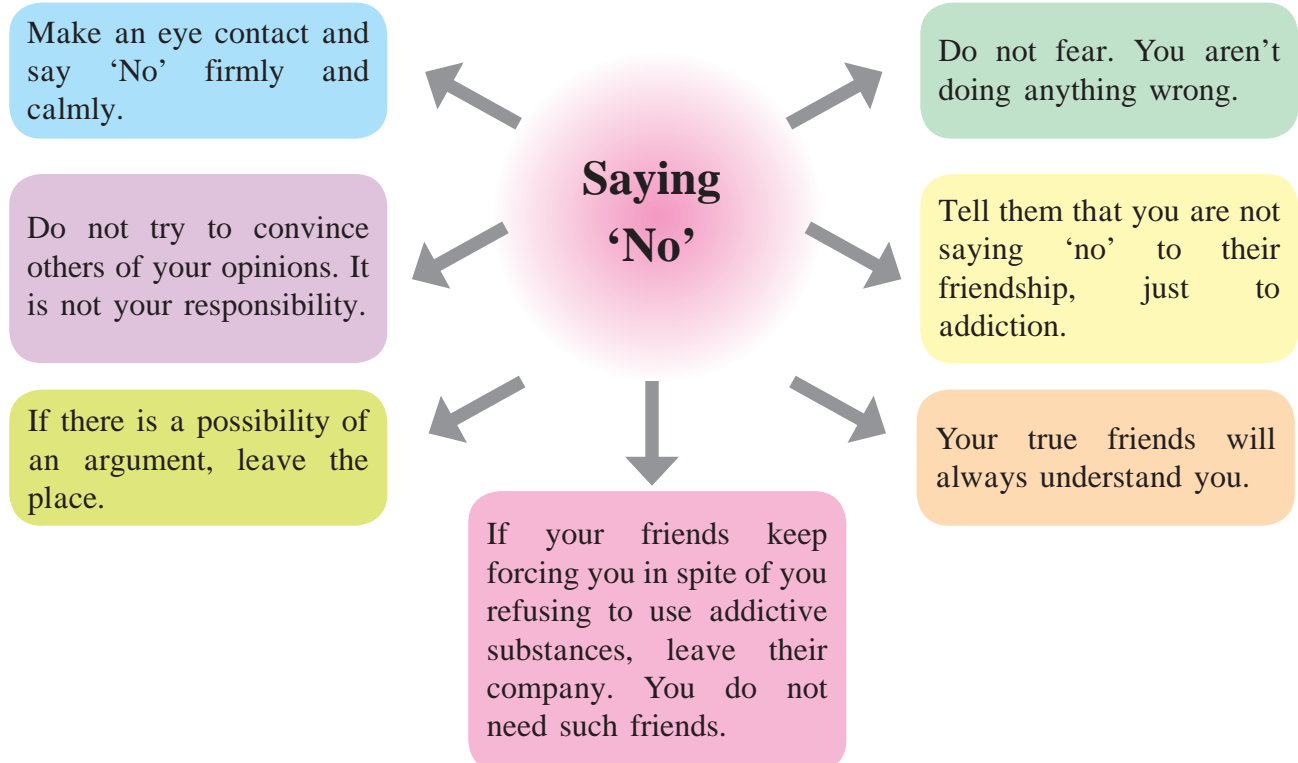


Think about this

- Increasing number of men and women are turning into tobacco, cigarette and alcohol addicts. In last 10 years, according to one survey in India, suicides due to drug related problems have exceeded the suicides related to dowry, poverty and loans.
- An average of around Rs. 60 per day is spent on addiction by the regular addicts which comes to about Rs. 21,900 per year. This money could be used for education, buying home necessities, amenities etc.
- If a person in the age bracket of 14-18 years develops a habit of consuming an addictive substance, the risk of that person turning into an addict in the future is as high as 60%. On the other hand the success rate of de-addiction worldwide is as low as 5-6%. Hence prevention is always better than cure in case of addictive substances. It is better not to try them at all.

5. Art of saying 'No'

Learn to say 'No' to your friends who insist on trying addictive substances.



6. Prevention of addiction

If you or anyone among your acquaintances is addicted -

- Visit a de-addiction centre.
- Do not isolate or outcast the addict. He / she needs support.
- Seek help of experts.
- Try to indulge in some hobbies.
- Leave the company of other addicts.

The responsibility of your life, your health and your safety is yours and yours alone.



Do you or does someone you know need help in quitting alcohol or drug addiction? Dial the toll free number 1800-11-0031 between 9.30 a.m. to 6.00 p.m. any day except Sunday. This is the helpline set up by the Government of India.



Try this

Make a group of 4 students. Discuss the symptoms and habits of addicts. Also try to remember and discuss the socio-economic and emotional effects it has on the family of the addict. Make a poster about the same.



Successfully handling / managing the effects of media.

1. Understand

Being aware of the impact of media on self and try to understand it.

2. Identify

Learn to recognize the effect and its intensity on yourself. Are you or any one of your friends addicted to any drug?

3. Challenge

If at all you have developed any bad habit then try to follow the methods given in this chapter.

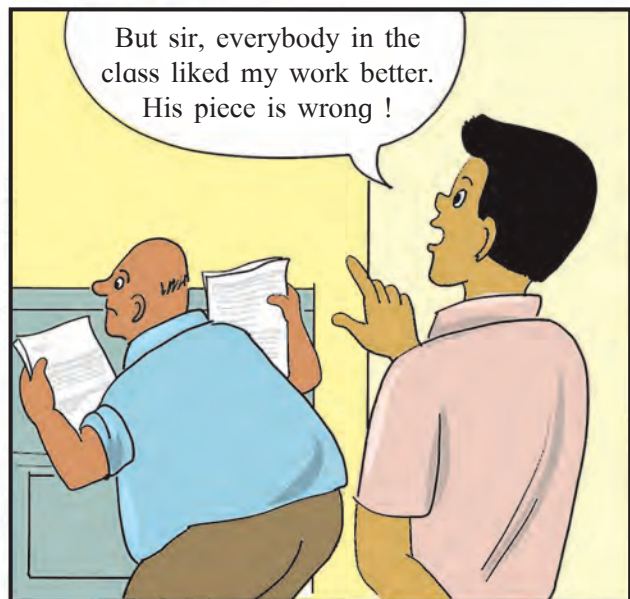
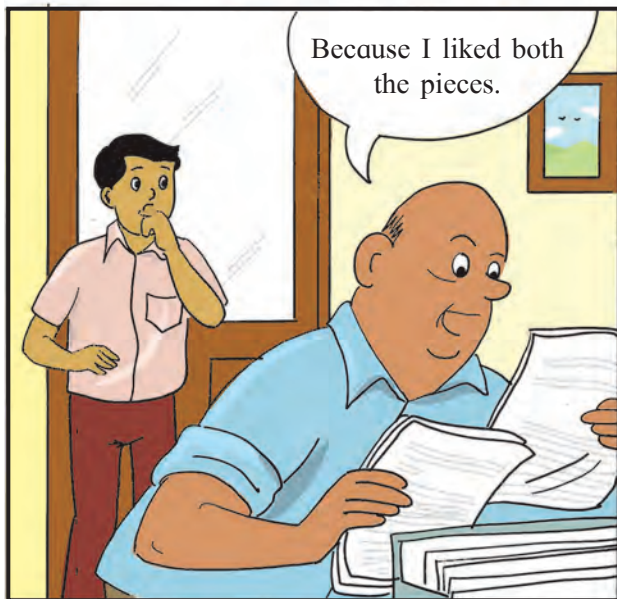
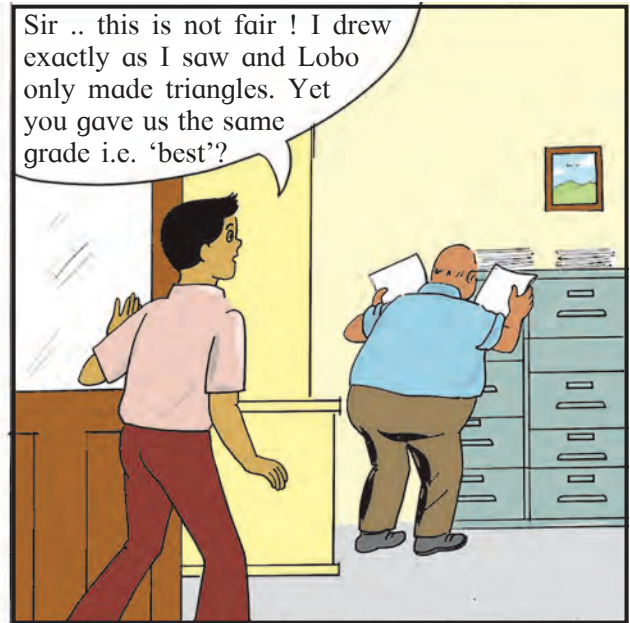
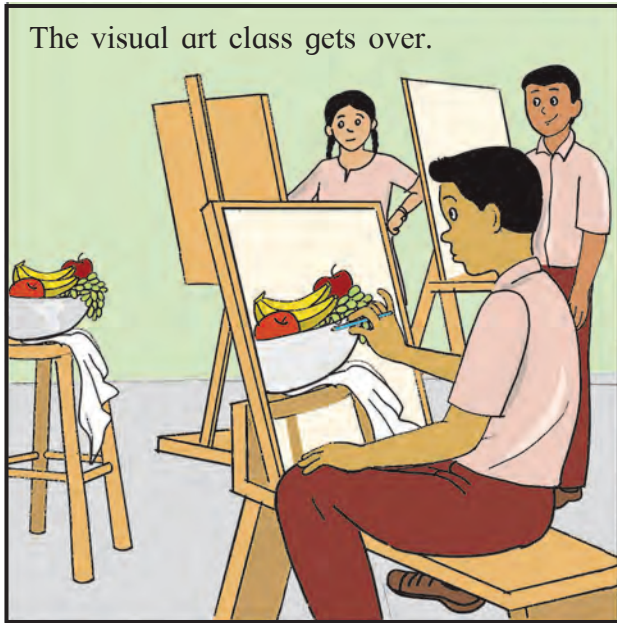
4. Implement

Implement the changes you have decided. If you are not successful in doing so, think over it again, take help from parents and experts.

Assessment (Weightage 15 %)

Criteria	Great	Fine	Incomplete	Marks
	Very Good	Satisfactory	Not satisfactory	
Buying new things	Honestly made a list of all the things he/she buys and how many of them are unnecessary. Also planned to reduce them.	Made a list but did not plan on reducing unnecessarily bought things.	Did not make the list.	
Writing about how one makes a choice	Answered the five questions thoughtfully.	Answered the five questions vaguely.	Incomplete work. Copied from others.	
Discussion about addicts	Actively participated. Discussed using the points in the textbook.	Participated in the discussion	Did not participate in the discussion	





3

Visual Arts and I

**An artist can never be unsuccessful.
Being an artist is a success in itself.**



Objectives

1. Students should be able to explain the importance of art in their own words.
2. Talk about the different styles in visual art, famous artists and the speciality of their style in their own words.
3. Get introduced to different types of art forms and be able to create an artwork.
4. Think about art and its place in human life.



Let us have some fun

Write the first letter of your name. See if you can create a picture of an animal, bird or an object using it. See if you can decorate the alphabet. Look at the examples given below –

Encourage the students. Let them begin with any letter.



Last year we have learnt about visual art. This year we shall learn about its importance, different types and the possibility of choosing it as a career.

Importance of Art

'If you have two rupees then buy food with one and spend the other on art. Food will only help you survive but art will give you a reason to live.' From this, one can understand the importance of Art in human life.

Art enriches our life at various levels.

- The thoughts and feelings which cannot be expressed through words can very often be expressed through art more effectively.

- Beautiful objects (e.g. flower pot), beautiful creations (e.g. drawings and sculpture), beautiful experiences (e.g. films, music, etc.) can be created through the medium of art and this can enrich our life and make it happier.

- A social message can be effectively conveyed through visual art. For example, a sensitive movie or photograph quickly touches the heart of people as compared to a speech.

- Visual art can be effectively used to inspire the masses. Songs based on great work done by great people, poems, films, sculptures, drawing have been inspiring us for ages.



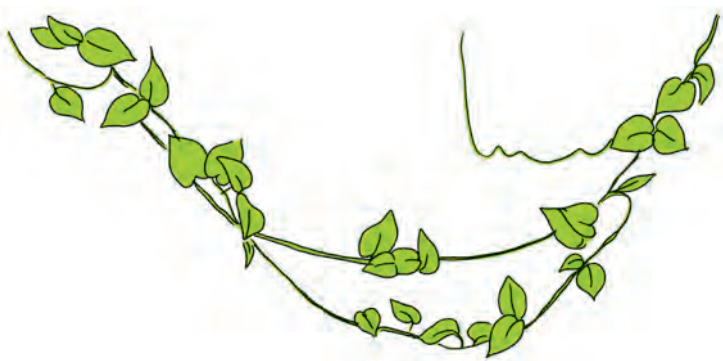
- A study of ancient art works throws light on the life of the people of that time (contemporary life). Antique pieces of art, objects, sculptures, toys, vessels, which are found during excavations, are a witness to those times.

- People come together and respect each other through the medium of art. We develop a sense of respect and love towards other people and their culture when we see or hear about the art belonging to different states and countries.

- A spirit of empathy develops towards them. A relation is established with the people of other states when we see their art, sculpture, cuisine or hear their music.

- Appreciating art subconsciously develops an attitude of finding beauty in life. Art lovers tend to be peace loving, non-violent and adjusting in nature.

- It is said that the best of art is seen in nature. The colours, shapes and sounds in nature have been inspiring humans and one can see a glimpse of that in



human artwork. Connecting with art is like connecting one with nature.

- When we create a piece of art or when we appreciate art, we unknowingly realize our own likes and dislikes. In other words, art develops and enhances our self awareness.

- The importance of art in human life is so much that a life without art is like an animal's / beast's life. For living a complete, enriched human life one must get associated with some form of art.

Try to remember / recollect

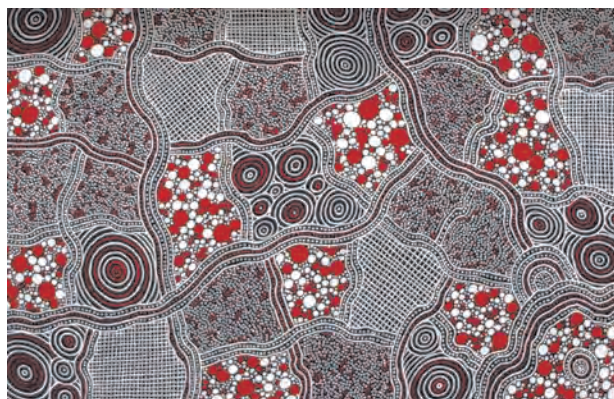
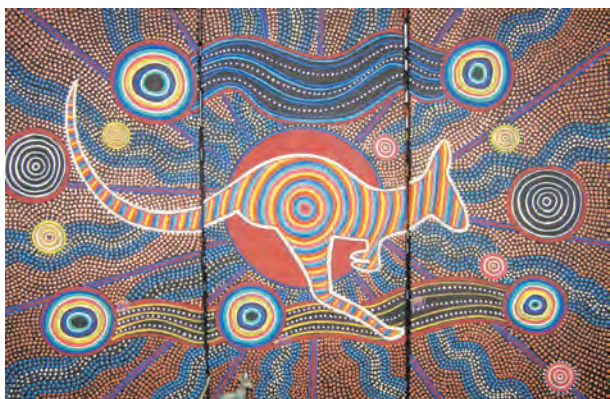
Think of songs, sculpture, stories, poems or movies which have inspired you at some time. If so, write about it in your notebook.

Some different types of Visual art

Last year we studied about some commonly known art forms. This year we shall study about some different forms of visual art.

Tribal Art (*Adivasi Kala*)

Like in India, tribal communities are found in other countries and continents too. Most of the tribal art depicts elements of nature. The significant aspect of this art is that in spite of using simple shapes it looks beautiful. Just as the Warli Art of Maharashtra is made using specific shapes, so is the tribal art of Australia.



Tribal art of Australia

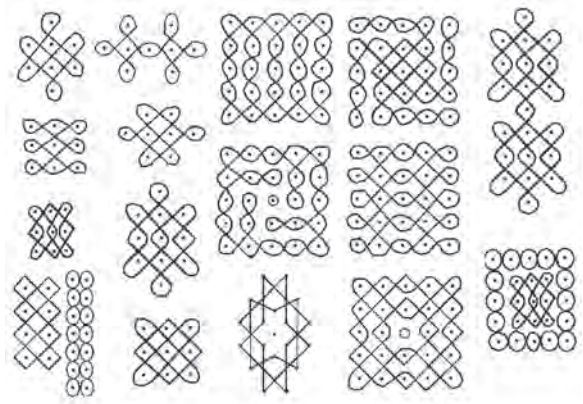
This art mainly uses dots. The dots can be of varying sizes. These dots may be small or big. Different shapes are made using dots. The dots are drawn with the help of sticks.

Try to find

Is there any tribal or folk art in your vicinity? Try to find it. Talk to the persons creating this art and try to understand their technique.

Kolam Rangoli Art

Kolam Rangoli art is different from the regular Rangoli art form. Many equidistant dots are used and curved or straight lines are drawn around the dots. Designs are made around the dots in continuity. Variety of rangoli patterns can be drawn. In olden times, this Rangoli was made by making a mixture of water and rice flour.

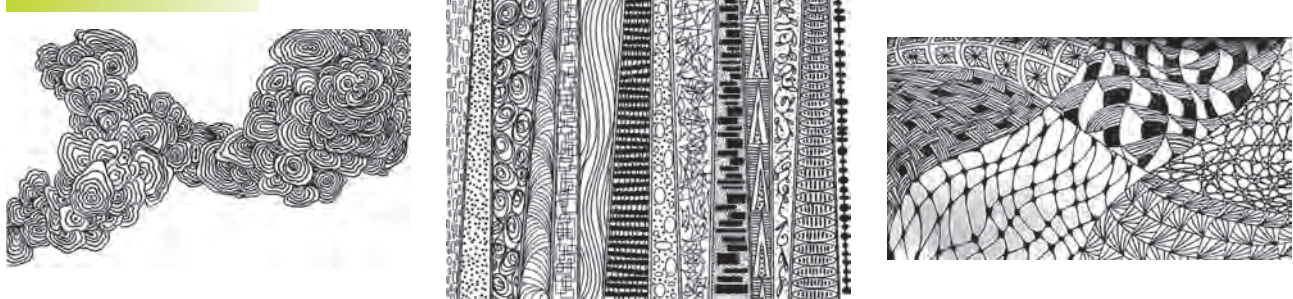


Do this

Divide the students in pairs for a paper and pen activity. In a pair, one student will make a certain pattern of dots and the other will make designs out of them and beautify the pattern making use of all the dots. Then let the second student make dots and the other create a pattern using the dots.



Doodle



Doodle means to use your pen, pencil or sketchpen etc. to draw spontaneous patterns as and how they come to your mind. This can be done in the corner of the pages, on the pictures in the book or on the newspaper. You must have surely drawn such patterns at some point in time. Do you know that it is a great stress buster? Try doing it.

Every doodle is different and unique. Some might draw in their own unique style. Some might copy what they have seen.

Installation

In this art form, the available three dimensional space is used to create a structure. Some artists create permanent installations while some make temporary ones. Andy Goldsworthy is a British installation artist who has created some



excellent installations. Most of his installations are made in a natural setting by using the material available in nature. Sometimes these installations collapse while being created. However he firmly believes in the process of art and feels that even “collapsing is balance”.

Some selected styles of Visual Art

Man draws inspiration for art from nature as well as from his daily life. Thus, the impact of his surroundings, political and social incidents / events is seen on his art. This leads to different thoughts coming forth and various experiments being done. Different ways of expression and new philosophies of art are created. This is what we call styles of art. We shall now get acquainted with some of the styles of visual art.

Let the students carefully observe the pictures of each style and note down the observations. Then tell them about each style.

Impressionism



Monet - 55.3 cm × 64.7 cm
Oil painting on canvas



Van Gogh - 74 cm × 94 cm
Oil painting on canvas



This style came into existence in France in the late 19th century and in the beginning of the 20th century. Earlier to this, the topics of artworks were mainly historical, religious, nature or portraits. But there was no inclusion of the surrounding social conditions. Art used to be confined within the four walls. But when the style of impressionism came into existence in the mid

19th century, objects or topics observed in the surroundings were drawn by artists. The artists stepped out of the four walls and came into the open nature and started sketching and drawing, and so the effect of light on objects was captured. In this style the basic colours are placed one before the other with the help of small dots and lines. When observed from a particular distance the colours seem to merge or blend with each other. The significant aspect of this style is that the high speed moving light of the drawing and the changing conditions of the atmosphere are captured. These pictures depict the contemporary life styles and various shades of light. Some of the famous artists of this style are Monet and Van Gogh.

Cubism



Paul Cezanne
81 cm × 65 cm
Oil painting on canvas



Pablo Picasso
126 cm × 73 cm × 41 cm
Coloured tin sculpture



Pablo Picasso
60 cm × 49 cm
Oil painting on canvas

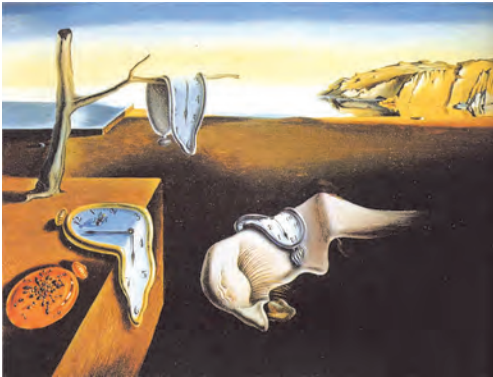


1907 to 1914 is considered as the flourishing period for Cubism. The chief centre of this style was Paris. Cubism is considered as the most influential style of the 21st century. In this style the object to be drawn is analyzed into various geometrical shapes and these pieces are joined together to form a complete picture. This style emphasises on looking at any object or person through different perspectives and then drawing it.

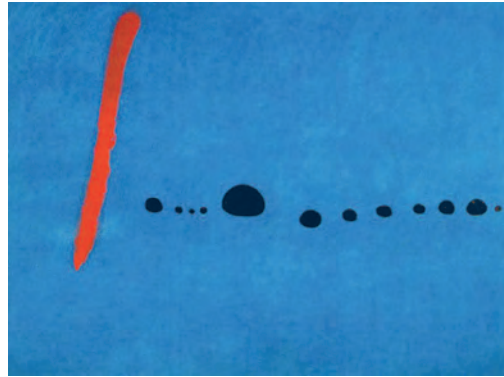
Shades of light and dark are used to highlight the shapes to transpose the three

dimension objects on to the two dimensional paper. Famous artists of this style were Pablo Picasso and Paul Cezanne.

Surrealism



Salvador Dali
24 cm × 33 cm
Oil painting on canvas



Joan Miro
355 cm × 270 cm
Oil painting on canvas



Joan Miro
A sculpture more than
10 metres in height



This movement began in the beginning of 1920. The objects, persons or incidents that we see in our daily life have an impact on our conscious mind, knowingly or unknowingly. We create an image of these in our mind which is different from its reality. This is the basic philosophy of this style. The surrealist artists are of the opinion that in order to create the image formed on our

inner mind one must keep the mind open. Often symbols are used to represent the real situations and emotions. Salvador Dali and Joan Miro are the famous artists of this movement.

Abstract expressionism



William De Kooning
Oil painting on canvas



Rothko 212 cm × 239 cm
Oil painting on canvas



This style originated in the city of New York in the decade of 1940. This style is similar to surrealism. In a way, it is inspired from surrealism. One can see a liberal use of colours in this style. Two types of artists can be seen using this style. One who paints his art on the canvas using strokes of various bright colours. William De Kooning is very well known for this. The

others like Mark Rothko use one kind of colour and draw simple shape on the canvas, filling the larger parts with colours. Artists of this second type are more religious and philosophical in nature and they expect the viewers to get a meditative and deep experience after looking at the painting.



Let us have some fun

Find the similarities and differences in the styles you have seen and write them in your notebook. Select any one style and try to draw a picture based on it.

Ask the students to look at the art works of each artist first. Let them analyse whether the artist has a particular style. After that ask them to read the information given.

Show the students different works of artists from each style on the internet. Let them find the similarities and differences between each style. Make groups of children according to the style they like. Encourage them to create art work of that style.

Some Indian painters

Just as we got ourselves introduced to some world famous styles and artists, let us now look at some Indian artists.

Jamini Roy (1887 - 1972)

Jamini Roy was one of the first artists to deviate from the western style to draw inspiration from Indian traditional art, folk art and *adivasi* lifestyle and create his own style. While he was trained in the western art style, he was very influenced by the Kalighat art style. Big almond like eyes, round faces, curvy bodies are some distinct features of this style. While he adopted the Kalighat style initially, he later evolved his own style. Renouncing the european pallet, he turned towards natural colours made from mud, seeds, rocks, flowers, indigo etc. You may notice a specific shade of red, yellow, green, grey, blue and white used in his paintings. An attempt



has been made to capture the simplicity in rural lifestyle in his paintings. He always felt that art should be accessible to all and appeal to all. He felt that Indian art should be able create its own identity. He was awarded the Padmabhushan in 1955.

Ramkinkar Baij (1906 - 1980)



Mill call (An indication that the Mill shift begins)



Santhal Family



Dandi Yatra

Baij was a famous sculptor from West Bengal. His art is seen to be inspired from the lifestyle of the *dalit* and *adivasi* communities. Inspired by the local artists, sculptors and observing their work, he made small pieces of artwork since his childhood. In his later life, his sculptures stood out to be distinct and different for their subjects and style. In those days, the subjects of sculptures were mainly deities and political figures. However in 1938, he began deviating from this by creating sculpture of a Santhal (an *adivasi* community) family. In his artwork, he always tried to capture the beauty in the life of communities engaged in manual labour.

Mill call, created in 1956 in Shantiniketan is considered to be a very important sculpture. The sculpture depicts women walking briskly on hearing the mill siren

being followed by a child. The speed of the women walking, the child running has been depicted very beautifully in this sculpture. The movement of the dust flying due to their action has also been captured.

His style consisted of creating sculptures using laterite and cement.

Narayan Shridhar Bendre (1910 - 1992)



Thorn



Make up



Landscape

Narayan Shridhar Bendre was born in Indore. He made a name for himself as a landscape artist. The use of colours in his artwork is considered very special. Since he was fond of travelling around India and the world, his style is seen to be a mixture of Indian and western styles. In his artwork, one can find the influence of impressionist and cubist style. He experimented a lot by combining different styles. He did not approve of sticking to any one style or subject. The subjects of his artworks ranged from everyday incidents to abstract emotions. His artwork mostly bring out peaceful and harmonious emotions. In 1992, he was awarded the Padmabhushan

Deenanath Damodar Dalal (1916 - 1971)

Deenanath Dalal was famous for his cover pages, cartoons, story strips, calenders and picture series published in leading magazines of those times. He was very well received by both - the masses and the critiques. His artwork given alongside will instantly strike a chord with everyone.



B. Prabha (1933 - 2001)



B. Prabha completed her education in art from the J J school of Art, Mumbai. She started working at a time when not many women artists were active in this field. She was highly influenced by Amrita Shergill. Most of Prabha's paintings depict elongated melancholy figures of rural women. Her style of using only one prominent colour in a painting can be seen in most of her paintings. She mostly created oil paintings. Her paintings depict women's social conditions, their hardships, their suffering and their courage in the face of these odds. She often gave voice to women's suppressed feelings. "I haven't seen a single happy woman", she once said. Her paintings were selected for many exhibitions in and outside India.



Let us create

In order to create the art forms mentioned below, you need to remember three rules -

1. Enjoy what you are doing. The goal is not to come up with a beautiful piece of art. The art forms below are called process art. You are going to create something for your own pleasure. You need not show it to anybody.
2. Do not overthink. Go with the flow. Whatever emerges is fine. (There is nothing right / wrong in it.)
3. Do not stop trying under any circumstances. Keep on experimenting.

Try to do

1. Drawing layers of objects

Begin with the floor, a bedsheet on top of it, a book kept on the bedsheet, a tea cup on the book, another book on top of it, a folded piece of cloth over it, a newspaper on top of it, then a bucket over it, a plate on top, a cat sitting on the plate etc. Whether to draw the objects realistically (E.g. If it is a cloth, it will come down from the sides, paper would stay straight) or just as you please is something for you to decide. It is okay even if you feel like creating a collage by sticking together pieces of paper.

In such art pieces it is possible to balance objects which would normally not balance over each other.

2. Drawing with your feet

Hold your pencil or pen between your toes. You can also hold the pen / pencil between the heels of your feet. Try to hold the pencil in your mouth and draw.

3. Creating art from waste

Try to make a face out of any form of waste. You can do this when you have time on your hands or need a break.

4. Creating art using dust

Make a paper wet by sprinkling some water on it. Press it against the dust on the floor or the cobwebs. Try to see some picture that emerges out of it. Try to add to it by using your pen, pencil or colours to create something



new.

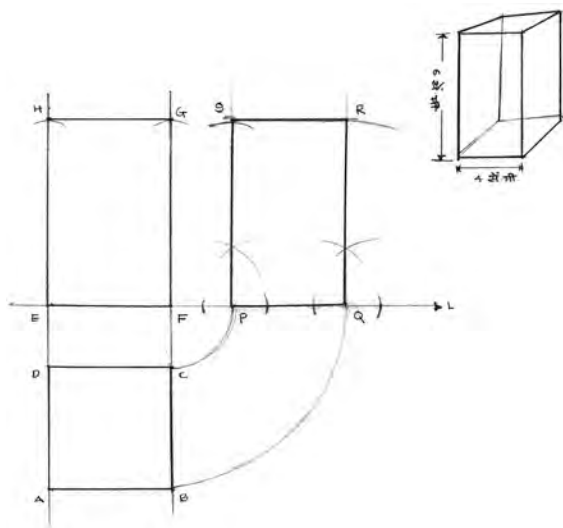
5. Creating art using black colour only

Many a times people have some preconceived notions around the colour black. Many people dislike it. However if used appropriately, it can look as good as or may be better than other colours. Use your imagination. Can you create something using only black colour and its shades?

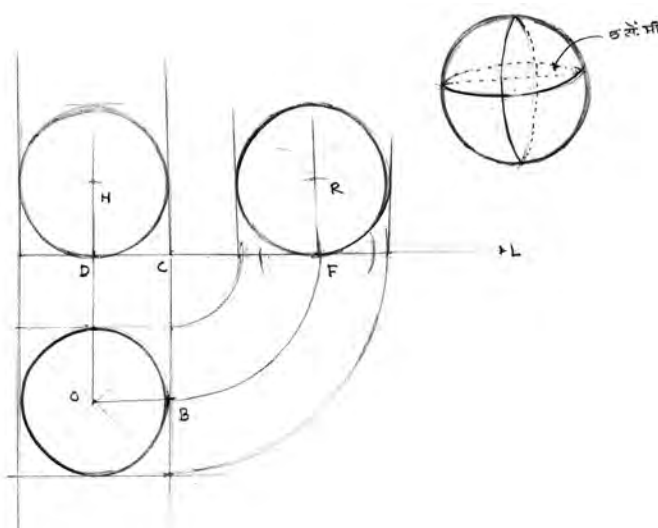
6. Planar Geometry

Discuss about the methods to create different geometric shapes and also about where they can be found with the help of the Mathematics textbook.

Cuboid

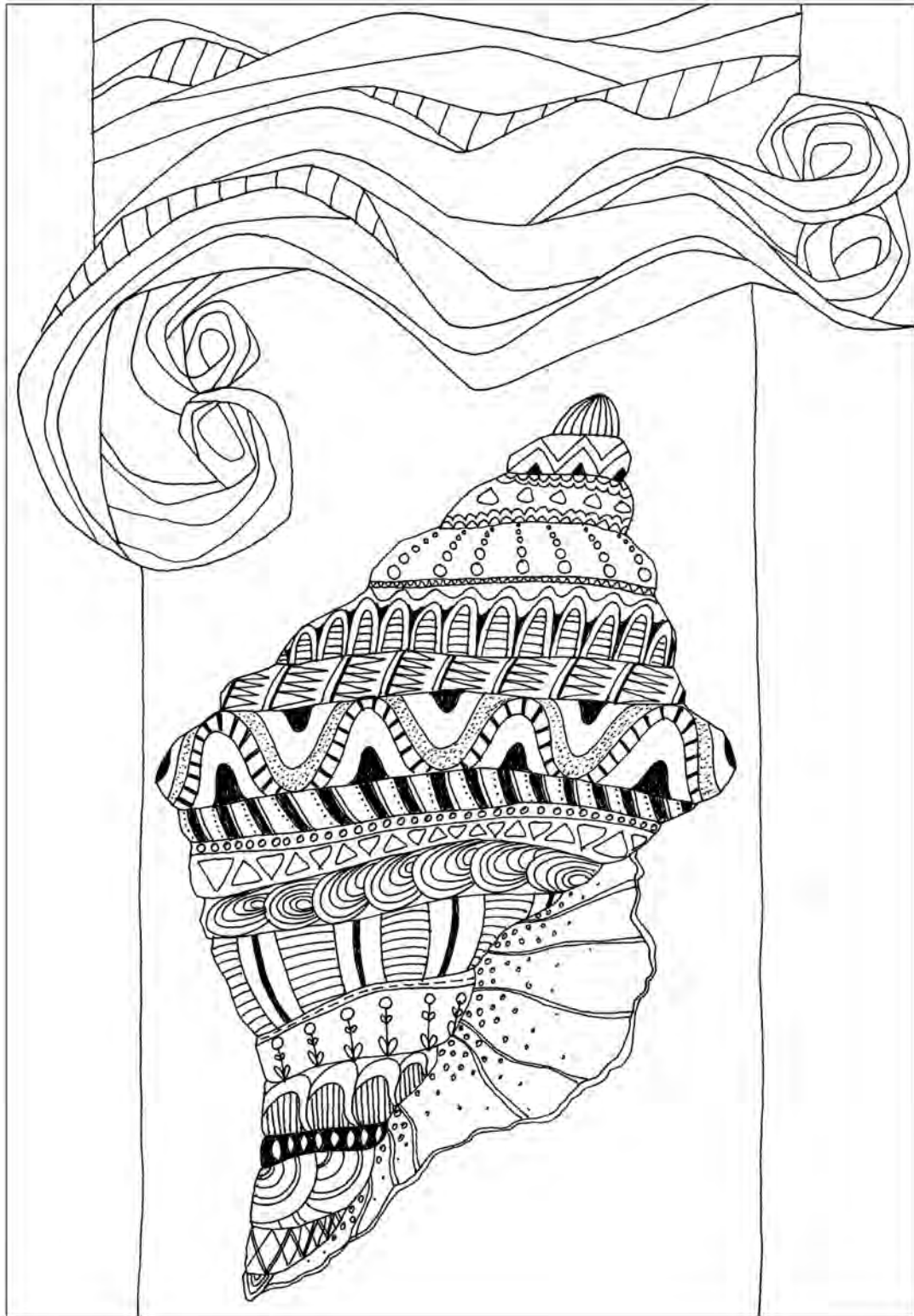


Sphere



7. Colouring therapy

Therapy refers to a method of healing something. Art can also be used as a therapy. Colouring therapy includes some designs which are pleasing to the eye. These designs are intricate. It is expected to colour the designs as a part of the therapy. As your mind is engrossed in it, you tend to forget the stress. This is the philosophy of this therapy. Look at the design given below. Complete it and colour it.



Field Visit



We get to know about the lifestyle, culture and artistic vision of the ancient people by looking at the architecture of that period. Our understanding of art matures through this process. Buddhist caves are situated in the Ajanta mountain range, 60 miles north of Aurangabad. The buddhist caves at Karle are known for their architecture. Arrange a field visit to an ancient architectural building in your area. Note your observations.

What type of art do you like?

Art is a very subjective form of expression. Whatever is beautiful for one person need not be liked by the other. Hence it is not correct to classify art as good or bad. Just because we do not like a particular piece of art, does not mean that it is not beautiful. Avoid labelling any artwork as good or bad. You can just explain why you liked or did not like a particular piece of art.

It is important to articulate why we like or do not like a piece of art. Trying to find what we exactly like or not like in the drawing and trying to express it in words, helps in developing our sense of art. We learn to see different aspects of beauty in the art piece.



Do these things

See different pictures in newspapers, magazines and books. Try to think about what exactly you liked in them and clearly express it in your words. Write in your note book. Try to analyze at least 5 pictures. You may use the given points and may add more.

1. Subject
2. Colour combination
3. Layout
4. Style
5. Imagination
6. Use of light and shadow etc.



Career in the field of Art

A career in visual art can begin either after 10th or 12th standard.

After 10th, one can get admission to Foundation or G. D. Arts courses. Many prefer to do Art Teacher's diploma after the Foundation course. G. D. Arts is a four years course after which one can study Applied Arts or Fine Arts. Diploma can also be done after 12th standard.

In recent times, courses like sculpting, fashion designing, architecture, jewellery designing, animation, interior decoration, photography etc. are also easily available.

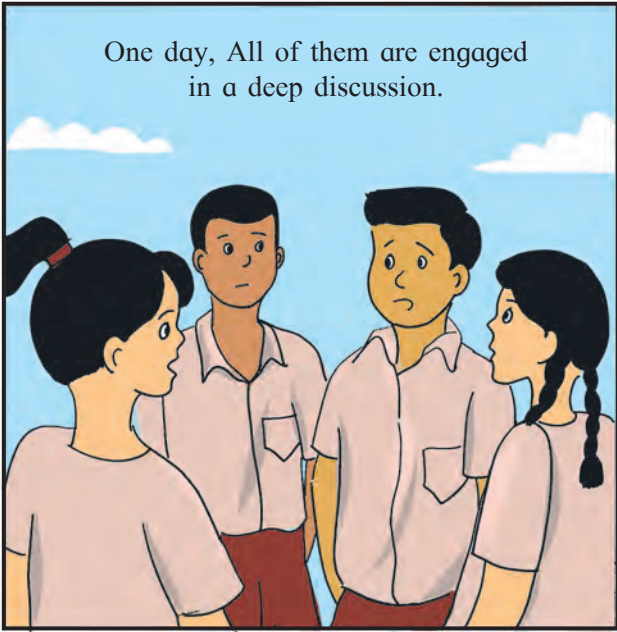
Some thoughts about Art

Words fall short to explain the importance of art in human life. There are many opinions, views and thoughts about art. How would you interpret the following statements about art?

- The aim of art is to clear the dust fallen on our minds in our daily life.
- A painting is like a poem without words.
- Life is a canvas and you are the artist.
- Art enables us to find ourselves and lose ourselves at the same time.
- Every child is an artist. The problem is how to remain an artist once we grow up.

Assessment (Weightage 20%)

Criteria	Great	Fine	Incomplete	Marks
	Very Good	Satisfactory	Not satisfactory	
Creativity in the artwork	Completed all the activities creatively and actively.	Just completed the activities as a task.	Participated in only some activities.	
Writing about the artworks.	Analyzed the five art pieces clearly on the basis of the six points given.	Analyzed the five art pieces vaguely. Not all the six points were used.	Incomplete work	



Objectives

1. Students should be able to express what social media is in their own words.
2. Explain the effects of social media in own words.
3. Recognize / identify the effects of social media on their own life.
4. Explain the causes of disrespect towards women and suggest solutions.
5. Know about the options for seeking help against abuse.
6. Develop the ability to analyze their behaviour towards an individual of the opposite sex and manage to bring about changes if required.
7. Conclude that healthy individuals who are focused on their goal are able to make more progress than those who are addicted to a substance or social media.

We have already seen that many a times disrespect and a feeling of inferiority towards women is generated in our minds due to advertisements, cinema and TV serials. Let's now try to understand some other dimensions of this.

Let's find out

- Advertisements of oil, masala / spices, washing powder where a man is shown cooking or washing clothes.
- Movies wherein the heroine is seen saving the hero's life or is defeating him.
- Advertisements of child care products where the man is seen taking the responsibility of looking after the child.
- Movies where the heroine is much older than the hero in age.
- Advertisements where a woman is shown riding a motorcycle or driving a car.



- Advertisements where a woman is shown performing a courageous act.



Give the students a week's time to find advertisements of each of the above mentioned types. Ask them how many advertisements of each type did they find ?

Was it difficult to search for the advertisements? Why? What have they realized from this activity?

Is it not possible or easy for women to drive vehicles or perform courageous acts? Is cooking, looking after children, or washing clothes meant only for women?

What message is conveyed through the following?

1. A hero is shown chasing / following the heroine, troubling her, yet he is not punished.
2. The hero and the villain fight amongst themselves for the heroine without asking or considering the heroine's choice.

Help Students to think about the following -

Image of a Woman

The students must be made aware of the fact that certain things shown in the movies are far from reality.

Ask the students if they know of other situations of the same kind.

Eve Teasing : Teasing the girls, passing comments on them, harassing them, purposely troubling them is called 'eve teasing'. Some people behave in this manner on the roads or in the crowd. Passing indecent comments in foul language, touching inappropriately, criticizing them, using physical force, making lewd gestures are all included under eve teasing.



Do this

Make two different groups of 5-6 girls and 5-6 boys. Enact the following skit about eve Teasing. Both the groups should perform it separately. After the skit, invite discussion.

(A girl is walking on the road. There is a group of 4-5 boys standing on the road side)

Boy 1 : (whistles)

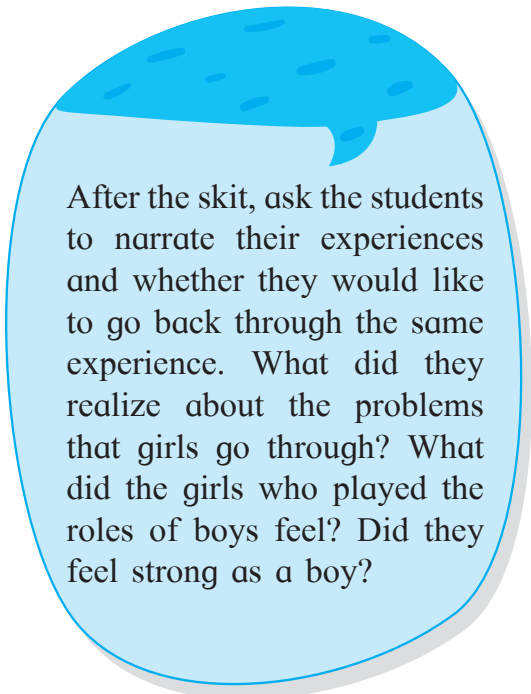
(The girl puts her head down and walks ahead)

Boy 2 : "Shh .. Shh .."

(addressing the girl) (she starts moving ahead).

Boy 3 : (throws crumpled ball of a paper towards her)

(She is afraid and starts walking fast. After she passes them, the boys have a hearty laugh as if celebrating their victory)

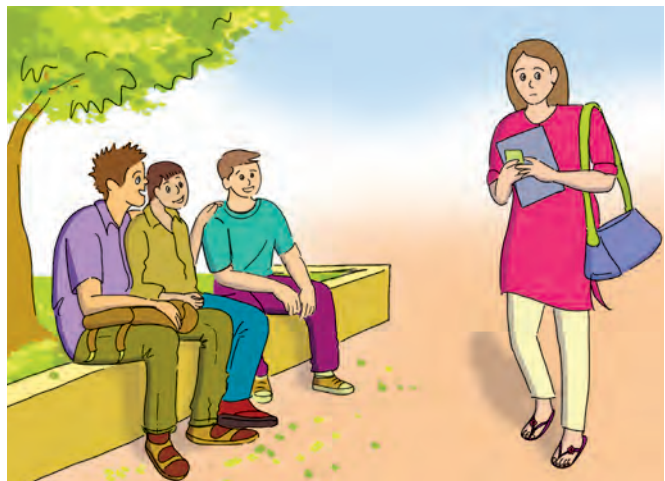


Think about it

Fearing the possibility of misbehaviour, many parents avoid sending their daughters out for education or jobs. Just because of this feeling of insecurity many girls are deprived of many opportunities. Do you think that we should create an atmosphere of security for everybody in the society? What attempts will you make for this?

How is the atmosphere in your class?

1. Is there an atmosphere of equality in your class?
2. Does anyone in the class pass inappropriate comments or tease somebody, which makes others uncomfortable?



3. Does everybody understand each other's problems and take care that they do not cause inconvenience to others?
4. Does everybody get equal opportunity to participate in class / group projects?
5. In school, do you find obscene messages or rumours being spread about anyone? Give the students 5-10 minutes time to think over the above questions.



Responsible social behaviour



1. Protecting each other from other people indulging in misbehaviour.

Beware of people trying to misbehave with you. Say 'No' firmly to anyone trying to misbehave with you. Inform this to somebody you trust. If you see anyone misbehaving with someone you know, try to put a stop to the misbehaviour and inform the elders about this. Never tolerate anyone who takes undue advantage or misbehaves with you or anybody else.

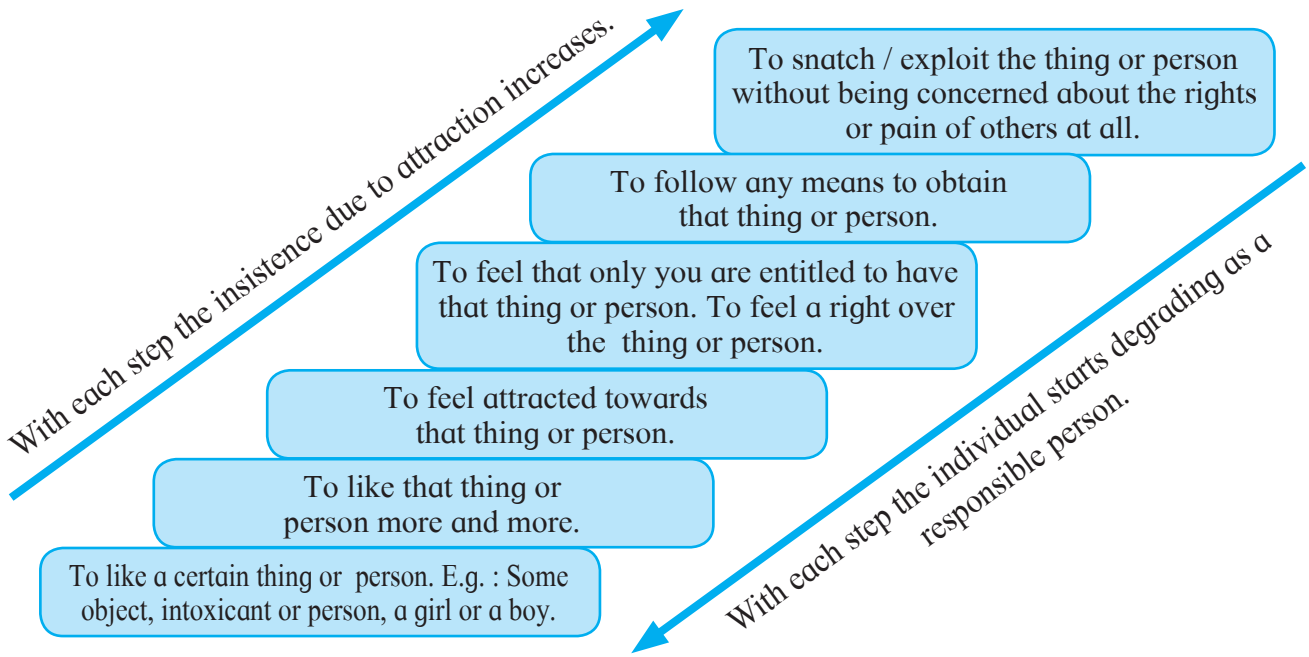
2. Respect people around you

Many people may like us but we may not necessarily like all of them. Similarly we may like many people but they all need not necessarily like us. Once we understand this it becomes easier to respect each other's opinion. Just as you may have likes and dislikes. Learn to respect and accept other's likes and dislikes.

It is important to know your limits and behave. Taking advantage of crowded places for behaving in an obscene or uncivilized manner with girls, whistling at them, passing or writing vulgar remarks, writing degrading remarks about someone on the walls, all such practices must be avoided and prevented at any cost.

Remember

All living beings have some basic needs which are essential for survival. Trees require soil, water, fertilizers etc. Animals and human beings also have such needs. But the major difference between animals and human beings is that human beings follow certain rules or systems even for fulfilling their basic needs. Such as when they are thirsty they want clean water, when hungry they don't eat spoilt food. They have the ability to control their desires, have patience. It is a sign of a responsible person to follow certain rules for fulfilling even our basic desires.



Discuss on the basis of the above figure.

Read and understand

As our insistence and attraction increases, we start climbing higher on the ladder shown. However at the same time, we start degrading as a responsible person with every step.

3. Get authentic / reliable information



We obtain the knowledge about how the different systems in our body work? What are vitamins? etc. from subjects like Anatomy and Physiology. But we can remain fit only after applying that information in our day to day life. For e.g. if we have the information on vitamins but we don't eat the food items containing vitamins

then this information is of no use to us. Also if we have incomplete or wrong information on such topics then we may feel anxious or afraid. For e.g. if you sit next to a person suffering from Leprosy, you will also be infected by that disease. Many a times wrong information may lead to extreme curiosity or anxiety and to satisfy it we may tend to indulge in extremely risky behaviour without thinking about the consequences. For e.g. when someone says that by eating a tablet we might be able to reduce five kilos of weight in two days.



If there exists a possibility of physical harassment, domestic violence or misbehaviour with you or any one you know, do not be silent. Call the phone number 1098 immediately. This is a helpline to assist children and adolescents. The helpline for women who need help in case of emergency is 1010 / 1091.

4. Support of law

Cyber crime is a criminal act performed using electronics or computerised media like mobile, computer, pendrive, camera etc. Writing objectionable / obscene comments about a person or an institution, misuse or stealing of personal and sensitive information, publishing or broadcasting objectionable content about somebody are some of the examples of cyber crime. Actions like financial penalty and imprisonment can be taken if found guilty.

Provide the students, the numbers of a few people who could help them in case of emergency

Appropriate / Inappropriate

Do you think the following adolescent students are behaving in a responsible way?

1. Your friend likes a particular girl. He follows her on her way to tuition class. She refuses to befriend him and now he starts threatening her of defamation.
2. Some of your friends like to dash against girls in a crowd and they touch them inappropriately.
3. A friend of yours writes defaming remarks about another boy or girl on the class blackboard.
4. A friend secretly clicks photographs of other boys/girls without their permission.
5. After school your friends indulge in passing obscene/vulgar remarks about other boys and girls.



What will you do in these situations?

- Some boys tease and trouble your friend on his / her way home.
- Your friend confides in you that a particular person makes him / her feel uncomfortable when around.
- Your friend has got into the habit (addiction) of eating 'gutka'.
- Your friend's father drinks a lot of alcohol and beats your friend under its influence.
- Your friend behaves disrespect fully towards girls and women. You want to change his view towards women his and behaviour.

Discuss the given instances and whether they are proper or improper and why?

Make a group of 4-5 students. Allot one of the given situations to each group. Discuss for 10 minutes about what steps you would take in such a situation to help solve the problem. Present the solution. Write it down.

Social media

The media which is used by different groups in the society to connect, to discuss, to communicate, to share each other's experiences, opinions or information is called social media. WhatsApp, Facebook, Twitter, etc. are examples of social media.



Difference between information and broadcasting media and social media

What according to you is the difference between information and broadcasting media and social media like WhatsApp, Facebook?

Given below are some points of discussion for you -

1. Costly / cheap
2. Accessible / do not reach many people.
3. Rules, control and reliability
4. Easy / difficult to use
5. Impressive / unimpressive

Information we get from the social media

The following message had become viral on WhatsApp.

UNESCO has declared that the Indian National Anthem is the best.

Ask the students to find out information about this message and verify it.

1. Do your parents or friends verify the information on WhatsApp?
2. What will be the effect of spreading false information?



Read and understand

Effects of spreading false information

Since there is no external control over social media, most of the times no one can be held responsible for any misinformation published on it. Anti-social elements often take undue advantage of this. They create misunderstanding amongst different groups by disseminating wrong information or claiming their own opinions to be the truth. If you happen to receive such information, as a responsible person, you should check its validity, the facts involved and only then, believe it.

How to verify the received information?

1. Check if the same information is available on the internet.
2. In case you find the information, check if it is available on the official website of any of the newspapers or government departments.
3. Is the person providing the information an authorized person? Does he /she have any statistical details of the same or is he /she only expressing his / her opinion? After verifying all these aspects, decide whether to trust the information or not.



Effects of Social Media on us

What do you know about Facebook, Twitter or WhatsApp?

How much time of the day do you spend on them?

Would you like to spend more time indulging in this media? Why?

Make groups of students and give them 10 minutes for discussion. Students should give their reasons and write them in their notebooks.

Illusion of being heard



Although social media provides us with the freedom to express our opinions, it may not necessarily mean that other people carefully pay attention to them or try to understand them. People are in the habit of casually clicking 'Like' on our views and it may not necessarily mean anything to them.

Real life and online life

Everyone tends to publish only positive things about himself / herself on the social media. However real life consists of both positive and negative incidents. People may feel depressed by looking at the positive things that others post and think that nothing positive happens in their life.



The Misconception of Perfection

Because of social media, people tend to believe that their physical appearance, their life, their relationships must always be flawless, complete and ideal otherwise they are worthless. Thus to portray such an ideal life, people tend to exaggerate, lie and create an online illusion about themselves. However they feel inferior in real life. In reality, life is always imperfect. We need to work on it to make it better.

Understanding the Situation

It takes a number of things to create an awareness about an external situation; words, body language, expressions, style of communication etc. According to one research, only 7% communication takes place through words. Rest 93% is through body language, gestures and the tone of speech. Unless we understand the social situation around us, we cannot move around and interact with the people in our society. The brain connections required for this understanding are created only through actual experience. This means the more we spend time on social media; the more we lose on actual or real life experience. Hence we may not be able to develop the social skills required for actual interaction.

Understanding the meaning of written words



Let us have some fun

Prepare 5-6 small chits of a chart paper. On one side of each chit draw a picture of a 'like' sign. On the backside of the chit write a sentence which can be a response to any presentation. Write sentences of your choice.



For E.g. :

1. It is good.
2. It is okay; nothing special.
3. It is alright; nothing wrong.
4. It is okay; I like it.
5. It is okay; I was expecting more but no choice.
6. This is the best.

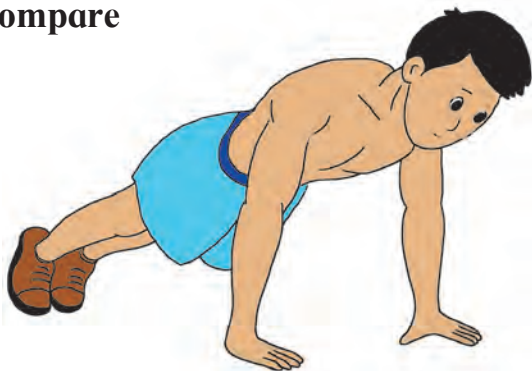
Make a student sit in the front of the group. Arrange the chits in such a manner that he or she can only see the 'like' sign but the others can see the backside of the chit with the sentences written on them. Now the student can perform an act like singing a song or sharing a joke etc. Other students should pick up a chit with the response they feel appropriate but only show him the sign of 'like'. Then ask that student to think about the likely meaning of that sign.

Read and understand

The 'like' sign can have a number of meanings. If social media is the only way we communicate and respond to others and if it has reduced our personal dialogue with others, we must remember that it may create a lot of misunderstanding.

Loneliness

Compare



1. A - Exercises regularly and plays outdoors.

1. B - Plays mobile games till late night and doesn't wake up early. Doesn't exercise. While cycling or while travelling in a bus, listens to songs or plays mobile games.

2. Talks to his friends in school. All his friends sit together, eat their tiffin in the lunch break and talk over lunch.	2. In the lunch break he and his friends are engrossed in their mobiles.
3. Talks to his family members and neighbours in the evening	3. Doesn't eat dinner with his family. Eats alone while watching TV or the internet.
4. A - Makes limited use of the social media but many people around him know him.	4. B - He has 1500 friends on facebook

Whom would you consider to be more lonely?

Read and understand

We may be under the impression that we are connected with many people and we have many friends because of social media. But this connection is very superficial. The possibility of real and meaningful friendship on social media is very limited. The more we spend time on social media, the lesser we interact with people personally and hence we do not form a real connect with anybody.

Who will progress better?

Make or bring five dolls. Assign them the following characters.

1. An addicted person
2. A person who dropped out of school due to abuse / exploitation
3. A person who is distracted from studies due to the influence of advertisements and media.
4. A person who participates in a riot under the influence of misinformation spread on social media
5. A boy / girl who is healthy, attentive in school

Discuss on the following points and justify your answer.

1. Who will have a healthy future?
2. Who will have a better career in life?
3. Who will have peace of mind?
4. Who will have better relations with his / her family members?
5. Who will be able to pursue his / her hobbies?

We have to start from one end of the class and reach the other. Keep all the dolls in a line.

When you ask a question and the answer is 'yes' for a character, take that particular doll one step ahead. If the answer is 'no', let the doll be in its place.

After all the questions are answered, check which of the dolls has made the most progress. Ask the students what have they understood from this whole activity?

Positive side of the media

Read and understand

We have seen the negative side of the media. The positive side of media is also important. Media provides us with information on mythology, history and science. Educational information, exam results, thoughts of different people, invitations, audio-visual information can be obtained in no time because of the media. It is also easier to exchange thoughts with the help of media. The role of media is also important in national unity, social transformation. Use of media is also very effective in the areas of agriculture, health, education, industry and trade.

Write other positive uses of Media in your note book.

Successfully handling / managing the effects of media.

1. Understand

Be aware of the effects of social media on your life. Understand the effects well.

2. Identify

Keep a watch on the time that you spend on social media. Do you feel uncomfortable if you do not use your phone or internet? Think about it.

3. Challenge

Plan and spend time for yourself. Try and stay away from the internet during this time. To begin with, spend 10 minutes for yourself and your health. Gradually increase this time.

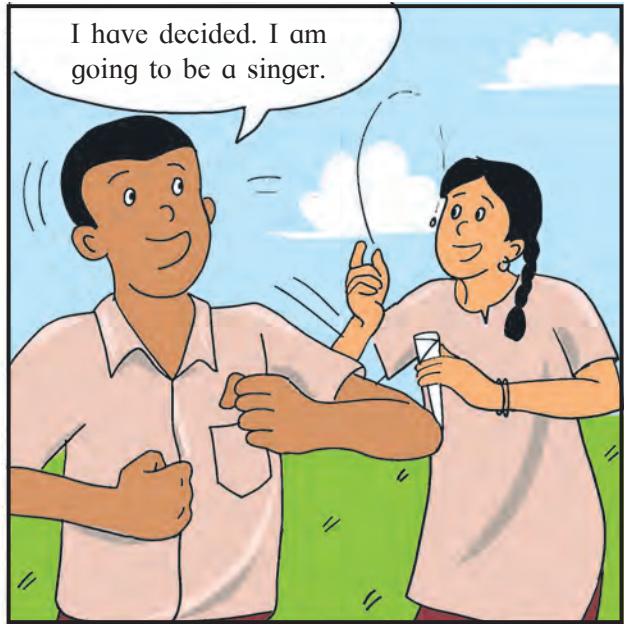


4. Implement

Implement the changes you have planned and decided on. In case you are not successful talk to your parents. Explain to them your plans and efforts. Plan afresh.

Assessment (Weightage 15 %)

Criteria	Great	Fine	Incomplete	Marks
	Very Good	Satisfactory	Not satisfactory	
Finding advertisements	Actively participated in finding advertisements and clearly articulated the conclusions.	Participated but could not draw any conclusions.	Copied the activities	
Introspection about the environment in the class	Introspected honestly and planned for changes	Introspected but did not plan for change	Copied the answers	
What will you do?	Participated enthusiastically in the group discussion and came up with solutions by using the content from the textbook.	Participated in the discussions but could not come up with solutions.	Did not participate in the discussion.	



5

My Career and I



The only failure in this world is the failure to try.

Objectives

1. Students should be able to rethink over some conventional beliefs about careers and express their opinions about the same.
2. Justify the statement 'career is not an event, but a process' in their own words.
3. Be introduced to the interest-test and be able to explain its importance in their own words.
4. Be introduced to the Maha career mitra portal.
5. Set their own goals and articulate them. Be able to manage their time for the same.
6. Plan for a constructive dialogue with their parents about their career.
7. Be informed about the documents required for the 11th admission process and also about the scholarships available.

Last year we discussed about the meaning of the term 'career', how to choose a career and about the career magic framework. This year let's learn about goal setting and also explore some educational options available after tenth.

Some beliefs about career

Discuss the given questions with the students. Ask their opinions. Ask questions probing further. Let them justify their answers.

After the preliminary discussion, present them with following examples. Ask them if they would like to rethink their opinions. Let them justify their answers.



1. You need to be financially well off to make a career.

Yes

No

2. Once you go wrong in choosing a career, there is no way to be successful again.

Yes

No

3. You can make a career only if you pursue education in the Science or Mathematics stream.

Yes

No

4. One should only choose a career which fetches maximum money.

Yes

No

5. Doing a salaried job is the only way to succeed in a career.

Yes

No

1. Dr. A.P.J. Abdul Kalam, Dhirubhai Ambani, Olympic wrestling champion Sushilkumar, actor Rajanikant came from lower income families and yet carved a niche for themselves.

2. J. K. Rowling, the author of the Harry Potter series, worked as a teacher before she began writing. Anil Kumble, Harsha Bhogale are both Engineers. Indian novelist Chetan Bhagat worked as an Engineer before he explored his writing skills. Actors Shriram Lagu and Mohan Agashe both studied Medicine before becoming successful actors.



3. Chef Sanjeev Kapoor, many famous journalists, sportsmen, economists, writers, poets, musicians made a career in fine arts and humanities, commerce and vocational fields.

4. Dr. Prakash Amte graduated with a degree in Medicine. He could



have earned a fortune by practicing in the city. Instead he chose to provide medical care to the tribal communities in Chandrapur.

5. In the olden times, having a salaried job was thought to be a safe option. However today, there are plenty of opportunities in almost all the streams. Today, there are many entrepreneurs who have been able to realise their dreams as well.

Let us consider following examples

- 1) Payeng Jadav single handedly toiled for 37 years to plant trees on 1360 acres of land to develop a forest.
- 2) Dr. Abhay Bang and Dr. Rani Bang researched in the field of community health which resulted in substantial reduction of infant mortality rates in Gadchiroli district.
- 3) Mr. Rajendra Singh was instrumental in building 4200 small dams through community participation to increase the groundwater reserves in Rajasthan.

Do you think all the above mentioned individuals are successful in their careers? What would be their definition of 'career' and 'success' according to you?

Discuss the following points with students

- 1) What does it mean to be successful?
- 2) Do you think the people mentioned in the examples are successful?
- 3) Did they earn lot of money in their work?
- 4) Should earning money be the only goal of a career?

Ask the students to read the examples and discuss the following

- 1) Did everybody continue with their first choice of career?
- 2) What were the reasons for them to change their career path?
- 3) Can we say that all three have built a successful career for themselves?

Career - not an event, but a process

Minaj started working in a company after graduation. Her job was to train the newly appointed employees about their work. While doing her job Minaj realized that she enjoyed teaching and could teach well. Also tuitions were very much in demand. After a few years of service, she left her job to start her own coaching classes which were quite successful.

Ramesh graduated in Commerce and joined a hospital as an accountant. While doing his job, he realized that he has the interest and aptitude for hospital management as well. While doing his job, he completed an MBA and soon was promoted as a hospital manager.

Joseph was a farmer and had his own farm. Joseph realized that storage and processing of food items was highly in demand. So, he pursued higher education in food processing and started his own food processing business to complement his farming.



Read and understand

Career is not just an event that happens once in a lifetime but a continuous process. As we go through different experiences, learn new things, we become more and more aware about ourselves, our capabilities, our likes and dislikes. Also, we become aware of the opportunities available to us. Based on them, we try and shape our career from time to time. Therefore, while 10th and 12th are important milestones, career decisions need to be taken from time to time and are not limited to 10th and 12th.

Career Magic Framework - Revision

We have seen that a career can be made in the field where our interests, capabilities and available opportunities come together. In the absence of any of these factors, we merely have a dream or a hobby or a job.

Let's look back at one of the examples.

- Initially, Ramesh chose to work as an accountant after finishing his graduation in the commerce stream by taking into account his interest, capability and the available opportunities.
- After some years, he found out his new area of interest - hospital management. He also realized that there were plenty of opportunities in that field. Thus to increase his capabilities, he opted for an MBA.
- From this example, we see that the career magic framework is applicable at each step while making career related decisions.

Can you write about how the career magic framework applies to the career decisions in case of Minaj and Joseph?



Last year you undertook some self-assessment exercises to know about your areas of interest and capabilities. You might have some clarity about them. This year, let us learn in depth about goal setting and the career options available after 10th.

Finding your interests

- After completing the self-assessment exercises in 9th, the ‘Kal chachani’ or the interest-test can help you identify your interests.
- The Maharashtra State Board of Secondary and Higher Secondary Education conducts the interest-test for all the students of 10th standard.
- The Kal Chachani or the interest test is a psychometric evaluation which helps you understand your level of interest among the 7 fields available after 10th standard, which includes **Agriculture, Arts / Humanities, Commerce, Technical, Fine Arts, Health Sciences and Uniformed Services.**
- The interest test is not a test in the traditional sense. You are only expected to choose the extent to which you enjoy doing some regular activities.
- The interest test does not carry any marks and none of the answers are wrong or right.
- Report of this interest test would be available on mahacareermitra, you may also get a copy at the time you receive your 10th mark sheet.
- Your interest test report is only meant to be a guideline. The ultimate decision of which branch to choose lies with the students.

Seven career fields

You will get an idea about your interest from the 'Kalchachani'. Let us now look at the options available after 10th.



Agriculture

Certificate Courses

Diploma Courses

HSVE (Higher Secondary Vocational Education)

Polytechnics (Post SSC Diploma Courses)

HSC Science (Higher Secondary Certificate)



Fine Arts

Certificate Courses

HSVE (Higher Secondary Vocational Education)

ITI Courses (Industrial Training Institute)

Polytechnics (Post SSC Diploma Courses)

Foundation Diploma Course



Technical

Certificate Courses

HSVE (Higher Secondary Vocational Education)

ITI Courses (Industrial Training Institute)

Polytechnics (Post SSC Diploma Courses)

HSC Science (Higher Secondary Certificate)



Health and Life Sciences

Certificate Courses

HSVE (Higher Secondary Vocational Education)

ITI Courses (Industrial Training Institute)

Polytechnics (Post SSC Diploma Courses)

HSC Science (Higher Secondary Certificate)



Commerce

Certificate Courses

HSVE (Higher Secondary Vocational Education)

HSC Commerce (Higher Secondary Certificate)



Arts / Humanities

Certificate Courses

HSVE (Higher Secondary Vocational Education)

HSC Arts (Higher Secondary Certificate)



Uniformed Services

After 12th / Graduation

Finding your capabilities

- The chapter 8 - career, in the self development and art appreciation textbook of ninth standard contains some self-assessment exercises to know your capabilities.
- Additionally you can also analyze your school report cards for the last three years to see which subjects you excel in.
- You can get a broad idea about your capabilities from the above mentioned exercises.

Career Options

Once you obtain clarity about the field you like, you need to get more information about the options and opportunities available in that field.

Mahacareermitra Portal

The 'Maha career mitra Portal' has been developed to guide the students about their career. On this portal, you can find information about different educational options and the colleges available for them in your District. You can also view videos about each interest field and of successful people about their respective career fields on the portal.



Let us have some fun

A : Where does this road go?

B : This road doesn't go anywhere. Where do you want to go?

A : I haven't decided as yet.

B : Then all roads are open for you. It makes no difference.



Read and understand

Until we decide what we want to achieve - be it about our career or about other important things in our life, we will not be able to take concrete steps towards achieving it. Thus we need to clearly verbalise what we want to achieve. This is called goal-setting.



Goal Setting



Look at the following examples. According to you, whose goals could be achieved for sure?

1. Rafiq's goal is to become very big someday. But he is not sure what that means.

2. Peter's goal is to plant lot of trees. He plants one tree every day. But he is not sure when his dream would come true.
3. Radhika's goal is to solve all the problems in the world.
4. Jasmeet's goal is to become the best sportsman within two months.
5. Delnaz's goal is to learn music someday.

Think about the goals of the people in the examples given. Think about whether it is easy or difficult to attain the given goals. Discuss on the following points -

1. When will Rafiq achieve his goal? Will he achieve it on becoming big in the context of age or weight or success?
2. How will we know when Peter's goal is achieved?
3. Is it possible for Radhika to achieve her goals?
4. Is Jasmeet's goal realistic?
5. What is the problem with Delnaz's goal?

Look at each of the following statements. Check if each of them is SMART. If not, think about what is lacking. Change the statements so that they become SMART. Check if the statements convey the 'what', 'how much' and 'when' aspects of the goal.

The above examples, are actually about the desires of each person and not the goals. Unless the desires are converted to goals, it is difficult for them to materialize. In order to achieve a goal, one must be able to correctly verbalize it, put it on paper. Let us see how we can convert desires into goals.

Smart Goals

S

1. Specific

Clearly verbalize what you want to achieve. Avoid using words like 'something', 'big', 'great' while describing your goal.

M

2. Measureable

If you can measure what you want, only then can you know if you have really achieved it. Words like 'a lot', 'everything', 'good' should be avoided. Instead of 'getting a lot of marks in exam', 'getting more than 70% marks' is a better goal statement.

A

3. Achievable

Think about whether your goal is achievable. Erasing all the sorrow from the face of the earth is an unachievable goal but making two people literate is an achievable goal.

R

4. Realistic

Becoming a good sports person within two months is not realistic. Becoming a good sports person requires hard work of many years all together.

T

5. Time bound

We have to have a time-frame for achieving our goal. If there is no time-frame, we may not even start with our work.

In short, our goals must be SMART.

Read and understand

Inspect the following statements to see if there are faults in them. Write them down in your notebook. Try to correct the faults (if any) and rewrite the statements.

1. Romo's goal is to score well in the exam.
2. Manisha's goal is to be a successful person.
3. Rakesh's goal is to buy a car.
4. Parvin's goal is to score 60% in 10th standard and secure admission in 'ABC' college.



Planning for your career



If you need to go from one city to another, you can't just get up and start walking. Can you? Imagine there is a wedding in your family. It won't help to start preparing for the wedding in the morning of wedding ceremony itself. If an athlete wants to win an Olympic medal, would running only on the day of competition help him? Whenever you plan to achieve something, it is important to prepare properly. Similarly, it is important to

plan our career as well. The sample chart would provide further clarity.

Help students make their own chart according to the sample chart. Help them in writing each field as specifically and clearly as possible.



Years	Who would I be?	What would I be doing?	What would I have?
After 10 years	I would be a successful farmer.	I would be working in my own farm.	<ul style="list-style-type: none"> • Farm • House • Tractor
After 5 years	I would have graduated with a BSc Agriculture degree from 'ABC' college.	I would be working with a successful farmer to gain experience.	<ul style="list-style-type: none"> • Degree • Farming skills
After 3 years	I would have secured more than 'X' % marks and secured admission in 'ABC' college.	I would be pursuing my degree course of BSc Agriculture and learning new things.	<ul style="list-style-type: none"> • Desire to learn more. • Clarity of how to use this education. • Information about the available schemes and opportunities.
After 1 year	I would have passed 10 th standard exam with more than 'Y' % marks and I would have secured admission in 'PQR' college.	I would be studying in 11 th standard in 'PQR' college. I would be preparing for securing more than 'X' % in my 12 th exam.	<ul style="list-style-type: none"> • Desire to learn more. • Idea about what to do further. • Information by meeting different people in that field.

My goal statement

Once you know where you would like to see yourself 10 years down the line, it is really easy to plan for the entire year of 10th standard or even the next 3 or 6 months.

Help students come up with their own goal statement with the help of the sample given. Remember, based on the goal of each student, the construction of goal statement would vary.

Goal statement

What do I really want?

I want _____

For example : I want good marks
in the 10th board examination

How many marks do I want?

I want _____ marks.

For example : I want at least
70% marks in the 10th
board examination.

By when do I have to achieve this? - I have
to achieve at least 70% marks in the
10th board examination by _____

For example : I have to achieve
at least 70% marks in the
10th board examination
in the next 6
months.

Planning

Now that your goal statement is ready, think about your current position and where you need to be in the next six months / one year as verbalized in your goal. Look at the chart given below and try to plan for your goal.

Help students plan for themselves according to the sample provided. Remember, based on the goal of each student the plan would vary.

Where do I stand today?

I am getting 60% marks today.

Where do I want to reach in the next 6 months / one year?

I want to get minimum 70% marks in the 10th board examination.

What do I have to do to reach there?

- Devote more time for studies.
- Get my doubts cleared by teachers.
- Do self-analysis. For example : I am losing marks in creative writing so I need to practice more.

Time Management

Everyone has 24 hours in a day. Your success depends on what you do with this time.

In 10th standard, you will be mostly running out of time due to school, studies, practice exams etc. Hence it is very essential to manage time properly. Following is one of the methods of time management. There are several such methods.

Help students in understanding which of the activities should be coloured red and which ones should be coloured yellow.

Also help them in coming up with novel ways of clubbing two activities together.

- Divide the time of your day into half an hour slots.
- For a week, keep notes of what all you do every half an hour. This will give you a basic idea about your day.
- Activities, which are directly related to your goal, should be colored green. Example: time spent to practice math sums.
- The activities which are not related to your goal should be colored red. For example, watching TV is not even remotely related to getting 70% marks. So color it red.
- Now for the activities which are indirectly related to your goal, colour them yellow. For example, travelling to school is indirectly related to getting 70% marks.
- First try to reduce the time spent in doing activities marked in red. Then target the ones marked in yellow. Try to see if you can club two activities together to reduce the time. For example, you can try to revise what you have studied while travelling.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6.00 to 6.30							
6.30 to 7.00							
7.00 to 7.30							
7.30 to 8.00							
8.00 to 8.30							
8.30 to 9.00							
9.00 to 9.30							
9.30 to 10.00							
10.00 to 10.30							
10.30 to 11.00							



Let us have some fun

Vision Board

Make a vision board based on your goal. For this, all you need to do is write your goal on a paper and stick it on a wall of your home. Around this paper, keep on adding photos, quotes and photos of famous people in that field. The aim of vision board is to keep inspiring you and also to help you build clarity about your goal.

Possible obstacles in the way of your career

1. Communication with parents

Mitali wants to pursue a career in sports but her parents want her to do nursing. Mitali is struggling to convince her parents and hence there are fights every day, which in turn demotivates Mitali from studying.

Sometimes we cannot convince our parents about what we feel, about our career choices. As a result, they do not seem to understand our side or trust our choices. In such a case, following strategies might help.

Listen :

Don't simply oppose what your parents are saying. Try to understand their concerns. Most of the times, they have the following concerns -

1. How will you earn your livelihood?
2. What opportunities would you have in future? (in job or in business)
3. Will you be able to handle the course that you have selected?
4. What will be the fee structure of your course?

If you can answer these questions satisfactorily for yourself and for them, they will be most likely to change their stand.

Gather Information :

Collect information about your preferred career from newspapers, internet or interviews on TV and share it with your parents. Find out which colleges offer the courses you want, what is their fee structure etc. Be ready to answer these questions.

Talk to experts :

Meet the students who are pursuing the course you want to do, or have finished the course and are working. Let your parents talk to them. Discuss the pros and cons of the career.

Ask the students if they have ever experienced similar situations.

If somebody desires he / she may narrate it to the class.



2. Financial Difficulties

Sometimes financial difficulty becomes a huge obstacle between you and your dream career. However, you can consider taking up government and/or private scholarships. Following is the information about some of the scholarships. Make sure you check the availability and credibility of these scholarships.

- 1) NCERT scholarship for talented students.
- 2) SIA Youth Scholarship
- 3) The Kishore Vaigyanik Protsahan Yojana (KVPY) is a National Program of Fellowship in Basic Sciences for youngsters.
- 4) Mahindra All India Talent Scholarship (MAITS)
This scholarship is set up to specifically empower students from the disadvantaged sections of our society.
- 5) Scholarship for students for technical education
- 6) For scholarship after 10th, get in touch with your college or institute.
- 7) C. V. Raman scholarship from 'GIIS'
- 8) Rajashree Chhatrapati Shahu Maharaj Shikshan Shulka Pratipurti Yojana
- 9) Dr. Panjabrao Deshmukh Hostel fees refund scheme
- 10) Scholarship for girls in technical courses
- 11) Indian Oil sports scholarship
- 12) Scholarship for Professional courses for minority students
- 13) Central government's scholarship for minority students of Maharashtra

- 14) Maulana Azad National scholarship for minority girl students.
- 15) Scholarship for differently abled students after 10th.
Get in touch with Zilla Parishad Samajkalyan division.
- 16) Scholarship for talented wards of Ex defence personnel.
Get in touch with Zilla Sainik kalyan Adhikari division.
- 17) Scholarship for orphans of Ex defence personnel.
Get in touch with Zilla Sainik kalyan Adhikari division.
- 18) Find out more.

3. Difficulties in 11th standard admission process

Many students face difficulty in applying for 11th standard despite good marks. Students should start preparing a file of their documents as soon as the 10th exam is over. In that file -

For open category

Original mark-sheet (Standard 10th or equivalent)
Original school leaving certificate, Adhaar Card

For reserved category

(SC/ST/VJ-A/NT-B/NT-C/NT-D/OBC/SBC)

Original mark sheet (Standard 10 or equivalent)
Original school leaving certificate
Original caste certificate, Adhaar Card

Special Reservations

- A) Sports
- B) Arts and Cultural
- C) Wards of central and state government employees and private sector employees who have been transferred on and after 1st October 2016 in Pune and Pimpri-Chinchwad Municipal Corporation.
- D) Wards of freedom fighters.
- E) Wards of Defense Personnel.
- F) Differently abled students.
- G) Affected by earthquakes.
- H) Affected by developmental projects.

Original mark-sheet (Standard 10 or equivalent)
 Original school leaving certificate
 Special reservation certificate



Some other important documents

Income Certificate
 Domicile Certificate, Aadhar Card.
 Non-Creamy layer Certificate.
 Caste verification Certificate.
 Citizenship Certificate.
 Nationality Certificate etc.

(Kindly get the latest information about the required documents from the admission center / school or college.)

Assessment (Weightage 15 %)

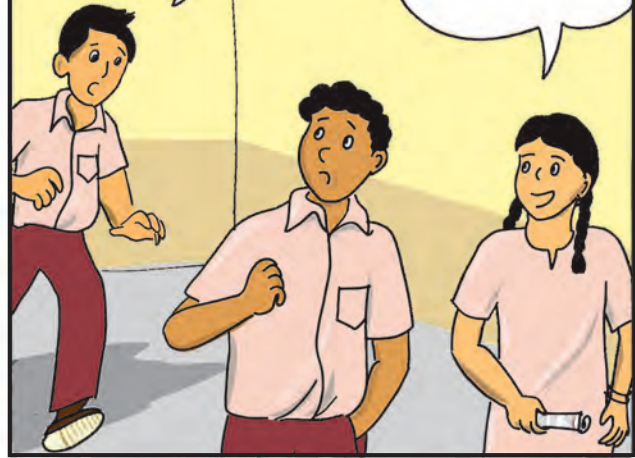
Criteria	Great	Fine	Incomplete	Marks
	Very Good	Satisfactory	Not satisfactory	
Setting SMART goals	Clearly articulated the goals to be achieved after 1, 3, 5, 10 years on the basis of the SMART criteria given.	Articulated the goals to be achieved after 1, 3, 5, 10 years but the SMART criteria was not applied.	Completed the activity vaguely.	
Implementation of the goal statement	Made a plan according to the goal statement and is implementing the plan to achieve his / her goals and keeping a record of the same.	Made a plan but no record of implementation	Did not plan	
Active participation	Participated enthusiastically in all the activities. Completed all activities in the notebook	Completed all the activities in the notebook.	Copied the answers.	

Pratap and Nisha are rehearsing for their concert. Raghav comes in.



What is this? Are you going to sing this song in the concert?

Why? What is wrong?



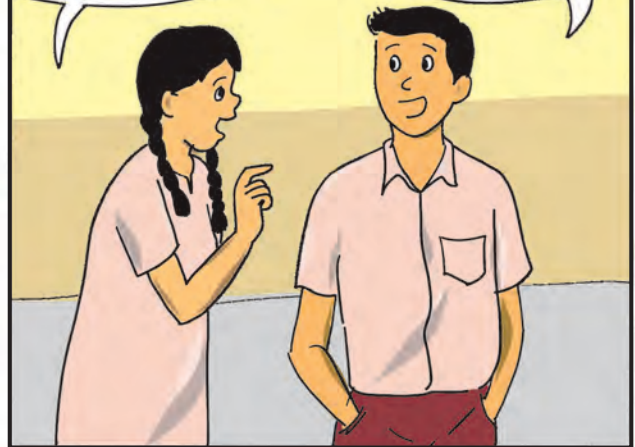
It belongs to a different state ! Can't you think of a folk song from Maharashtra? Are you not proud of our music?

Of course we are Raghav.. but if we discriminate between art forms by labelling them as "ours" and "theirs", we tend to loose out on so many beautiful experiences.



Yes. By connecting with the music of other states, we indirectly connect with the people and their life.

I sort of agree with what you say.. but that would mean our Music is found lacking !



Not at all.. On the contrary, when we connect with other people's music, we tend to understand our music better. We are enriched.



I would go further and say that we should connect with arts from other countries too !! What say?



6

Performing Arts and I



Art begins where words end.

Objectives

1. Students should be able to understand some of the elements that can make drama/theatre entertaining and be able to write its importance in their own words.
2. Get an opportunity to role play nonhuman characters in the drama using their own imagination.
3. Understand that the same dialogues can be used in different context and situations and use their imagination to come up with a few more.
4. Get acquainted to some folk dances and the act of compèring.
5. Explain the importance of dance in human life, in their own words.
6. Practise using all the three elements - space, time and energy in a dance form.
7. Be introduced to different instruments played in different parts of India and be able to appreciate their diversity.
8. Analyse why they like certain kind of music in their own words.

Last year we gained some information about performing arts. This year we shall learn about it in detail.

Drama

Try to remember

1. If the following story has to be dramatized, what do you think is lacking in it? "There was a farmer who used to work very hard to bring up his family. Gradually his children started learning, getting educated, grew up, stood on their own feet and all of them turned out to be good people. The children loved their parents immensely. Thus they lived happily."
2. To perform a character - for example, a poor, old woman - what aspects will have to be considered?

Encourage the students to think about the concepts and ideas learnt last year.

Revise the concepts of conflict, costumes, body language, expressions, voice modulation, etc.

Elements that can make a drama entertaining

1. Set :

The setting or installation on the stage to show the place where the drama is happening and to make the scene more realistic, is called the 'set of a drama'.

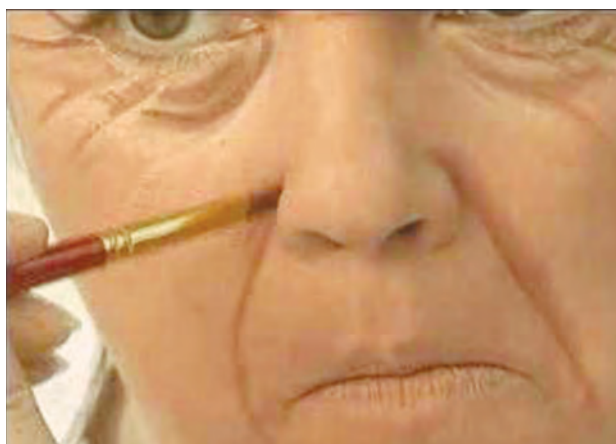


2. Costume and dress :

The costume of the character is decided after considering what the role is, the time period of the drama, traits of the character, genre of the play etc. For example, if it is a historical drama, the costumes and style should be according to the period, suitable for it.



3. Make-up :



Just as the costume of a character is decided according to the part played, in the same way the make-up is also done after considering the character, its age and the light on the stage and to highlight the expressions of the character. If an old person has to be portrayed then the hair can be coloured grey-white. Dark circles may be shown under the eyes with the help of charcoal.

4. Light effects :

Special light effects are used to draw the attention towards a portion of the stage, to show a place or a particular incident. These lights can either be hung at the top on the sides or at the lower side of the stage. For example, to portray night time generally a blue light is used. A special person is appointed to control the light effects on the stage.



5. Background music/score



Many a times music is used to enhance the effect of scenes in the drama. Sometimes the music is played softly in the background of dialogues or it is played aloud when there are no dialogues. For example, sounds of strong wind, swishing of dry leaves can produce an effect to indicate a storm.

Creativity in drama

Various aspects are normally taken into consideration when staging a drama - where is the incident taking place? What period is the drama set? What time of the day is it? Factors of place, period and time are shown with the help of various things. But one must remember that place, period and time need not necessarily be shown in a drama.



Showing different sites/places :

Many times the incidents in the drama take place at different places. It is not possible to show all these places authentically on the stage, thus some imagination can be used to show some of them.

1. Different parts of the stage can be used to show different places. For example, if there are two places like a house and a hotel to be shown, then one part of the stage is set up like a house and the other like a hotel.
2. Different places can be shown on the same stage without dividing the stage by placing temporary props and placards to indicate the place.
3. A place can also be shown without any props or boards, by just the actions, and background music. For example, a person sitting in the park can be shown with the help of actions and sounds in the surroundings.



Let us have some fun

What will you use to show the following places in the drama?

1. Desert
2. Seashore
3. Farm / field
4. A city bus stop

Form groups and give each group a situation / place. Encourage them to think about the setting, background music and light effect.

Showing different periods of time :

Sometimes the incidents in the drama take place during different periods of time. Some are seen to be in the present period, some in the flashback, some are set during the day time and some during night time. Some take place one after the other. Some tricks can be used to show this.

1. A pause can be denoted by using black out between two scenes (switching off the lights on the stage for few seconds).
2. Use of a different coloured light on the stage is one method of showing a dream sequence or a flashback.
3. Incidents belonging to two different time periods can be shown on two different parts of the stage.
4. Bright yellow light is generally used to show day time and dim or blue light can be used to show night time.



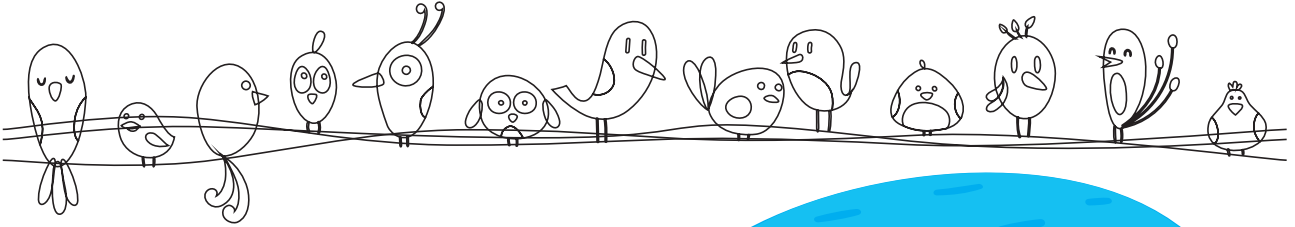
Performing nonhuman characters



Drama topics need not be limited to only human stories but can include any incident which can be dramatized and has a conflict. Some ways to enact other nonhuman characters could be as follows –

1. Depict the character only through dialogues.
2. Birds or animal characters can be depicted by using their sounds in between the dialogues or by showing their typical actions, body language or costume.

Dramatizing Aesop's fables



You all must have read 'Aesop's fables'. What difference have you noticed between these stories and other general short stories?

Select any one story from Aesop's fables. Make use of all of the concepts and elements that you have studied till now and enact or dramatize it. Each group will select a story. Every member of the group must enact some character or the other. If the story does not consist of sufficient characters as per the

Ask the students to recall Aesop's fables. If they haven't read them, they can take up other stories without human characters. Make groups of 6-8. Let every group pick up a story. Arrange for books.

Make groups of students. Assign one set of dialogues to each group. Repeat the dialogues if the number of groups is more. Let each group decide the place, time, characters and context of the dialogues. Encourage them to think about the body language and expressions accordingly. Also let them plan the set, lights, music etc. at least on paper. Each group should perform their dialogues and others should guess the context, time, characters etc.

group's number then the characters in the story could be increased.

Watch each other's performance and instead of finding faults try to articulate what you liked and what you didn't and justify it.

Providing a context to the dialogues

A few set of dialogues are given below. Read the dialogues and think about the time, place, characters involved and other settings for these dialogues. A few students in the group should present the dialogues and others should think about background music, set, lights etc.

Dialogue 1

- 1 : " Why am I the only one to suffer from this? "
- 2 : " It's not so. Everyone experiences this some time or the other. "
- 1 : " What did I do to deserve this disappointment? "
- 2 : " Forget it. Let bygone be bygone. Now try to think what lesson you have learnt from this experience. "
- 1 : " Will that ease my pain? "
- 2 : " No, but at least it will prevent further trouble "
- 1 : " I do not want to get into this again. "
- 2 : " How can you lose hope like this? Have courage. "
- 1 : " It's easy for you to say so. "
- 2 : " You are right, but is there any other alternative? "
- 1 : " Hmm... you may have also gone through this experience at some point of your life,, isn't it? What did you do then? "
- 2 : " I began all afresh. I did not allow disappointment to win me over and I think you should also do the same. "
- 1 : " Yes, I must. Let's try again afresh. "

Dialogue 2

- 1 : " What is the time? "
- 2 : " 12:00 "
- 1 : " Why hasn't she come yet? "
- 2 : " Yes, she is never so late. "
- 1 : " Nowadays in this rainy season you can't predict anything. "
- 2 : " We have been waiting for the past two hours. Are we going to simply sit like this?"
- 1 : " Let's wait for some more time. She may be on her way. "
- 2 : " I am getting worried now. "
- 1 : " Shall we ask someone? "
- 2 : " Whom can we ask? Nobody is here. "
- 1 : " That's true. "
- 2 : " Why can't she be punctual? It has become routine now. "
- 1 : " Yes, last time she suddenly cancelled her plan." "
- 2 : " Then? What happened? "
- 1 : " Then what? We kept on waiting. "
- 2 : " We never complain about anything.. Do you see the result? "
- 1: " Wait a minute... I heard a sound... I think she must have come. "



Dialogue 3

- 1 : " I have made all preparations. "
- 2 : " Where do I keep this? "
- 1 : " Keep it in that corner. "
- 2 : " Shall I keep it vertically or horizontally? "
- 1 : " Keep it vertically. It won't obstruct. "
- 2 : " This is the remaining cash. I got the things at a cheaper price. "
- 1 : " Good, we can use the cash later. "
- 2 : " I wanted the keys, where are they? "
- 1 : " Why do you want the keys? I will open it for you and give it to you. "
- 2 : " OK, as you say. No arguments. "
- 1 : " It's not a matter of argument, the responsibility is on me. "
- 2 : " Even we are capable of doing this work with responsibility. "
- 1 : " It should be visible from your actions. "
- 2 : " OK, don't fight. The work should be done and that is what matters. "
- 1 : " Hmm... "
- 2 : " Oh, God, It's time. Are we ready? "
- 1 : " Yes, I am ready. "
- 2 : " Me too. "



Dialogue 4

- 1 : " What is there in your hand? "
- 2 : " Where? Nothing. "
- 1 : " Nothing? Then why are you hiding your hands behind your back? "
- 2 : " Where am I hiding anything? I have folded my hands behind my back. "
- 1 : " Then why don't you bring them to the front? "
- 2 : " Don't you believe me? "
- 1 : " If you don't have anything to hide, why don't you keep your hands in front? "
- 2 : " I am not hiding anything , why should I show you my hands? "
- 1 : " This is not fair. You first hide something and then pretend to be innocent. "
- 2 : " Now this is too much. I have already said that I am not hiding anything. "
- 1 : " Oh, you mean to say that I'm imagining! "
- 2 : " Yes, you may be. "
- 1 : " Don't change the topic. "
- 2 : " If you don't show me your hands then I will have to come there. "
- 1 : " Have you gone mad? "
- 2 : " Nothing doing, now I must come there. "
- 1 : " Oh no. God help me. "
- 2 : " Oh God! What is this? Why do I have to see this day? "

Role of the director



In the last activity, the dialogues could really have been spoken between any two characters, at any place, at any time in different contexts. You decided the context and other details of those dialogues and performed them. In the same way, when a story a drama is in the written form, then before staging a performance, someone has to interpret it, decide on the emotional shades to be brought out, visualise how the scenes would be played out, decide on how the characters behave, talk, decide which scenes should be shortened or changed etc. This responsibility is assigned to a specific person. He / she is called the director.

Compering

Have you ever experienced speaking on the stage, in front of a mike? How did it feel?

You might have seen a person coordinating an event on the stage or on TV. His / Her job is to announce the next program in line for the audience to know. This task is called as compèring and the person doing it is called compèrer. Compèring has now turned into a full fledged profession.



Let us have some fun

Make a roll of paper and hold it in front of you. Introduce yourself and welcome others as if your are speaking on a mike.

For e.g. "Hello, my name is Swaraj. I welcome you all for the .. "

Dance

Last year we studied how purposefully selected beautiful movements are performed in a proper sequence and in a rhythmic manner to express some emotion in a dance form. This year we shall study in detail some aspects of dance.



Dance in our daily life

Just think of some dance or dance like gestures you come across in your daily life? When? E.g. Players express the joy of victory on winning a match by dancing. We dance in processions. Dance is an integral part of a movie. Dances are performed during gatherings. On hearing a piece of music we tap our feet with the rhythm, a child's toy dances when we wind its key. Can you add some more instances? What can you say about the role of dance in our daily life?

Why do we dance?

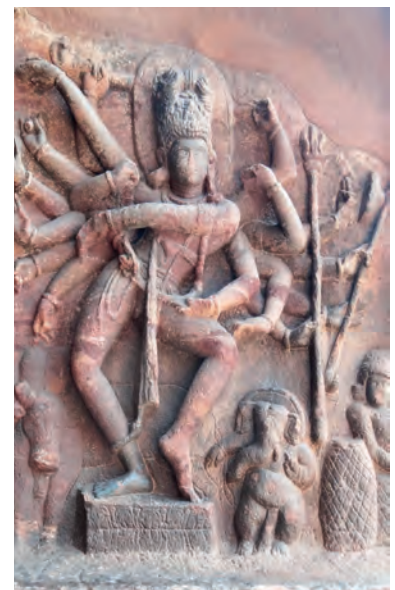
Dance is an integral part of human life. This has been seen right from the primitive era. Whether it is the primitive cave paintings of Spain or the carvings in the caves of Bhimbetka in Madhya Pradesh, dance held a significant place in our life even in those periods.



Similarly we can see the sculptures of the dancing Lord Shiva - 'Natraj' in the temples of Badami in Karnataka which belong to the 6th century and also in the caves of Ellora. All these are proofs of the importance of dance in human life.

Some researchers believe that tribes who gave importance to dance were able to remain united and their social bonding increased. This helped them to sustain through adverse conditions. These dancing tribes were also able to survive in the ice age. So we see this tradition of dance and music all over the world.

Some researchers also believe that the pleasure centres in our brain are activated by doing coordinated rhythmic actions. Not only this, but even watching others do such movements activates the pleasure centres.



History shows that dances were performed on various occasions. Men and women used the medium of dance to attract each other even before spoken language was born. Dance used to be performed even during wars so as to inspire the warriors. After the wars, dance was performed to celebrate victory.



People also performed dance for a good harvest and later to thank God for it. The 'Bhangda' and 'Gidda' are forms of such dances. Dance was also used to appease the Gods and Goddesses.

Types of Folk Dance

In Class IX we studied the types of Classical Dance. This year we will study the types of Folk Dance.

Folk Dance is a dance form performed by specific people in groups on specific occasions.

Balya Dance or Jakhadi Dance

Regions : Konkan and Mumbai

This dance form is performed during the Indian month of Shravan upto Diwali, because a number of festivals are celebrated during this period. This dance form is also seen in Pune, Mumbai and Nasik during Ganapati. This dance is performed in a circle. One / two singers, instrument players and co-singers are seated in the centre of the circle. The dancers dance around these people. They wear Ghungaroo in one foot. The distinct feature of this dance is to tap one of the legs more than the other while dancing.



Adivasi Dance

The Adivasi communities such as Bhilla, Koraku, Thakar, Warli, Katakari, Gond etc. perform dances on festivals as well as on the sad occasions. These dances are named in association with the musical instrument used. They are Dhol Dance,

Tambori Dance, Tarapa Dance. The Adivasis perform the dance by holding hands together in a circle, moving either slow or fast. 'Vari' is a special dance form that takes place among the Bhil community during funerals.



Tarapa Dance



The dance performed on all the auspicious occasions among the Adivasis is Tarapa dance. Warli community is fond of art as well as festivals. Like the Warli paintings, Tarapa dance is also popular. Tarapa dance is performed not only on auspicious occasions or marriages but also during the sowing seasons of rice or ragi over the hill slopes.

Dhanagari Gaja

This dance form is performed by the Dhanagar community. As this community is close to nature, their songs are related to nature. Some of their songs are related to the birth of God Bhairoba. This dance is performed on the rhythm of the Dhol.



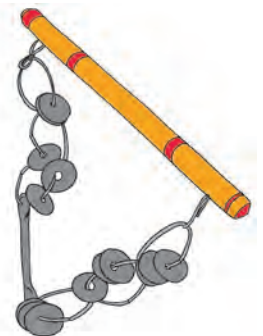
Koli Dance



This is a popular dance form of the fishermen. The men and women from this community perform this dance on festivals and on the occasions of marriage. The rhythm, the steps and the movements are worth watching. The folk songs of the fishermen are equally popular in Maharashtra.

Lezim

This is a dance form expressing heroic emotions. This is performed at gatherings, processions, fairs etc. This is performed on the rhythm of Dhol and Halagi. There are many dance forms within Lezim. There are specific rhythmic movements in Lezim. Lezim is also treated as an exercise for physical fitness. Some schools include Lezim in their physical training.



Difference between folk dance and classical dance

Last year we studied about classical dance and this year we studied about folk dance. Do you find any difference between them? If yes, what is the difference?

Last year we studied that the facial expressions and rhythmic bodily movements are two aspects of dance. In order to perform both these easily, one must overcome fear and embarrassment. It is important to develop control over your body and body movements. Try to carry out the following activities.

Encourage the students to think about the difference between the two, making reference to the last year's book. They may be asked to think on the basis of the following points- origin, rules, place in the society, patronage received etc.

More information regarding this may be searched on internet.



Gestures / Facial Expressions in dance

In order to show appropriate expressions on the face we must have control over our body parts. Perform the following actions -

- Raise both the eyebrows
- Raise only one eye brow
- Horizontal folds on the forehead expressing surprise

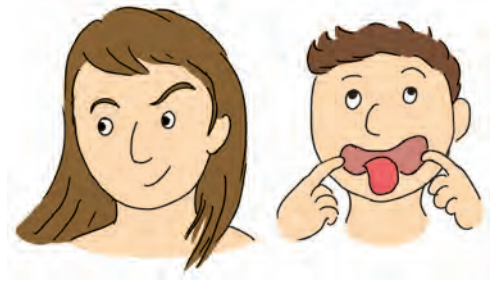
- Vertical folds on the forehead expressing irritation.
- Blow up nostrils.
- Movement of eyes upwards-downwards, sideways and circular movement.
- Stare in anger.
- Make a bad face.

Get the students to make the facial expressions mentioned. Divide the students into pairs. One student from each pair will show some facial expression and his partner will imitate the same expression. The same activity will be repeated by taking turns.



Let us have some fun

Few students should come forward one by one and show the following expressions on their faces. Other students should observe which of their body parts move during this action and write in their note books.



Anger, hatred, pity, affection, happiness, sorrow, body pain, empathy, disgust, fear, surprise, curiosity etc.

The rhythmic movements in dance

Three of the important elements in the western dance are -

- Space
- Period (Time)
- Energy

Space

While performing the rhythmic movement in the dance form, If the performer makes appropriate use of the available space, it enhances the beauty of the performer.



Try this

- With the help of their body, students should form different shapes like circle, rectangle or triangle. This can be done individually or in a group of three or four students.
- Sit down after a high jump at various heights.
- Bend the body forward, backward, circular or sideways.
- Perform different actions with hands and legs and move around simultaneously, in the space available.

The above mentioned activities can be carried out in an empty space or playground or in a hall. Each student must be encouraged to participate in the activity. They must have the freedom to choose the body movements. Only one student or a group of students should carry out the activity at a time to avoid confusion.



Time

The speed of the movements whether slow or fast, or at a certain rhythm enhances the beauty, uniqueness and meaningfulness of the dance.

Try this

- Students should carry out any one particular action in extremely slow, moderately slow, extremely fast and moderately fast speed.
- Now try to do all the above variations while moving from one place to another.

Play a piece of music which is full of energy. Each student must be encouraged to participate in the activity. They must have the freedom to choose the body movements. Only one student or a group of students should carry out the activity at a time to avoid confusion.

Energy

The actions or the body movements done with more energy or with less energy affect the beauty, uniqueness and meaningfulness of the dance form.

Try this

- Students should perform any one particular action with more energy and then with less energy.
- Now, while performing above variations they should move from one place to other in the available space.

Play a piece of energetic music. Each student must be encouraged to participate in the activity. They must have the freedom to choose the body movements. Only one student or a group of students should carry out the activity at a time to avoid confusion.

Application

Set a dance on the given piece of music considering all the three aspects - time, space and energy and perform it. Watch the other performances also. Discuss the presentations on the basis of following points.

- Was the genre of the dance in accordance with the music?
- Was the speed of the actions in synchronization with the music?
- Was there a change in the energy of the actions according to the music?
- Did the actions make appropriate use of entire space available for the dance?

Divide the students in groups of five or six each. One group should choose a particular piece of music for the other group. The other group may plan their dance and choreograph the dance form considering the factors such as, speed of the actions, utilizing the space available, the variety of actions, the force or energy in the particular actions etc.



Music



Let us have some fun

What is your favourite music out of those that you listened to, over the last one year? Why did you like it? Discuss on the basis of the following points.

1. Tune
2. Vocals
3. Instruments used
4. Rhythm
5. Lyrics or words of the song

Discuss with the students of the class. Also discuss all the points mentioned by the students about the music that they liked.

In class IX we have gained the basic information on music. This year we will study the fundamental musical, rhythmic instruments and types of music in India.

Indian Musical Instruments

There are four types of Indian Musical Instruments.

1. String Instruments or Chordophones

Sound is created with the help of strings. These are called string instruments. They are further divided into two types - Plucked Strings and Bowed Strings

Plucked Strings : The strings are touched with a striker or with fingers to create sound. E.g. Veena, Sitar, Tanpura, Sarod etc.

Bowed Strings : The strings are touched with a particular kind of rod to create a sound. E.g. Violin, Sarangi.

2. Cancellous or Aerophone Instruments

The instruments that are played by the force of air or blow of air from the mouth are called aerophone instruments. E.g. flute, harmonium and shahana.

3. Membranophone Instruments

The instruments that have a leather membrane are included under this type. E.g. Tabla, Mrudung, Dholak, Damaru.

4. Idiophones or Ghan Instruments

In these instruments, sounds are created by tapping on them. E.g. Jalatarang, zanj, etc.



Let us have some fun

Listen to five different types of songs. Can you recognize the instruments played in these songs? Note them.

Discuss with all the students from the class. Help the students hear the songs and identify the musical instruments played in them. Maybe it is not possible to identify all the musical instruments but you can always guess.

Instruments according to the geographical region

India is a diverse country. Each state has its own culture. There is also folk music pertaining to each of the regions of India. The musical instruments played in these folk songs are very peculiar in nature. E.g. Lavani played in Maharashtra has Dholaki as one of the most important musical instruments. In the south Indian music tradition, Mrudung or Ghatam has a prominent place. 'Sarangi and Algoza'; a kind of flute is prominently used in the Rajasthani music.

Do you have any more information about such regional music and the peculiar musical instruments?



Let us have some fun

Prepare your own Musical Instrument

Can you build a musical instrument for yourself with the help of containers, bottles, wires, rubber etc? The only important factor is that it should produce a pleasant sound.

Creating an Orchestra

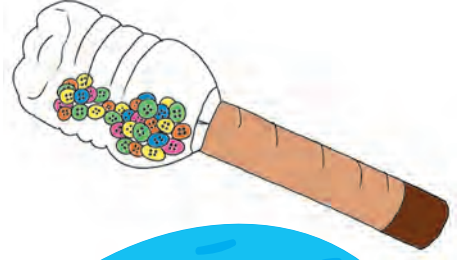
Create an orchestra with the help of all the musical instruments created by you and play a song on it.

Song

In classical music, songs have been composed in different ragas. In order to understand what makes a good song, it is necessary to understand the ideology put forth by the musical experts from ancient times. The main aim of the songs is entertainment so each song must be capable of entertaining. The features of a good song are reflected in the following shloka.

सुस्वरम्, सुरसम् चैव, मधुरम् मधुराक्षरम्
सालंकारम् प्रमाणं च षड्वर्यम् गीतलक्षणम्

Divide the students in groups. Assign one region to each group. The music of that particular region should be made available to the students for listening. In case the music is not available, make use of film songs from that particular region. Each group should listen to the songs and make a list of musical instruments used in that song.



Allow the students to work either individually or in a group as per their choice. Each one should come forward and demonstrate the instruments created by him/her.

Divide the students into groups. Each group is expected to set a song. The presentation of that song can be done in the class or in the school cultural program.

The meaning of this shloka is - 'A good song is one that has the best of the tunes, appropriate emotions and lyrics, pleasant melody and composed in an appropriate raga'.



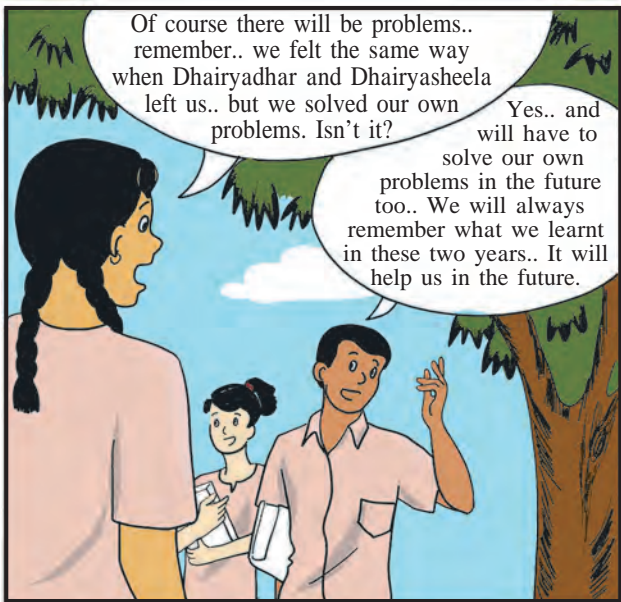
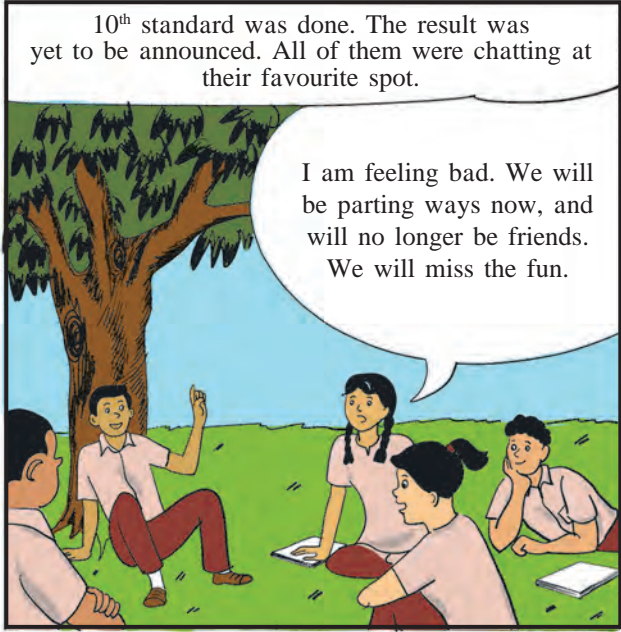
Think about this



- Which of the three songs that you know fall under the category of the above mentioned criteria? Do you agree with the criteria? What will your criteria for a good song be?
- Do you find any difference between the music of the older generation and that of the present generation on the basis of the above mentioned criteria?

Assessment (Weightage 20 %)

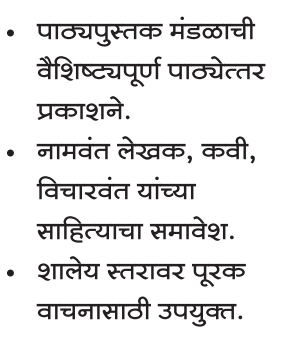
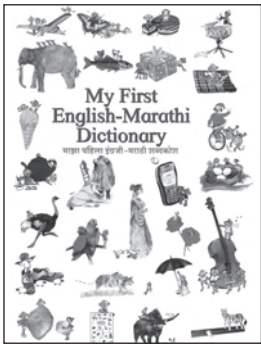
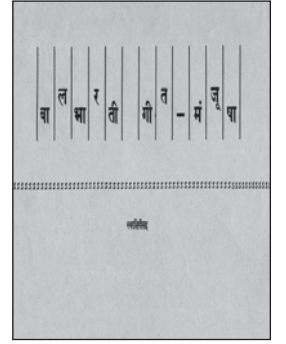
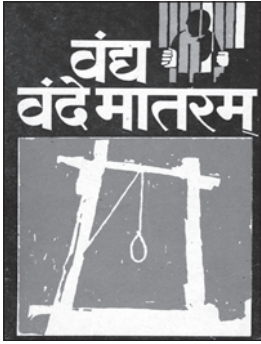
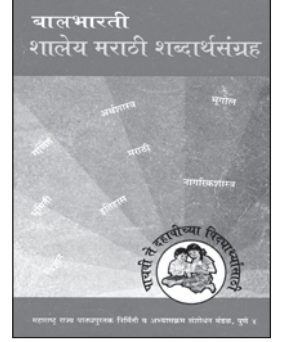
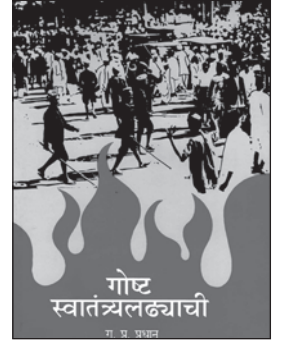
Criteria	Great	Fine	Incomplete	Marks
	Very Good	Satisfactory	Not satisfactory	
Drama Providing a context to the dialogues	Provided appropriate context. Used body language, voice modulation accordingly.	Provided appropriate context but did not use appropriate body language etc.	Only narrated the sentences out of context	
Music Making instruments	Designed an instrument to produce pleasing sound. Creativity was seen.	Designed the instrument but the sound wasn't pleasant on the ears.	Did not design the instruments.	
Dance Dance performance	Put up a performance using the criteria mentioned in the chapter.	Put up a performance using two out of the four criteria.	Used just about one criteria to complete the activity.	



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८. Positive Discipline - Jane Nelson
९. Superiority and social interest - Alfred Adler





- पाठ्यपुस्तक मंडळाची वैशिष्ट्यपूर्ण पाठ्येत्तर प्रकाशने.
- नामवंत लेखक, कवी, विचारवंत यांच्या साहित्याचा समावेश.
- शालेय स्तरावर पूरक वाचनासाठी उपयुक्त.



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