



SELF DEVELOPMENT AND ART APPRECIATION

Standard

9



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.

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Standard Nine



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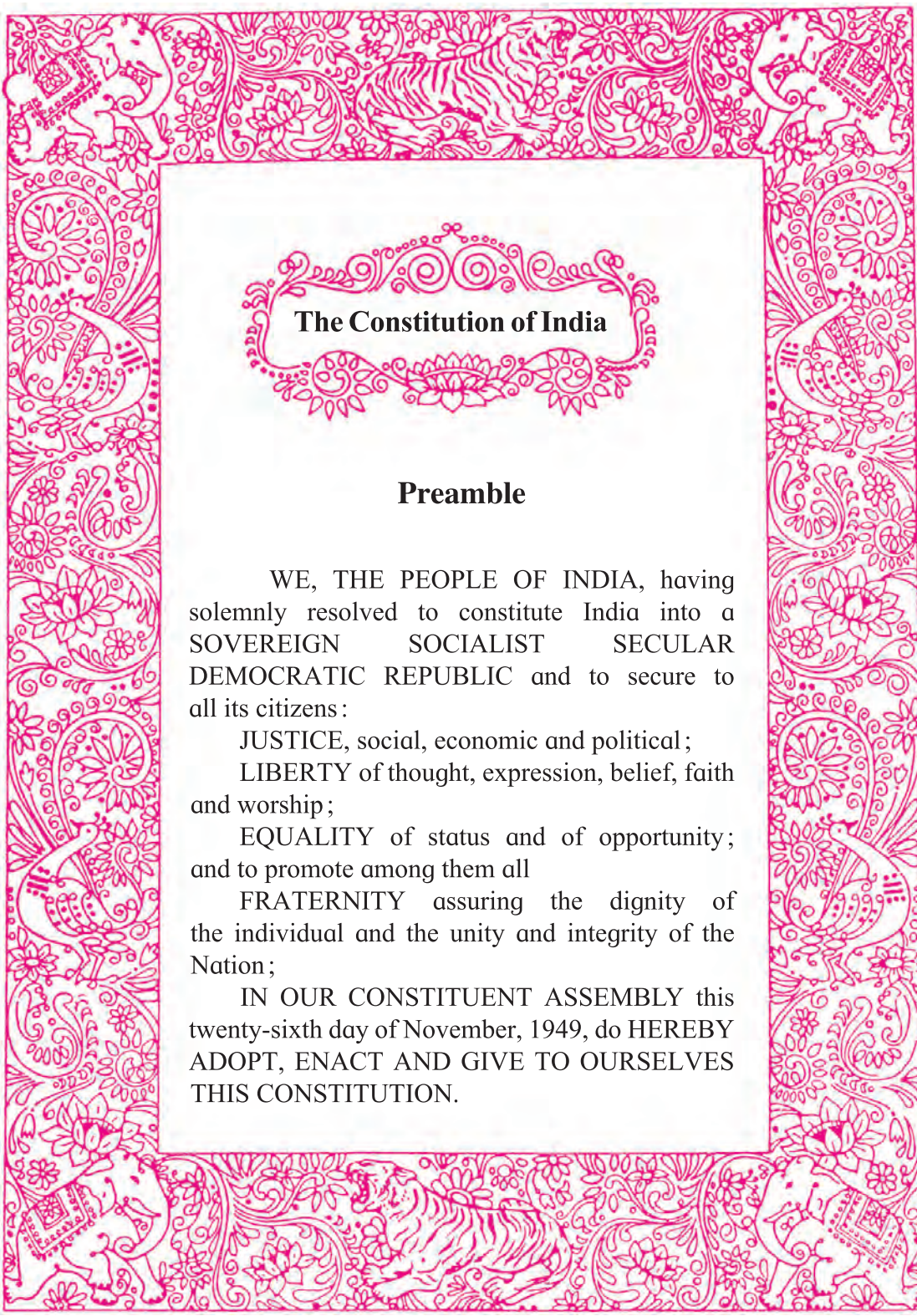
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The Constitution of India

Preamble

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

JUSTICE, social, economic and political;

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

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

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

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

NATIONAL ANTHEM

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

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

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

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

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

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

PLEDGE

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

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

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

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

Foreword

Dear Students,

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

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

Art is an integral part of human life. Art also 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. Use technology appropriately while studying this textbook. This will make the learning process easier.

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

Wish you all the best for a bright future.



(Dr. Sunil Magar)

Director

Pune

Date : 28 April, 2017, *Akshayya Tritiya*

Indian Solar Year : 8 Vaishakh 1939

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Production and Curriculum Research, Pune

Statement of Competencies : Self Development and Art Appreciation

Standard 9th

Sr. No.	Units	Competencies
1.	My Identity	1. Self awareness - Students develop an idea of their own identity. 2. Self management - Students demonstrate the ability to analyze their personal and social strengths and limitations. 3. Accepting differences - Students demonstrate an acceptance and appreciation for diversity in people around them.
2.	Growing Up	1. Self awareness - Students demonstrate an understanding of the changes during adolescence and the risks involved. 2. Coping with emotions - Students demonstrate the ability to cope with the emotional changes during adolescence. 3. Critical thinking - Students demonstrate the ability to analyze everyday situations and make the right choices. 4. Confidence to take a stand - Students demonstrate the confidence to make decisions to avoid risky and irresponsible behaviour.
3.	Values	1. Self awareness - Students demonstrate an awareness of their personal value system and the need to lead a value based life. 2. Self management - Students demonstrate the ability to plan changes in themselves for leading a value based life. 3. Critical thinking - Students demonstrate the ability to analyze their own behaviour in comparison to their personal values.
4.	Social Leadership	1. Social awareness and responsibility - Students demonstrate an awareness of social problems around them and their responsibility towards the society. 2. Empathy - Students demonstrate an understanding of the interdependence in the society and develop empathy for problems related to others. 3. Leadership - Students demonstrate leadership qualities required to start a small social change. 4. Critical thinking - Students demonstrate the ability to critically analyze community change problems and their scope and importance.

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

Sr. No.	Units	Competencies
7.	Growth mindset	1. Self awareness - Students demonstrate an awareness of their own mindset related to their intelligence / skills / capabilities. 2. Confidence - Students demonstrate the confidence to overcome their limitations by thinking through a growth mindset. 3. Critical thinking - Students demonstrate the ability of analyzing their limitations by thinking through a growth mindset to come up with ways to overcome them. 4. Self management - Students demonstrate the ability to plan to overcome their limitations.
8.	Careers	1. Self awareness - Students demonstrate awareness about their interest, capabilities and opportunities available for making a career choice. 2. Critical thinking - Students demonstrate ability of thinking critically and verbalizing their interests, capabilities and opportunities on the basis of objective proofs and facts. 3. Decision making - Students demonstrate ability to choose one interest field from the 7 broad fields available for making career choices. 4. Team work - Students demonstrate the ability to work in teams to explore common career interests.
9.	Art appreciation – Performing Arts	1. Art awareness – Students demonstrate an awareness of different types of performing arts and basic elements in performing arts. 2. Presentation – Students demonstrate the ability to create a presentation using one of the art forms. 3. Self expression – Students demonstrate the ability to express their thoughts, emotions and experiences through performing arts. 4. Creativity – Students are able to think creatively using the basic elements of performing arts and present a performance. 5. Application to real life – Students demonstrate an awareness of the importance of performing arts in human life.

For Teachers

Dear Teachers,

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

Need for the subject :

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

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

Teaching-learning process :

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

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

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

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

Evaluation :

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

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