

SVAPOORNA

YOUNG ADULTS READY TO SHAPE THE FUTURE

A Teacher Manual on Socio-Emotional Learning, 21st Century Skills and Career Awareness for Grade IX and XI Students of Secondary Schools

Socio-Emotional Learning



21st Century Skills



Career Awareness





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With kind regards,

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Message

The assertion made by the widely discussed Kothari Commission Report, “The destiny of India is being shaped in its classrooms,” carries significant educational implications. Likewise, the National Education Policy of 1986 states, “The status of teacher mirrors the socio-cultural ethos of a society, and no one can rise above the level of its teachers”. Hence, it is imperative for teachers to have a thorough understanding of the fundamental elements of the contemporary time and society in which they consistently endeavor to impart education to their students; and enhance their knowledge, thoughts, and practice accordingly. In this context, the New Education Policy 2020 aspires to position India as a ‘Knowledge Superpower’ by 2040. Given that India is a nation of youth, their contribution becomes pivotal for the nation’s growth and development. Therefore, it is inherent in our goals to foster not only education and career advancement but also to cultivate a national character in our youth. And thus, it becomes essential to comprehend and define the expectations, opportunities, strengths, and challenges of young students who, amidst their unique contexts, regularly contribute to school life.

‘Svapooma’ curriculum has been crafted and organized keeping these overarching objectives in mind. It provides students with an opportunity to cultivate healthy and respectful relationships, problem-solving abilities, and to continuously augment their comprehension of self through development of Socio-Emotional Learning (SEL). The aim is for students to become increasingly proficient with relevant skills and education to make responsible choices and establish meaningful goals. A secondary grade student, at the threshold of adulthood, grapples with many intricate and diverse subjects of life such as with the family, society, the world, relationships, or livelihoods. Comprehensive understanding and application of 21st century skills support them in different school disciplines and provides them with a meaningful and creative outlook towards life. To this end, efforts are needed to promote critical thinking, communication, collaboration, creativity, and problem solving among students. As guided by NEP 2020, both Socio-Emotional Learning (SEL) and 21st Century skills education provide holistic, experiential, learner-centric, discussion-based, and discovery-oriented education for students of secondary grades.

The realm of career awareness necessitates comprehending and retaining, for every student, insights into career options and opportunities. This involves understanding factors that influence job options, identification of one’s personal strengths and preferences, understanding the community and recognizing required education and preparation for success. Establishing a secure career path also involves engaging in career discussions that guide individuals toward a practical and successful future. These engagements encompass topics such as planning for future education, developing perspectives for employment, assessing job prospects, and pursuing self-development and training opportunities. All of these are systematically incorporated into this manual with relevant references to the state. Teachers must read and implement this manual that is aligned with school subjects and is a collaborative effort of SCERT and Medha Learning Foundation. This collective effort necessitates their cooperation in effectively addressing and enhancing the multifaceted expectations and requirements of secondary grade students.

With Best Wishes,

Kanchan Verma (IAS)
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INTRODUCTION

Svapoorna: Young Adults¹ Ready to Shape the Future, is an educational program for students 14-18 years old from government secondary schools of Uttar Pradesh. It aims at strengthening student agency² and enhancing their educational experiences with essential concepts of *Socio-Emotional Learning, 21st Century Skills and Career Awareness*, enabling them to be self-directed learners; and prepare for future success in a rapidly changing world.

The program integrates core ideas of Socio-Emotional Learning, 21st Century Skills and Career Awareness from the New Education Policy (2020) with the State Board Syllabus to strengthen students’ current education, future livelihoods as well as health and wellbeing. The curriculum is also guided by ‘*Shoshin*,’ a term from Zen Buddhism that means - a beginner’s mind. It emphasizes viewing the world and learning with an open mind; to approach life with a fresh mindset and not limited by knowledge or existing worldview (source: World Economic Forum, 2019).

Diverse topics in the curriculum are organized such that besides students, teachers have continuous professional development opportunities. The manual views their key role as a facilitator in curriculum transaction and reflection on its relevance regularly. It envisions that, with such experiences and effective peer collaborations, they may be oriented towards sustained application of this curriculum in their schools and develop students amidst their current needs and future expectations.

The manual integrates a variety of learning processes, and the use of specific tools, resources, or media for student support. It consists of 6 chapters each with a Facilitator Note that introduces the given content and informs the idea behind the learning process. Teachers may use this note in ‘any part’ of the session and engage meaningfully with students.

Teachers have 70 school periods to transact the curriculum over the year (approx. 20 periods for unit 1, 30 for unit 2, and 20 for unit 3). Though a broad teaching- learning plan of all units is provided, teachers have the freedom to exercise flexibility to transact their sessions as per their unique classroom or school contexts. This may include modifying some portions of the plan, reducing the number of questions or activities as per the needs of different students including those with different abilities.

Context and Relevance

In today’s rapidly changing world, many global challenges are impacting communities and individuals alike. Over-exploitation of natural resources for excessive profits and varied other human activities are posing threats to the environment; and there are conflicts between countries and regions around the world over limited resources. On the one hand - with the advancements in knowledge, communication and technology there is an evolution of traditional occupations, a wide range of work / employment options including ‘remote working’ are opening; and artificial intelligence is transforming the ways we think and work. On the other hand - the vast majority have limited or no access to the digital economy. The unorganized sector is grappling with lack of sustainable livelihoods, unemployment, social, economic and health insecurity. There are frequent migrations for jobs and safeguards against climate related challenges. The COVID-19 pandemic has further exacerbated these issues and brought back lack of social protection and inequality to the forefront.

Due to knowledge, new scientific inventions, the world has developed and there is progress in the market system. Alongside due to the various socio-ecological-technological changes at the global level, the nature of the world is changing and is affecting everyone. Though many of these situations may seem remote, they have a bearing on all lives whether rural or urban. Secondary school students of grade IX-XII, besides learning to comprehend their age associated development opportunities and challenges, are also confronted by these changing environments. While many of them may lack a computer or other digital resources to meet curricular demands, others with access to technology and the attraction of mobile phones or social media may grapple with limitations of time for play and leisure activities. This way apparently some may not feel the need for socialization. Students are likely to be affected by the vast amount of information from the media on diverse topics including issues like unemployment or inequality, that may be a result of many social changes in the twentieth century world.

Family concerns of marriage of girls and worries for their happy and prosperous future occupations are likely to affect students' minds. Students may lack awareness of courses to pursue careers of their interests and abilities or may have limited knowledge of career pathways. Thus, though there are plenty of career options available for students today, they may not have the opportunity to navigate and relate them with their lives. Further, some may not be able to communicate their career choices with their guardians who have a significant role to play in their education, career and varied other life decisions.

Several kinds of global changes in the distal context have profound and long-lasting implications for young adults' trajectories of economic security, health, and well-being. At this age, they are also continuously re-defining their identity based on their beliefs, assumptions, and their experiences, family and social norms, expectations, distinct roles and opinions. These may influence how they view themselves or their futures. Continuous changes and varied life experiences shape their self-concept and self-esteem and affect their development.

The current 'Svapoorna' program recognizes the effects of the ever-changing environments and the resulting social changes on young adults. Alongside, it also reaffirms that each change around can pose challenges or opportunities for young people's ability to develop and maintain stable, harmonious relationships with self and others. **Thus, though global changes bring about challenges that impact individuals, they also provide opportunities to drive positive change.** 'The youth not only directly experience the outcome of social changes, but they are also the key driver for social change, for better and for worse. Thus, these trends can on the one hand intensify risks and vulnerabilities (e.g., exploitation, radicalization, substance use) and on the other hand amplify opportunities and growth (e.g., learning, innovation, civic participation' (Finkenauer C. et. al. 2019).

Recognizing the interdependent and influencing relationship that individuals and communities have with each other, the current program weaves together the curriculum in two broad themes - Self and Community. Formation of social connections is important for the development of young adults, and this is facilitated in varied social contexts both proximal and distal. Interactions of the youth with their environment and their participation in different activities foster their positive and healthy development. Thus, individuals play an active role in their development process (Bronfenbrenner, 2006). As they develop positive relationships with self, they contribute meaningfully to their communities. In turn, active community engagement nurtures self and provides a sense of belonging and purpose. **Towards this end, the curriculum provides opportunities to students to engage with self and the community by integrating aspects of Socio-Emotional Learning, 21st Century Skills and Career Awareness, and prepares them naturally to shape their future.**

Similarly, acknowledging the importance of 'learning' in a student's life, the program proposes working together with teachers at secondary schools to facilitate students' dispositions to learn both for academic performance as well as responsible actions. **'In this quickly changing information, knowledge, and employment landscape, it is becoming increasingly critical that children learn and, more importantly, learn how to learn'. Education thus, must move towards less content, and more towards learning to think critically, to solve problems, to be creative and multidisciplinary, and to innovate, adapt, and absorb new material in novel and changing fields' (National Education Policy, 2020).** Towards this end, the Socio-Emotional Learning, 21st Century Skills and Career Awareness component of the curriculum support students to learn, to work independently as well as collaboratively; examine content and situations from a critical and creative lens, take decisions and continuously reflect on their thoughts and actions. These efforts also enable them to build up their current education and future lives.

Footnotes

1. Recognizing the continuity of human development and the fact that some individuals will take on typical "young adult" tasks at slightly younger or older ages, 'young adulthood' is the time from adolescence (age 16) into full adulthood (age 30). It is a transitional period of life when people begin to assume responsible roles as productive and engaged members of the community. (source: <https://www.ncbi.nlm.nih.gov/books/NBK284791/>). The words 'young adults' and 'students' are used interchangeably in the manual.
2. In very general terms, an 'agent' is being with the capacity to act, and 'agency' denotes the exercise or manifestation of this capacity. Our reasons and our conscious intentions make a real difference as to how we act (source: <https://plato.stanford.edu/archives/win2019/entries/agency/>). Agency, as in the manual, can be viewed as students shaping their present and future life by taking charge of their learning and initiating thoughtful actions.

Aims and Objectives

With the intent of equipping students with the tools necessary to augment their existing school learning, pursue further education after grade XII, build professional aspirations, prepare for future success in a rapidly changing world, and lead a fulfilling life, the objectives of the current program are:

- To enable students to understand their thoughts and emotions and strengthen capacities for harmonious relationships with the self and the community.
- To foster critical thinking, creativity, collaboration, problem solving and communication skills in students, enabling self-directed learning, informed decisions, solutions, or interventions.
- To equip students with the necessary knowledge and understanding of various career options and pathways, enabling them to make informed career choices that align with their skills, interests, capabilities, and goals.

COURSE STRUCTURE

Integration - Socio-Emotional Learning, 21st Century Skills and Career Awareness

When we think of young adults as ready to shape the world, we visualize them to have hopes and dreams, knowledge and values that are essential for 'life' or more specifically for - academic achievement, satisfying careers, healthy relationships, and civic engagement. An integrated curriculum comprising Social and Emotional Learning (SEL), 21st Century Skills and Career Awareness develops students holistically and prepares them for life and social progress.

'Education must develop not only cognitive but also social, ethical, and emotional capacities and dispositions' (NEP, 2020). 'Socio-Emotional learning is the process through which people acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, show empathy for others, establish, and maintain supportive relationships, and make responsible and caring decisions' (source: CASEL).

Introduction to Socio Emotional Learning in schools serves to cultivate important 'protective factors' that buffer against mental health risks. This happens as students develop caring and supportive relationships with themselves, their family, school, and the larger community. For example, a classroom learning environment that fosters collaboration and communication provides students an opportunity to give and receive support to each other, to share feelings and perspectives, to trust, and to attain academic goals. The process of engaging with the community helps them learn about themselves and their environment; to build positive attitudes about self and others; and develop a sense of belongingness. This environment nurtures their curiosity, interests, and passions and to engage in activities that give them happiness. Programs on Socio-Emotional Learning (SEL) integrated with interdisciplinary 21st Century themes such as Cultural and Global Awareness help students understand and address issues of contemporary life. They are oriented towards Compassion and Citizenship (local and global) and personal and social responsibility. '

The term 21st century skills refer to a broad set of knowledge, skills, character traits that enhance ways of thinking, learning, working, and living in the world. They are considered important to succeed in today's world as students move on to college, the workforce, and adult life with effective civic engagement' (source: UNESCO).

Programs on 21st century skills go hand in hand with SEL concepts and complement and supplement each other. For example, as students engage in learning in collaboration with each other, they not only acquire new knowledge but also enhance their learning skills as well as socio-emotional competence. Similarly, as students learn to relate, they can express their opinions or needs freely and develop effective communication. Development of communication skills in turn enhances their social skills. Thus, integration of skills and their influence on each other continues in various fronts. They facilitate the development of an individual's unique self and orient them towards a life beyond their immediate needs. For example: a creative person is likely to be self-directed and open to collaborations; this in turn facilitates creativity and multi-disciplinary innovation (source: CBSE).

‘Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time preparing them for gainful, fulfilling employment’ (NEP, 2020). Students’ future aspirations and expectations influence the decisions they make as they transition to college and workplace. The opportunities they get have a major influence on their career intentions.

An integrated curriculum blending social-emotional learning with a 21st-century skills-based approach, grounded in the framework of self and community and woven seamlessly into the instruction across diverse disciplines; enables students to explore a range of job options, self-employment prospects, and entrepreneurial possibilities. Career awareness also involves setting expectations, building aspirations and decision making for one’s future. This requires identifying and strengthening personal factors such as interests or values, and aligning oneself with contextual factors like family, school, or the community. Both SEL and 21st century skills help nurture these factors. Besides, they strengthen academics and orient young adults towards engaging with aspects of local or global significance, and other fields of practice. Further, they support students in aligning educational and employment options with their unique self, to visualize a life of economic choices; and to prepare themselves for continuous adaptation in the ever-changing world.

The manual offers students opportunities to evolve into rational and considerate young adults who approach diverse situations with objectivity, engage actively in learning, and possess the essential skills to confront life’s challenges. It enables young adults to look at their future as not limited to a fulfilling career but also responsible citizenship.

“Educate and raise the masses, and thus alone a nation is possible. We want education where character is formed, strength of mind is increased, intellect is expanded, and by which one can stand on one’s own feet” (Swami Vivekananda).

Curriculum Mapping: Manual and UP State Board

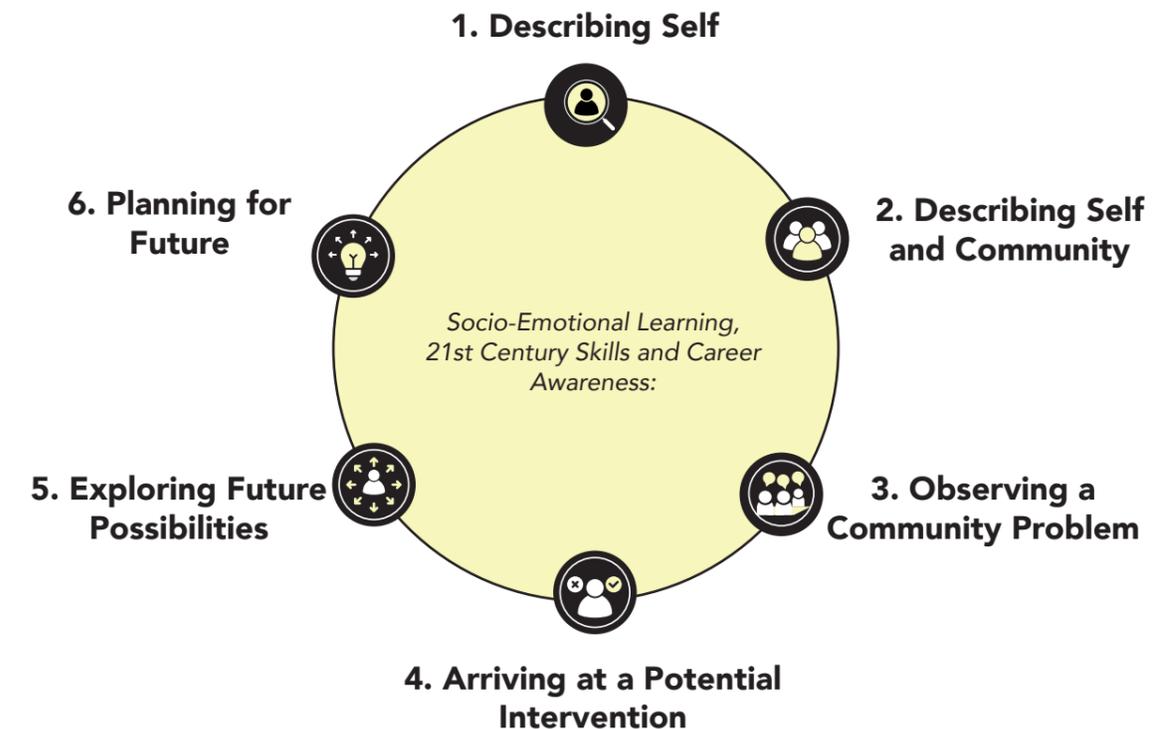
The manual comprises six chapters on Socio-Emotional Learning, 21st Century Skills and Career Awareness built around the theme - Self and Community. Several concepts in the manual are derived from the Science and Social Science (grade IX- X) State Board curriculum. This is done with the view that students’ learning in school will complement learning of concepts planned in the manual and vice versa; both in terms of conceptual clarity and application of learning. Following is a list of chapters of the UP-State Board Textbook that are referenced to develop different chapters of Svapoorna Manual:

The below table needs an alignment such that the last letter X appears in a symmetry

Unit 1:	
1. What is democracy, why democracy?	Democratic Politics, IX- X
2. Constitutional Design.....	Democratic Politics, IX
3. Electoral Politics.....	Democratic Politics, IX
4. Gender, Religion and Caste.....	Democratic Politics, X
Unit 2:	
1. Drainage, Climate, Pollution, Natural Vegetation and Wildlife.....	Contemporary India, IX
2. The story of village Palampur.....	Economics, IX
3. Poverty as a challenge.....	Economics, IX
4. Resources and Development.....	Contemporary India-II, X
5. Water Resources.....	Contemporary India-II, X
Unit 3:	
1. Our Environment.....	Science X
2. Agriculture.....	Contemporary India-II, X
3. Manufacturing Industries.....	Contemporary India, X
4. People as Resource.....	Economics, IX
5. Improvement in Food Resources.....	Science, IX

COURSE OVERVIEW

The following is a broad description of each chapter of the manual as well as a list of core topics:



1. Describing Self

Students explore themselves by reflecting and analyzing case scenarios. They talk about themselves, share what gives them pleasure; and speak about their state of mind and sentiments on certain aspects of their life, their education and family. They identify and express ways to develop self with regards to expression of feelings and emotions, in their capacities to focus attention, in pursuing their hobbies, passions and interests; and working with values. They learn ways to develop self that includes - journal writing, developing relationship skills, meditation, concentration, working on goals and acknowledging family and near ones as a crucial support system.



2. Describing Self and Community

Students explore shared connections and diversity in the community by organizing an exhibition on culture in their classroom. They articulate their opinions and values by observing case scenarios. They identify and express ways of developing self by integrating aspects of the community and active citizenship. This includes- developing awareness of one's community, sharing community feelings and emotions, learning how to form opinions with careful considerations; imbibing values by observations and from the constitution, and reflections; by cultivating a growth mindset and orienting oneself towards initiating community actions.



3. Observing a Community Problem

Students explore the problem of the 'water crisis' that is of global significance. They learn ways of comprehending and developing a perspective on the problem by making careful observations and adopting the idea of 'Learning to Learn'. They learn about systems thinking - an approach to problem solving along with critical thinking, communication and collaboration. They practice this approach by working alone, by actively contributing to the team's efforts in synthesizing varied interpretations and arriving at informed decisions. They disseminate gained knowledge to a larger group using different forms of communication including technology and the arts.



4. Arriving at a Potential Intervention

Students identify and understand a real-world problem by careful observations, brainstorming and adopting the idea of information literacy. Further, they orient themselves to addressing the problem by adopting a systematic approach to problem solving that includes- collecting and organizing data, designing an intervention, implementing ideas in the field, and addressing a situation that matters to their immediate community. They combine creative and collaborative efforts to address a situation and arrive at ideas, processes, or products as an outcome. They reaffirm values of empathy, compassion and citizenship and practice making effective communication with their small team and community members. They also learn to relate themselves with adaptive and flexible thinking and entrepreneurial mindset.



5. Exploring Future Possibilities

Students orient towards their futures and their aspirations by revisiting occupations in their family and neighborhood, by examining case scenarios and identifying relatable role models around them. They meet people, interview them, and express their curiosities. They learn how to formulate and ask questions and gain awareness of their valuable experiences and career journeys. They explore a variety of career options by examining career clusters and articulate what they like about different careers around them as well as in the world. They begin to relate careers with their interests, values, skills, and other character strengths and strengthen awareness of self. They also imagine engaging in a variety of work in their future and visualize a probable future for themselves. They affirm the importance of various kinds of jobs and occupations including volunteering and orienting oneself towards active engagement with self and the community.



6. Planning for Future

Students express preference to a few career options or career clusters based on their exploration of a variety of employment opportunities and by aligning those with their own self. Further, they explore various websites to understand pathways to approach their preferred careers. They set goals and develop action plans to achieve them. They articulate challenges in pursuing goals, engage with a tool of circle of influence and learn ways of working on their challenges. This includes their exploration of schemes and measures of the Government and civil society that facilitate them to pursue their education and career goals; and valuing the importance of family as a dedicated support system in every aspect of their lives.

TEACHING – LEARNING APPROACH

Each chapter of the manual contains a **Facilitator Note** that introduces the given content and informs the idea behind the learning process. Teachers may use this note in 'any part' of the session, i.e., to commence the class, during an activity or a consolidation at the end; and engage meaningfully with students. The chapters also state expectations from students with **Specific Instructions and Guidelines** for different tasks. Following is a broad description in which the manual is structured:

1. **Course Duration** : 70 school periods

2. **Content**: Certain concepts and skills are introduced gradually across chapters in the manual enabling iterations and meaning making over time. For example, the idea of **Citizenship** though may be emphasized more in one chapter, can also find their expression in other chapters in different measures. Similarly, **Reflections** as a key process of learning is a common exercise across all chapters but may vary in nature and scope as per the concept or activity proposed in each unit. Students are expected to use their diary for reflections, to revisit it repeatedly as they proceed with different chapters and, read and share their reflections to advance their learning or understanding.

3. **Resources, Tools and Learning Environment**: The manual integrates the following aspects for engaging with students and facilitating learning:



Individual and Small Group Work: The manual provides students tasks and time to work alone, to organize ideas or thoughts and advance their learning at their own pace. Working alone helps students direct their own learning, manage time, and cultivate a sense of responsibility. It helps them think, problem solve and align content with their individual strengths and experiences. **Silent Reading, Note Making and Reflections** are examples of processes in the manual that support students in working alone. Besides, **Collaboration and Communication** are approached as a tool to learn across all chapters. Towards this end teachers may emphasize an inclusive classroom where students work in diverse groups and express their thoughts and ideas freely; they interact with each other and with the teacher and strengthen existing bonds and social skills. When students work in a small group of 4-5 peers, they acquire diverse perspectives, ideas and enhance their communication skills. They learn to value the contribution of their peers.



Reading and Note Making: Reading is an important process to acquire knowledge and develop understanding of a problem or a situation. The manual integrates texts such as **Articles, Case Vignettes or Scenarios, Case Studies** and **Cluster Tool** to encourage students to analyze, evaluate, and synthesize information; to identify and use relevant information, to make notes, develop skills to research and to imbibe independent work habits. Reading subject matter beyond textbooks opens many possibilities for students such as to nurture their interests on diverse topics, to stay informed and inculcate a love for learning. **Reading along** with **Note Making** are important self-study skills.



Writing, Sketching and Coloring: Writing helps students articulate their thoughts and ideas clearly, to organize and structure thoughts logically and to make coherent arguments or explanations. The manual provides opportunities to students to summarize, paraphrase, or synthesize information and to deepen understanding. It encourages them to **Draw, Write Letters and Appreciation Note**, to express their ideas with imagination and to connect with each other emotionally. Students can **Draw** and **Color** as much as possible during their written tasks like the diary.



Diary or Journal Work: Diary or Journal can be viewed as a tool to learn, to document work and reflect upon learning and experiences. Besides written expressions, use of arts in diary enhances students' emotional and creative self. Two broad ways in which students may be facilitated to use the diary are: (1) To plan or **organize one's thoughts** prior to an activity like a discussion; and (2) To consolidate **one's learning** after an activity like a class exhibition or a fieldwork. Each diary has some points or questions for students to respond to. In certain places, their diary is in the form of a letter writing exercise or writing short paragraphs, summary of a group discussion and so on. **Students may be encouraged to use their time at home to complete their diary entries regularly and to draw and color as much as possible.**



Conversations and Acting: Engaging in **Group Discussions, Narration, Interviews, Large Group Sharing, and Presentations** are some ways of verbal expressions integrated in the manual. They provide opportunities for students to engage in a dialogue, to ask questions, to exchange views and opinions. **Role Play** and other **Art Forms** encourage students to express their work and thoughts creatively. As students get opportunities to share their work, they learn to structure their content as per the audience. Listening to each other and engaging with other's work brings inclusivity in their work; and feedback refines their abilities to speak, and to think further.



Projects and Field Work: Setting up exhibitions in the classroom and engaging with community problems provides students opportunities to relate with natural materials, artifacts, and people. **Pictures, Charts,** and other **Displays** provide visual experiences to comprehend complex concepts. There is creativity and innovation as students synthesize information for presentations during an **Exhibition** or after **Field Work**. With project-based learning, students see the impact of their efforts on others. They get opportunities to use varied skills like research, design, public speaking, and organization, and to learn deeply in natural and social environments.



Videos and Online Tools: **Videos** provide multi-sensory learning experiences and facilitate engagement of students with abstract ideas. **Websites** offer access to a vast amount of information for them to explore, to navigate through tools and materials as per their preferences and at their own pace. Familiarity with online tools, and **Information Retrieval** are some skills essential for success today. In this respect, the manual encourages students to use technology to collect and organize information, to make effective **Presentations** of their completed **Projects** or field work and to engage with an audience in creative and interactive ways.

4. **Teaching - Learning Processes:** Every student-teacher interaction begins with greetings and welcome. Besides, teachers are expected to share objectives and broad teaching-learning plan of the entire chapter with students, encourage them to ask questions on it and to understand what they are expected to do and why.

All chapters incorporate three interrelated steps of session facilitation. Though they are built as three distinct sections, students have the freedom to skip 'certain' portions e.g., in 'Connect' and proceed to the next step that is 'Develop' and to come back to 'Connect' and complete their unfinished portions as they get a greater clarity on their expected work.

- **Connect:** The chapter begins with an activity 'Connect' that is intended for students to relate the topic with their previous experience and to develop a mind map for further work. It is important to remember that 'Connect' is not an end. It is intended to evoke curiosity in students and to get ready for learning or a specific task.
- **Develop:** Building on the previous step, teachers facilitate students' learning by a deeper level of engagement with concrete learning experiences. 'Develop' is intended for students to learn something new or to add to their existing knowledge base by exploring or trying out ideas by reading, thinking, or working with each other in a project. This also involves their sharing of completed work with each other and to elaborate, synthesize and reinforce ideas, and their learning continuously. This sharing allows students to reflect on their own understanding in the light of varied perspectives of their peers. They use a diary throughout the session and record their developed ideas or concepts.

- **Consolidate:** At the end of each unit, teachers may encourage students to sit in a large circle and reflect on the topic, learning processes and their experiences. For this, it is important that students complete their previous two step tasks including their diary. In this final stage 'Consolidation', students are also expected to evaluate their learning and to identify ways of application of learning in different contexts. It is important to note that though each chapter ends with a consolidation exercise and enables moving forward to another chapter; students are expected to revisit their previous chapters repeatedly and to strengthen their learning in an ongoing manner. For example, students' goal setting is not a onetime effort as it keeps on enhancing with different units.

5. **Assessments:** All chapters emphasize arts and writing work. Teachers may use these and other responses as evidence of student learning. Besides, it is important that they acknowledge and maintain a record of **students' efforts, participation, and work completion**, and track their progress in a continuous manner. Teachers may also encourage students to track their own progress by engaging with their diary during 'recap' exercises and to see their journey of learning unfolding from day one to the last day of the program.

TEACHING -LEARNING PLANS



UNIT I SOCIO- EMOTIONAL LEARNING



“ I used to experience joy when conversing with my father.
But now I am unable to communicate with my father
as I once did, without knowing why.
When he dropped me off at the school gate today,
I sensed something unspoken in his eyes.
As I entered the school and turned back,
I saw him still standing there,
silently watching me. Why didn't he say anything?”

My diary today.

Chapter 1 DESCRIBING SELF



OBJECTIVES

- ✓ Students share their passions and interests
- ✓ They express their feelings and emotions
- ✓ They identify their strengths and areas of development
- ✓ They practice ways of developing self

RESOURCES REQUIRED

- A Diary / Notebook
- Case Vignettes
- Video
- Pen, Pencil and Crayons
- Slide Projector / Smartphone

In chapter 1- students begin a journey of self-discovery, of knowing themselves and to appreciate self. They have opportunities to speak about their life and to be heard. They learn about themselves as students and family members and are oriented towards thinking about and taking actions on self-development.

The 3 steps of teaching-learning and 5 lessons in chapter 1 are:

I - CONNECT

1. Introducing myself

II - DEVELOP

2. What do I like and enjoy?
3. How do I feel? What are my emotions?
4. What are my strengths? What more aspects do I desire to see as my strengths?

III - CONSOLIDATE

5. Recap and moving ahead

I - CONNECT

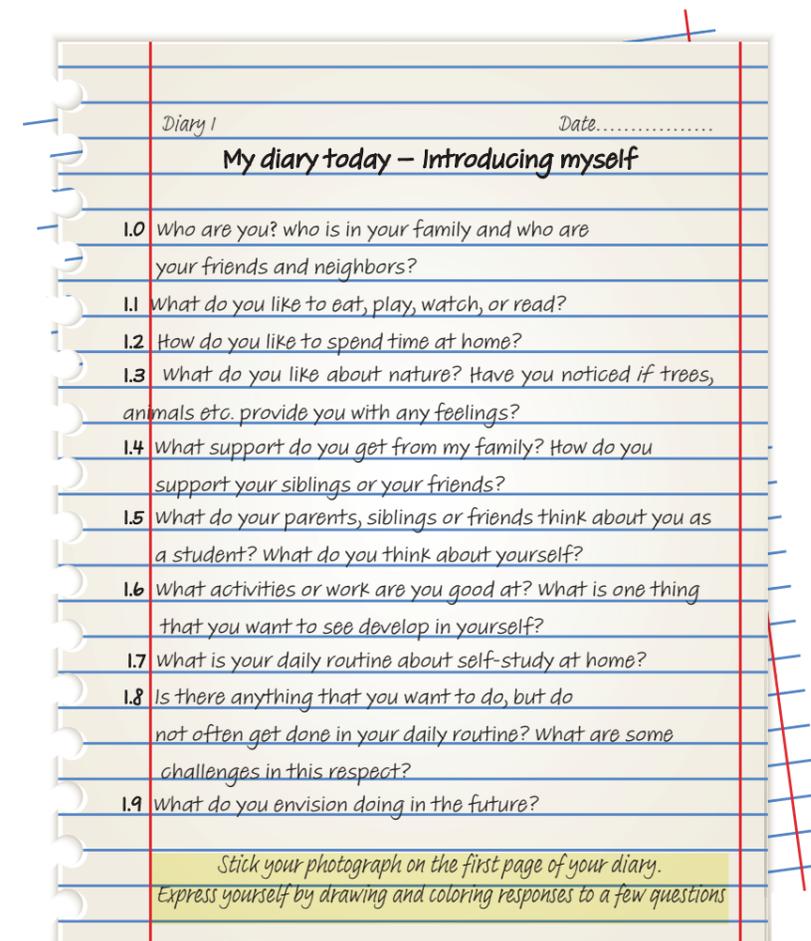
1. INTRODUCING MYSELF

Students, a diary, or a journal is an effective way of expressing our feelings, emotions, and thoughts on our varied experiences. We can use it in many ways - to plan our daily events, in making notes or recording our observations or reflections on our learning and experiences. We can also use it to organize our thoughts and prepare ourselves to speak before a large group discussion. Besides writing, we can express ourselves by drawing and coloring in our diary.



Diary

Introduce yourself to others by writing or drawing in your diary.





Large Group Sharing

Choose any point as per your liking from your diary and share it in the class. Listen to each other as they share any aspect of their diary of their choice. You may decide to do this sharing either by reading your diary entry, exhibiting your artwork, or expressing yourself through actions or gestures. For example, you can role play what you think about others and what others think about you.

Remember: You are introducing yourself to others and may want to tell them something that they may not know about you. If you do not want to share certain things with others now, it is okay.

Facilitator Note:

- **Support Systems:** We play many roles in our lives as students, siblings, daughters, sons, or friends and our descriptions of self are complete only when we relate ourselves with others including nature. **Family, friends and neighbors are a dedicated support system as they provide us with opportunities to interact, a sense of security and comfort.** Similarly, being in nature generally enhances pleasant feelings and makes us feel better emotionally. It increases our ability to pay attention and to have a greater focus on different tasks.
- **Self-Development:** While we gain varied experiences through interactions in family and society, we are also influenced by societal norms, expectations, distinct roles, and opinions. **We tend to form an understanding of self, based on these varied contexts around us. In this respect, it is important to think about 'our thoughts and feelings' and identify aspects that we can develop in us, or we want to develop in us.**
- **Diary or Journal Writing:** It is important to remember that our understanding of self keeps on changing and we need to continuously develop our view of self. This requires 'exploring self' and learning ways to 'develop self.' **One way of developing self is – Reflections. We can do this making diary entries and expressing our ideas, thoughts, feelings on our learning, experiences, and our goals in a continuous manner.** Today, we started expressing ourselves through our diary and large group sharing. Reflections need not always be done alone. When we share our reflections with each other, we enhance our own perspectives, we think about our own thinking too. Besides, we learn to recognize connections between us and others.

II – DEVELOP

2. WHAT DO I LIKE AND ENJOY?

Students, now that you have introduced yourself to your peers, let us be introduced to Mohan. Let us learn about Mohan and see what he likes to do, how his near ones pursue some hobbies, passions, and interests and how these give them happiness. Let us see how they create and spend a considerable amount of time engaging with their interests and passions in diverse ways such as by reading. As you go through Mohan's case vignette, think about your interests and passions, and relate with them.

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CASE VIGNETTE- MOHAN

Mohan loves music and dance. As soon as he hears some rhythmic beats, his feet start shaking and his hands automatically make some dance movements. Along with this, he also likes to cook and keeps learning new recipes while helping his mother in the kitchen. He loves to collect information on music, dance, and cooking. Mohan's mother likes animals, and she regularly feeds street animals, and his father likes to visit unfamiliar places. Mohan's sister likes to study ants and bees and one can find her watching them for hours. Besides, she loves to collect old coins, stamps, dry flowers etc.

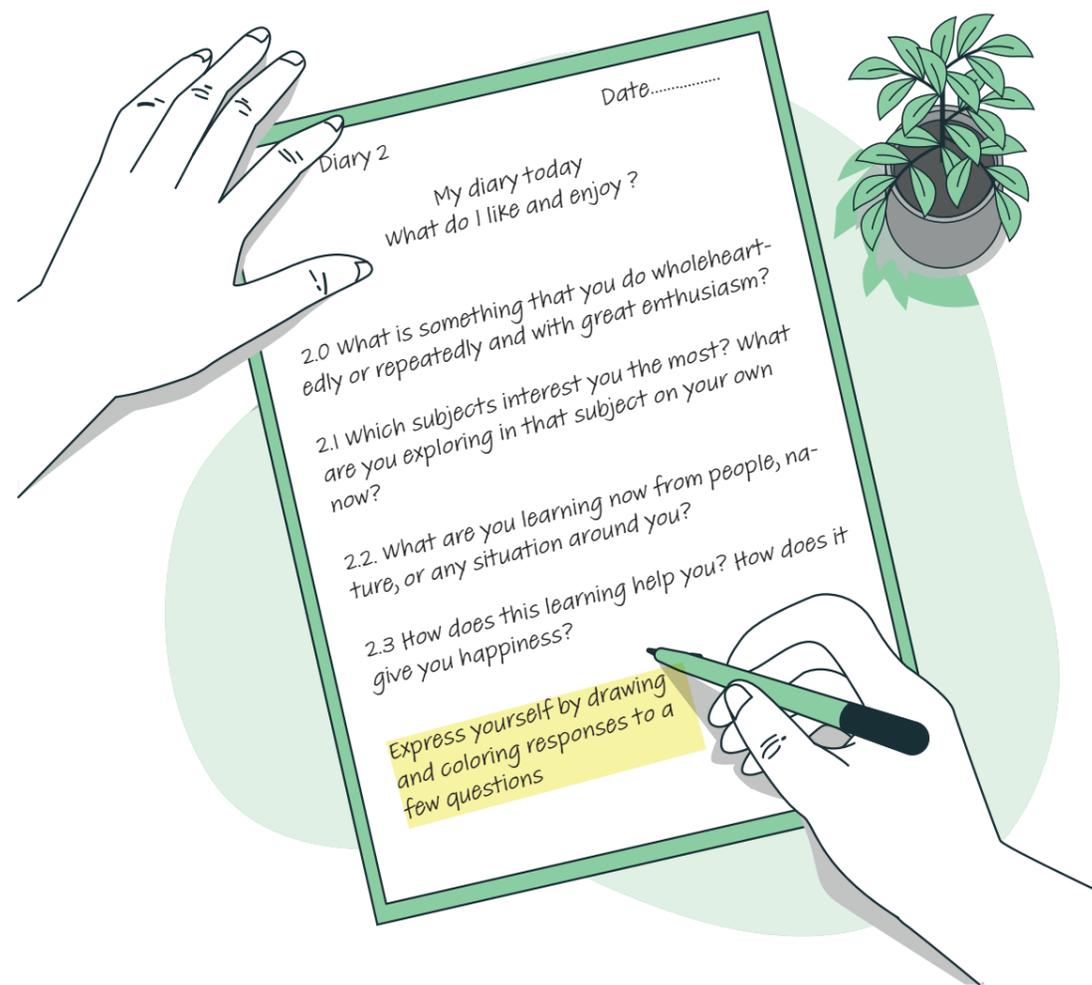
Mohan's friend Lata has a special interest in sports. She spends a lot of time playing, watching, and learning about diverse types of sports. During her free time, she helps her father with embroidery work and likes to learn about modern textile designs. A few neighbors of Mohan like solving crossword puzzles in newspapers and going for long walks in the morning. Mohan's friend Shamim is interested in various kinds of ideas like 'what do animals or birds think about human beings.' He is curious about many things and loves to watch stars and rainwater. He spends a lot of time flying kites and playing dholak.



Letter Writing

Students, now write a letter to your class based on the points given in the table. In the letter describe what your hobby is or what you are passionate about. Share your interests and say what you do to know more about things that excite you. Think about your free time as you write this letter and share your happy moments.

Remember, if you have not completed your previous diary, you may do so now. Keep completing your diary by writing and drawing regularly.



Large Group Sharing

Display your letter on your desk. Go around and read each other's letters and learn what gives them happiness. **Thank** everyone after reading their letters.

Facilitator Note:

→ **Hobbies, Passions, Interests:** A hobby is something that we engage in our leisure time, and it may be related to our interests. Passion refers to an intense feeling of enthusiasm for something. It is something we love to do consistently. Interest is a feeling that leads us to pay attention to something or someone like learning about plants or math puzzles (source: Merriam Webster). **One way of developing self is to pursue a Hobby or an Interest.** We can associate hobbies, passions, or interests with certain skills like reading, authoring poems, swimming, cycling, drawing, playing carrom, planning for exams and assignments, completing projects on time, practicing yoga, or teaching something to others, solving day to day problems at home or in school etc.

→ **Time Scheduling:** How we spend our leisure time on positive activities is crucial for our health and wellbeing; it lowers stress, and we work well. If we think we are not pursuing any hobby now due to lack of time, remember we can always restart. Just think about what you loved to do earlier and start that again. **One way of starting or restarting a hobby is to schedule time during your week and weekends for it.** While time scheduling is important, do not overschedule as it will make it feel more like work and less like fun.

Remember - do not pick a hobby because it will help you at work; but because it makes you happy!

3. HOW DO I FEEL? WHAT ARE MY EMOTIONS?

Students, we are happy on our birthdays or during our games period. Some people are happy when they pursue a hobby while some find happiness in helping others; and some by doing simple tasks like making a cup of tea for their guests. We have many happy moments in our lives where we feel on top of the world or are cheerful, joyful, elated, chirpy, lively, delighted, glad, jubilant, pleased, playful, light and so on.



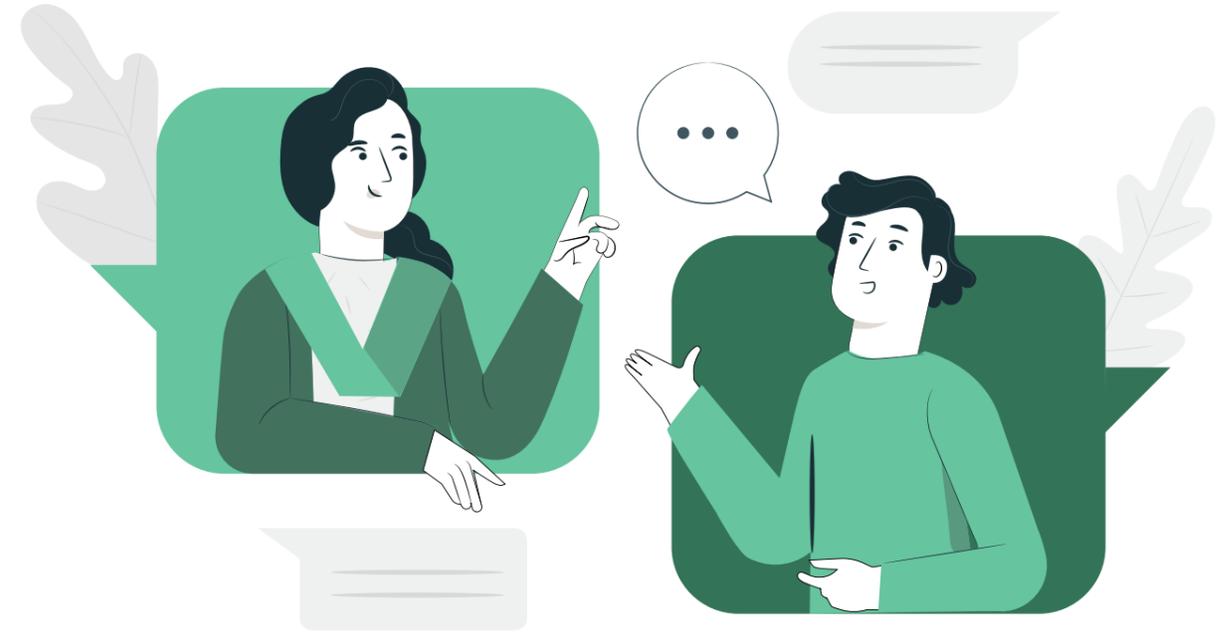
Diary

Draw, color, and express a happy moment of your life. Share it with others and observe other's artwork too.



Students, not all days are the same and we do not find ourselves in a state of excitement all the time. We all go through moments when we feel sad, angry, disappointed, miserable, sorrowful, gloomy, heavy-hearted, low, worried, uneasy, and so on. There are many reasons for such a 'not so happy' state of mind.

Let us explore one such reason today by recalling an experience that you may have had with your classmates or any member of your family or neighborhood. It may have occurred in class as you were engaged in group work or play with others. When we work with others or in team tasks, it is expected that we extend support to each other and express ourselves genuinely. But many times, we are not able to focus on the task and are easily distracted by some thoughts or feelings. At times we feel that we want to say something but are not able to do that. We find it difficult to receive or give feedback. We may also find ourselves in a situation where we are not able to listen to others and are just trying to put forward our own views. We may not be able to express ourselves in a focused manner and our thoughts might be wandering here and there. Sometimes, such situations lead us to conflict as people around us may not be able to comprehend what is happening or to understand what is causing this discomfort. Our loved ones begin to lose interest in us.



Narration

Form groups of four and share such an experience when you felt that you had a tough time maintaining a relationship with someone close to you – your parents, siblings, friends, or neighbours. Think about the situation when you used to be happy spending time with them, but then you stopped talking to them you gradually grew distant from them and were in a conflict. You stopped maintaining eye contact with others and experienced intense feelings and emotions of unhappiness.

Narrate the incident along with its causes, share your experience with each other along with your feelings and emotions like – anger, sadness, envy etc. that you experienced that time. Also share the bodily reactions you experienced. e.g.- when you are angry- your eyes appear dull, your face is flat, and you exhibit varied facial expressions, gestures, or body movements. It is important to do the narration along with these expressions as this helps you reflect on the reasons behind your actions. For example, you will be able to state that you were behaving in a particular way, or the other person behaved in that manner because of envy or jealousy.



Diary

Fill up your diary or notebook after you have narrated your experience. Remember to complete your previous diary regularly if you have missed it.

Diary 3a Date.....

My diary today
How do I feel and what are my emotions?

3a.0 What was the situation that you experienced some time back and that you shared today?

3a.1 How did you express yourself during that emotional state?
For e.g. Did you shout or stopped talking with others?

3a.2 What was causing you discomfort at that time? For e.g., Did you feel that someone was not listening to you during a discussion?

3a.3 Did you realize the reasons behind your expressions? For e.g., Did you later feel that you were shouting because you were jealous, angry, anxious, or disappointed?

3a.4 Did you notice the emotions of the other person at that time? For example, did you notice the other person panting or not speaking at all? Or did you think anything about the other person after that incident?

3a.5 How did you come out of that situation? For example, did you go to that person's house and try to talk to her, or did you divert your mind by running or exercising?

3a.6 Do you play every day or do Yoga? If not, would you like to plan to spend at least 20 minutes on it now.

Express yourself by drawing and coloring responses to a few questions

Facilitator Note:

→ **Feelings, Emotions and Thoughts:** Emotions are temporary, they come and go. No emotion is good or bad; it is the way we express them or react to certain situations that makes a difference in our lives. Feelings can be strong, weak, or somewhere in between. They can be positive or negative, both normal and changeable. Our actions are governed by our thoughts, and it is important to acknowledge normal feelings or thoughts that we all have - like jealousy or hatred. As we realize this, we can understand the reasons for our actions or behaviors. We learn self-acceptance.

○ **Empathy:** Besides our own emotions, it is important to recognize and relate with the emotions of others. This empathy builds on our emotional self-awareness. (Goleman, 1995). When we are in an intense emotional state, we often do not see things from another's point of view and sink in our own thoughts or feelings.

○ **Relationship Skills:** It is important to contribute to a positive self in us and others around us. **One way of developing self is to build Relationship Skills as it facilitates working and learning effectively with others.** This involves working on following aspects:

- Listening to others without interrupting or reacting
- Expressing our genuine feelings, opinions, or views; and providing feedback
- Supporting others or cooperating in different learning tasks or games etc.
- Taking the initiative in resolving conflicts mutually with a small conversation

○ **Meditation and Concentration:** At times, we may find that we cannot express our feelings and emotions effectively, we overreact or have difficulty in speaking without raising our voice. We are also not able to focus our thoughts and many times these prevent us from making positive connections with others. They also lower our self-esteem. **One way of developing self is to focus attention and strengthen our emotional response through Meditation and Concentration.** Practicing meditation helps calm our mind and body and maintain focus. Just as nature increases our ability to pay attention and focus on different tasks, concentration exercise also helps us focus our attention on our work or activities (like studying, conversations, walking etc.) without getting distracted by external factors. It involves being mentally and physically present.

**Meditation**

Do a simple 10-minute breathing exercise. Breath normally, gently focus attention on the sensation of breath, slowly in and out. Practice it now and repeat it regularly.

**Concentration**

Watch a video and practice concentration exercise now for 10 minutes.
<https://youtube.com/watch?v=29mQoIV5m4Y&feature=share> / QR



Remember: Meditation and concentration exercises need to be our way of life and not just to reduce stress

4. WHAT ARE MY STRENGTHS? WHAT MORE ASPECTS DO I DESIRE TO SEE AS MY STRENGTHS ?

Students, so far, we saw that we can develop ourselves in 5 ways:

Five Areas of Self Development:

A. In expressing our ideas, thoughts, feelings, experiences. This can be done by maintaining a Diary or a Journal, and by Large Group Sharing.



B. In pursuing passions and interests. This can be done by Time Scheduling.



C. In building relationships skills.

This can be done by giving time to listen to others, by expressing ourselves genuinely, by supporting others and sorting differences mutually.



D. In our capacities to focus attention and strengthen emotional response. This can be done by practicing Meditation and Concentration exercises.



E. Inculcating and working with values. Values are the basic and foundational beliefs that guide our actions. They help us learn and work effectively as students and are important in all aspects of our lives now as well as in the future. *The fifth way of self-development involves working with values.*



Silent Reading

Read and think about the following values by relating them with your day-to-day life.

- 1. Hard Work:** putting a lot of effort and care into work. When we work hard, we feel satisfaction, and this enhances our wellbeing.
- 2. Integrity:** being honest and working with a strong moral principle. It is important to be true in each work that we do.
- 3. Respect:** acknowledging that all people have the right to hold their own beliefs, opinions and make their own choices. It is important to remember that everyone has different life experiences and backgrounds and what they speak or do has an important meaning in their lives.
- 4. Punctuality:** by observing class time, assignments or attending an event. This helps us to cooperate and value other people's time.
- 5. Cooperation:** working effectively and respectfully with diverse team members. This is important and helps us to learn and to build relationships.
- 6. Responsibility:** doing things that we are supposed to do and to accept the consequences. For example - completing our assigned tasks and not blaming others if the task does not go well the way it was intended to be.



Small Group Work

Divide yourself into groups of four. Try forming groups of classmates who sit next to each other or walk home together regularly. Take two blank pages and sign your name on both.

a. On page 1, write as many strengths as possible that you think you have in yourself. Fold the paper and keep it in your bag.

b. Pass the second page to the student on your right. Ask her to write some of your strengths and to pass the paper to the next student to repeat the same thing.

Remember to write examples of personal strengths from all the Five Areas of Self Development (A-E) mentioned above.



Diary

Take out the first paper from your bag and compare what you listed as your areas of strengths and what your peers wrote about you. Now, fill up your diary.

Remember to complete your previous diary regularly.

Diary 4	Date.....	Diary 4a	Date.....
My diary today		My diary today	
What are my strengths?		What more aspects do I desire to see as my strengths?	
4.0	What are your strengths in terms of expressing your ideas, thoughts or feelings?	4a.0	In terms of expressing your ideas, thoughts, or feelings, what do you want your goals to be?
4.1	What are your strengths in terms of pursuing passions and interests?	4a.1	In terms of passions and interests, what do you want your goals to be?
4.2	What are your strengths in terms of relationship skills?	4a.2	In terms of relationship skills, what do you want your goals to be?
4.3	What are your strengths in terms of focusing attention and making an emotional response?	4a.3	In terms of focusing attention and making an emotional response, what do you want your goals to be?
4.4	What are your strengths regarding certain values?	4a.4	With regards to values, what do you want your goals to be?
<p>Now that you have identified some of your personal strengths, you may also want to see gaps that exist in certain areas and to work on them. Go through all five areas of self-development as listed above once again (A- E) and fill up your diary. Consider these as Goals for yourself.</p>		4a.5	How will these goals help you in your studies, sports, or any other aspects of your life?
		4a.6	If you must prioritize your goals, what sequence will you follow (Goal 1 being the topmost priority)
			Goal 1
			Goal 2
			Goal 3
			Goal 4
			Goal 5
		4a.7	What do you need to do to pursue your goals?
Express yourself by drawing and coloring responses to a few questions		Express yourself by drawing and coloring responses to a few questions	

Facilitator Note:

- **Goals:** This refers to what we want to do now, what we want to be or achieve in life. This also refers to ways in which we can enhance our personal strengths (as indicated in above points A-E).
- **Goal Achievement:** Once we have identified our goals, we need to learn ways to achieve our goals. We can approach goals in three ways:
 - **Prioritizing:** listing goals according to what we need to work on the most 'now'.
 - **Time Scheduling:** creating time in the daily routine to work on our goals.
 - **Sharing goals and progress with family and friends:** and seeking their ideas or feedback on our goals and progress continuously. This sharing helps us know where we are going and what we need to do to make things move in a smooth way.

III – CONSOLIDATION

5. RECAP & MOVING AHEAD

Students, ensure that you have completed all your previous diaries before you proceed to the concluding section of this chapter.



Small Group Work

Sit in a small group of 4-5 children. Do a recap with your peers. Refer to all your previous diary pages. Think about your varied experiences in chapter 1 as you engaged in small group work, narration, large group sharing, meditation and concentration exercises, letter writing and reading about values and other personal strengths. In this small group discuss with each other what you are learning, why you are learning and how you are learning. Also discuss how you will apply these learning in academics and other aspects of your life.





Diary

Now complete your diary and share your journey of this chapter.

Diary 5 Date.....

My diary today
My Journey in Chapter 1

5.0 How did you feel as you shared about the support that you receive from your family?

5.1 How did you feel as you noticed the connections that you have with nature? After this learning, do you want to spend more time in nature? Why or why not?

5.2 Do you tend to 'understand yourself' based on what others think about you? What do you think others expect from you?

5.3 Our understanding of self keeps changing and diary or journal writing helps us understand ourselves continually. As you see yourself through your diary from day 1 to now, what changes do you see in yourself?

5.4 What is one hobby that you would start pursuing from now on? Why do you want to start that? What strategy will help you pursue your hobby or passion amidst your busy schedules?

5.5 We all have feelings and emotions, and they are a normal part of our lives. Our feelings and emotions are guided by our thoughts, and it is important to express and not control or suppress them as they are our true self. How can you use this learning to strengthen the relations that you have at home or in school?

5.6 Did you like sharing some aspects of your diary with others? Were you interested in listening to others as they were sharing their diary? Describe this experience.

5.7 Will you be practicing meditation or concentration exercises regularly? Why or why not?

5.8 What values do you consider as an essential part of your life?

Express yourself by drawing and coloring responses to a few questions

Facilitator Note:

- **Recap:** Recap helps reinforce important concepts and encourages reflection on various experiences.
- **Reflective thinking:** As we reflect on our learning, we strengthen our learning and get an opportunity to see its application in our lives. Reflective thinking is a part of the critical thinking process, specifically the processes of analyzing and making judgments about what has happened. "Reflective thinking is an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads." Dewey (1933)

Chapter 2 DESCRIBING SELF AND COMMUNITY



OBJECTIVES

- Students speak about the diversity around
- They express their opinions and values
- They identify strengths and areas of developing self and the community
- They practice ways of developing self and contributing to the community

RESOURCES REQUIRED

- A Diary/Notebook
- Case Vignettes
- Video
- Old Newspapers and other Items from home
- Pen, Pencil, Crayons
- Slide Projector / Smartphone.

In chapter 2- students continue their journey of self-awareness by integrating self with broad and practical aspects of community. They learn about themselves as responsible citizens and appreciate their unique community. They are oriented towards thinking about and taking actions on self-development along with making contributions in community activities.

The three steps of teaching-learning and four lessons in chapter 2 are:

I - CONNECT

6. Introducing my community

II - DEVELOP

- 7. What are my values? How do I form opinions?
- 8. What are my strengths? What more aspects do I desire to see as my strengths?

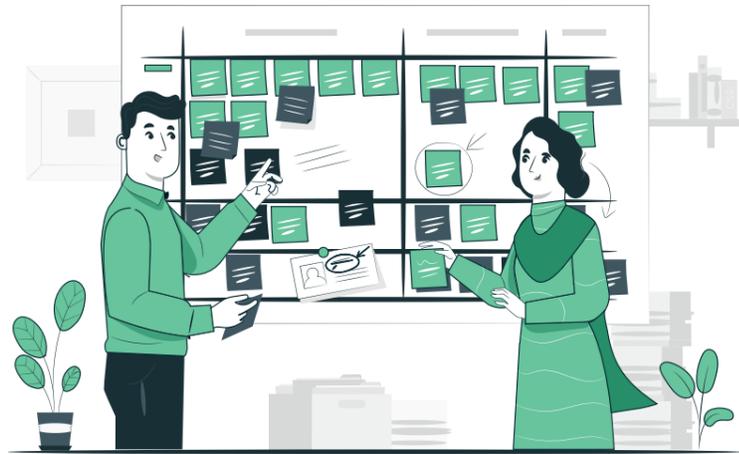
III - CONSOLIDATE

9. Recap and moving ahead

I – CONNECT

6. INTRODUCING MY COMMUNITY

Students, our connections go beyond 'Self', our family and near ones, to the community including the nature around. We share commonalities with different members of our community and differ from them in many ways.



Planning

Form groups of four to organize 'an exhibition on culture' in our class. Decide to bring some items related to your day-to-day life, special occasions (marriage, childbirth, festivals, fairs) and occupations, from your home or neighbors. If not actual objects, you may bring photographs, newspaper cuttings or your drawing of those objects.

Remember: Do not buy anything from the market.

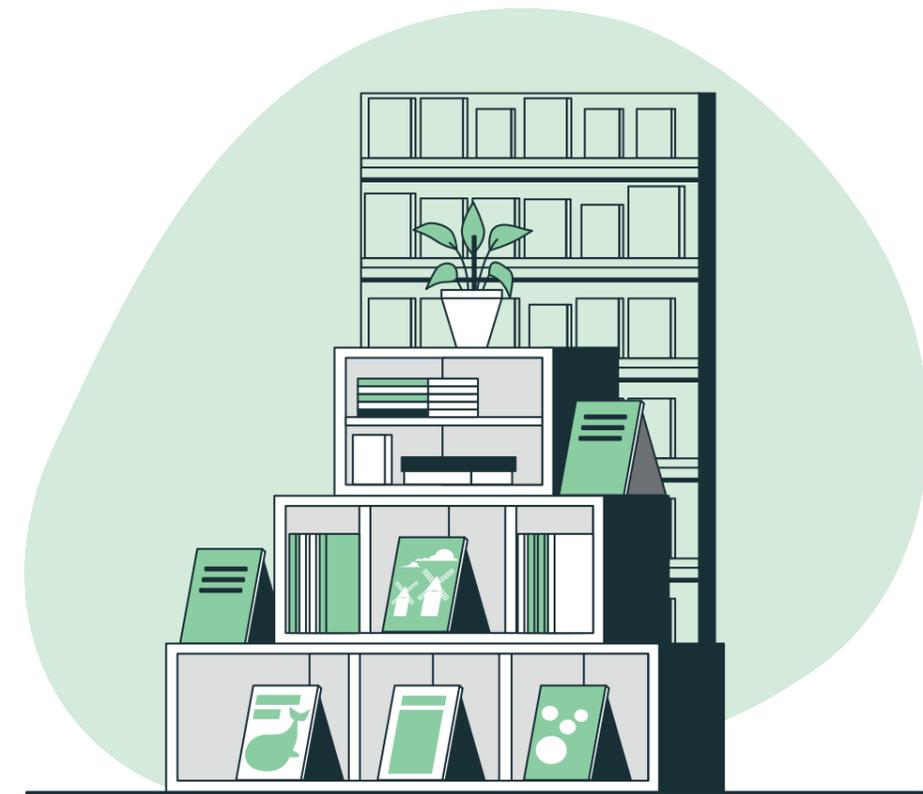
Apart from objects, you may also invite the oldest person from your society. They may be local heads who carry the history and traditional values of your family or community. If they are not able to come to school with you, bring their photographs to introduce them to your teachers and classmates.

Here is a list that will help you decide what materials would you need to arrange for the exhibition:

- **Plants:** seed, flower, leaf used for worshipping, decoration (toran, rangoli, mehndi...), medicines (tulsi, neem....)
- **Clothes and accessories:** traditional sarees, scarf, dupatta, bangles, aalta, purse...
- **Decorative items:** mirror, wall hanging, table cloth...
- **Vessels:** for cooking, serving, prayers...
- **Art and artifacts:** songs, musical instruments, dance, painting, pottery, brassware, glassware
- **Games:** kites, gilli danda, saanp seedi...
- **Food:** daily cooking or food items cooked on special occasions.

Class Exhibition

Students arrange objects, pictures etc. on a table in the class. Watch each group's exhibits, read, or sing songs, observe, and enjoy pictures or food items that are on display. Teachers may also click photographs of the exhibition and share them on school WhatsApp groups or bulletin board. Songs that children have collected may be sung during assembly time.



Appreciation Note

Take a piece of paper, prepare a card of appreciation for one student of your class. Place the note on their table of exhibits. After the exhibition, stick the note you received from your classmate in your diary.



Facilitator Note:

- **Community:** We share common characteristics with many individuals in our community that includes our family, school, neighborhood, village, city, nation, and the global world. We are connected socially, culturally, geographically, and even through technology. This connection provides us with a shared identity and a sense of belonging.
- **Self-Development:** There is diversity in our community - in arts, occupations, ways of living or geographical features. There is also diversity in needs, preferences, norms, beliefs, values and opinions and they guide our thoughts and actions. **One way of developing self is - To be aware of our community and to develop a sense of self along with a sense of community.** This is because both influence and complement each other. As we build awareness of our community, it is important to initiate – **Community Actions.** This means, it is not enough to just be aware of self or our community, but also make responsible actions towards them.

II – DEVELOP

7. WHAT ARE MY VALUES? HOW DO I FORM OPINIONS ?

Students, we live as a family, and we are also a part of a community. Just as different members in our family have their likes or dislikes, people in the community are also diverse in the way they think or feel. Some people have strong beliefs on something, others have strong opinions of a situation in their life, a newspaper event or an issue. Some may share certain beliefs but may not necessarily agree on all issues. And some individuals live a life of values. For example, they will ensure that they do not harm nature and thus show respect to all forms of life on the planet. Still others ensure that they work with utmost sincerity and continuously develop themselves in varied ways. There are many reasons behind why people think or behave in a certain way or hold certain opinions. They are guided by their beliefs, values, norms, and experiences.

Let us explore ourselves and the community a bit more and prepare to develop ourselves and make contributions to the community. Let us watch two videos, read a case vignette one by one and learn some more characteristic aspects of our community.



Video - Bhed Bhav
A Short Film on Gender Inequality



Video - Most Inspiration Video
Clean India

NEWSPAPER

FRIDAY, OCTOBER 18, 2024

CASE VIGNETTE- KISHORE



One day Kishore went to a shop to use the public telephone. He dialed a number and began to speak with a lady.

Kishore: Hello madam, would you like to hire me to clean your lawn?
The lady: My gardener does this work very well.
Kishore: Madam, I will clean your courtyard too.
The lady: My gardener also does this work very well
Kishore: Madam, I will do any other work as you would tell me. I will complete my work on time and with all my heart.
The lady: I am sorry, I cannot give you the job, because my gardener does all the work with love. He is good at his work and is also punctual.
Kishore: Okay, Madam.

Kishore paid the phone call charges and as he was about to leave, the owner stopped him and said, "I like your confidence and attitude. Would you like to work in my store for two hours a day?". Kishore replies, "Thank you sir, I definitely would have, but right now I have work." Store owner- "But you were asking for work over the phone." Kishore, "No sir, the fact is that I am the gardener at that madam's house. I was taking feedback from her about my work and assessing myself whether I am up to the standards of the work or not."

8. WHAT ARE MY STRENGTHS? WHAT MORE ASPECTS DO I DESIRE TO SEE AS MY STRENGTHS?

Students, so far, we saw that we can develop ourselves in 3 ways:

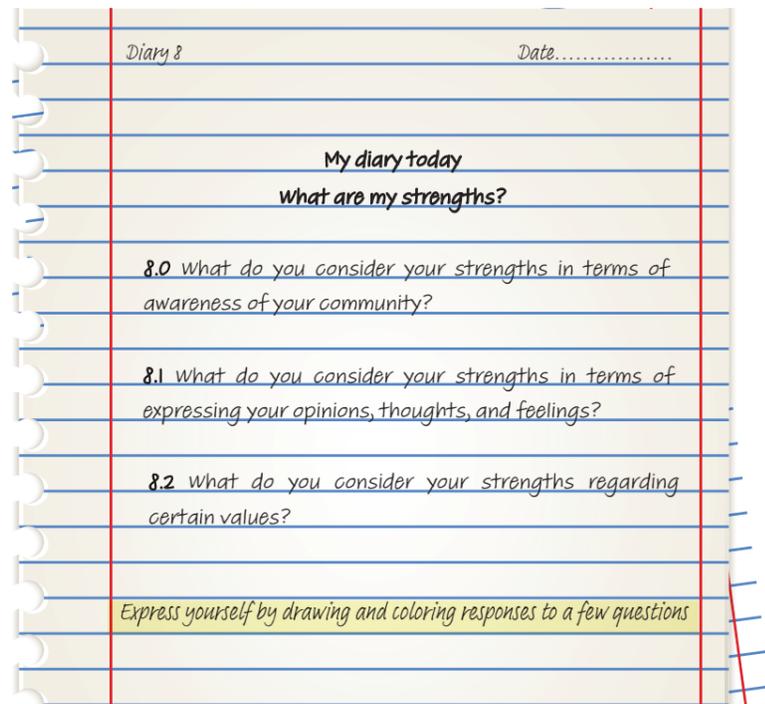
Areas of Self and Community Development:

- a. In Building Community Awareness:** This can be done by learning as to how we connect and differ with each other in the way we think, work, or behave. Diary or Journal Writing helps us reflect on our daily experiences and understand reasons behind our own and others' thoughts or behaviors. This awareness also helps in self-expression.
- b. In Expressing Opinions, Our Thoughts and Feelings:** This can be done by taking actions such as saying what we think or feel in our family matters, in situations in our neighborhood or in our teamwork activities. Simply expressing ourselves is not enough, we also need to be open to other's thoughts and ideas and appreciate diversity. This can be done by cultivating Growth Mindset.
- c. In Imbibing and working with Values.** This can be done by hard work, persistence, respecting people, and nature. This can be imbibed by observing people around as well as from our Constitution.

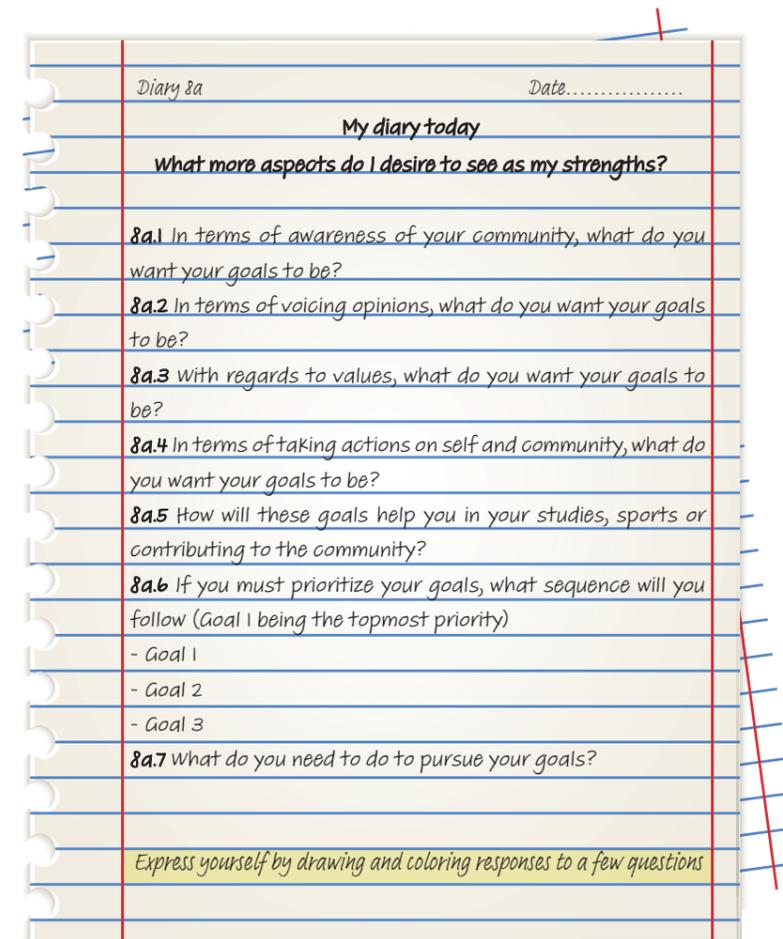


Diary

In the previous chapter, you related your strengths to four areas of self-development and set goals for yourself. Let us extend that exercise forward by adding aspects related to "Community."



Students, now that you have identified some more of your personal strengths in this chapter, you may also want to see gaps that exist in certain areas and work on them. Go through all three areas of self and community development as listed above once again (A- C) and fill up your diary. Consider these as Goals for yourself.



Facilitator Note:

→ **Community Actions** - A deep understanding of ourselves, as well as of our community, plays a vital role in developing self and others. As we begin to understand our community, we learn to nurture ourselves. **Along with understanding oneself and the community, it is also important to act responsibly. This is because we share many values, challenges, and causes with people in various parts of the world, and we have certain responsibilities towards our community.** With our unique strengths and community involvement, we can always contribute to the diversity and development of our community.

III – CONSOLIDATION

9. RECAP & MOVING AHEAD

Students, ensure that you have completed all your previous diaries before you proceed to the concluding section of this chapter



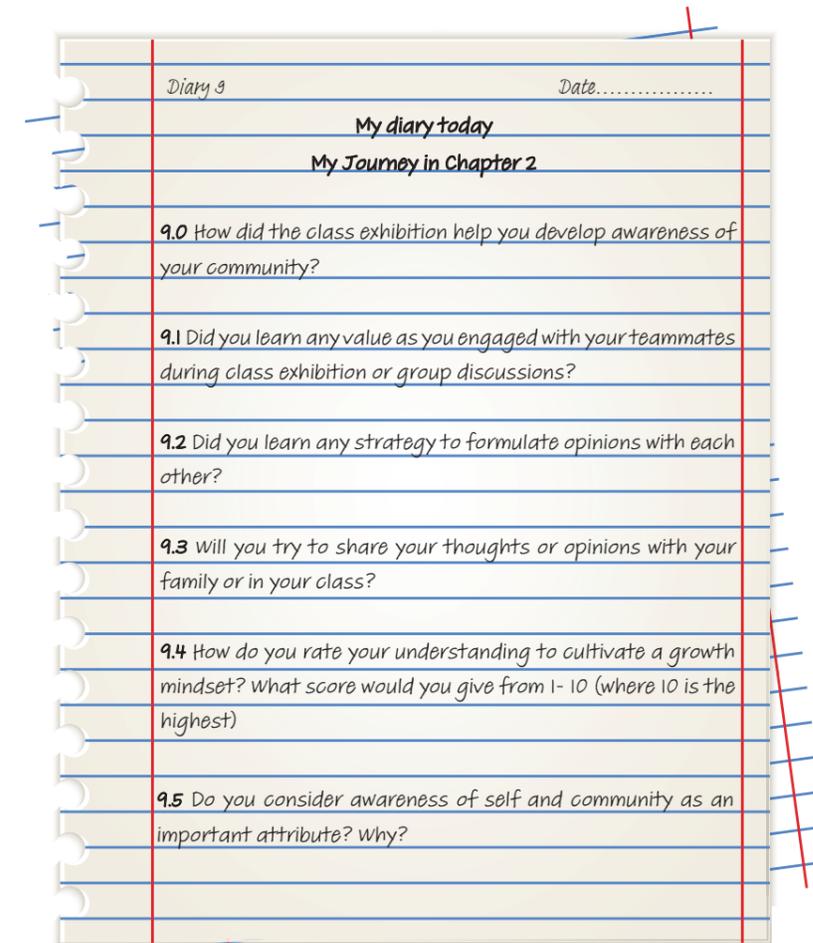
Small Group Work

Sit in a small group of 4-5 children. Do a recap with your peers. Refer to all your previous diary pages. Think about your varied experiences in chapter 2 as you engaged in small group work, exhibition, appreciation note, small group discussion, videos, case vignettes, feedback, and reading about values and other personal strengths. In this small group discuss with each other what you are learning, why you are learning, and how you are learning. Also discuss how you will apply these learning in academics and other aspects of your life.



Diary

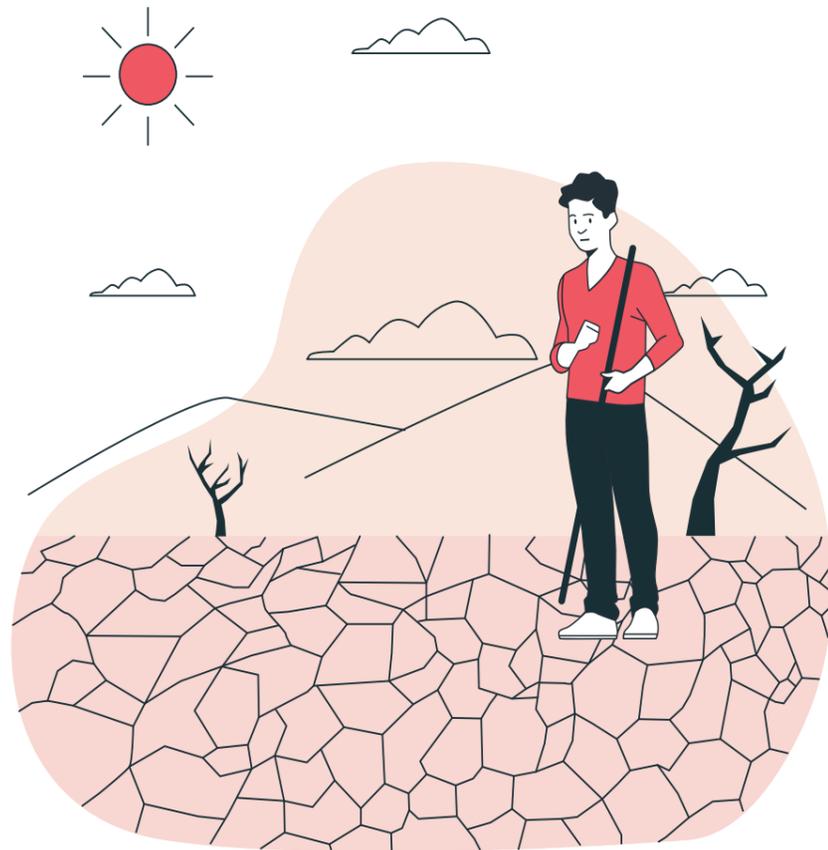
After you have completed your discussion, share your journey of this chapter in your diary



Facilitator Note:

→ **Reflective Thinking:** Reflections allow us to distance ourselves from social pressures, to take different perspectives, make independent judgments and take responsibility for our actions (source: PBL)

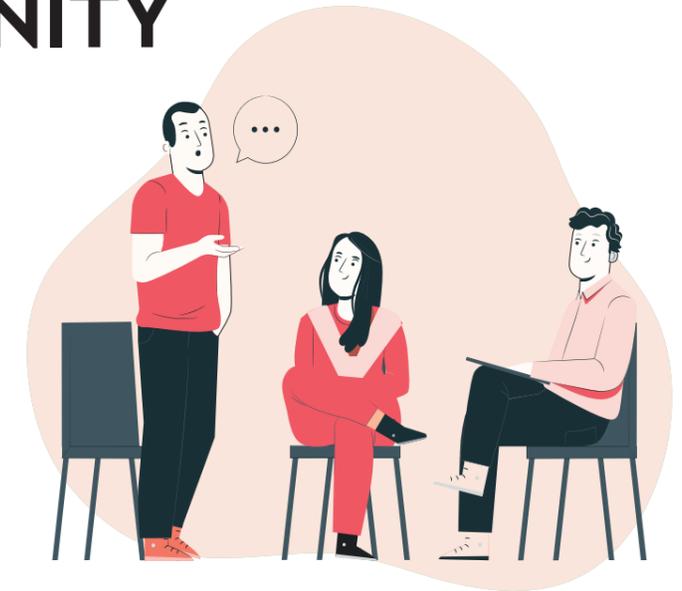
UNIT II 21ST CENTURY SKILLS



“ I understand the challenges within my community and can articulate the underlying reasons behind them. However, I am also feeling that finding solutions proves to be perplexing for me.
Is there a necessity to actively seek solutions?
Aren't the reasons behind problems overly intricate? What if I collaborate with others to address these issues based on the specific needs of those affected.....? ”

My diary today.

Chapter 3 OBSERVING A COMMUNITY PROBLEM



OBJECTIVES

- ✓ Students critically analyze a common community problem and draw conclusions
- ✓ They organize their interpretations in small groups synthesizing diverse perspectives
- ✓ They share their interpretations using technology, written or verbal forms

RESOURCES REQUIRED

A Diary/Notebook
Reading Material
Pen, Pencil, Crayons
Slide Projector / Smartphone
Google Slides/PPT
or Chart Paper

In chapter 3- students dive deep into a community issue, learn ways to solve it by developing a perspective. They learn how 'to learn' and to solve problems; and gear themselves to independent work habits for enhancing their studies and life in general. They are oriented towards making informed decisions and conclusions for self-growth and the community.

The three steps of teaching-learning and five lessons in chapter 3 are:

I - CONNECT

10. Our shared interests and problems

II - DEVELOP

11. My reading and analysis
12. Our team's interpretations and perspectives
13. Our presentations

III - CONSOLIDATE

14. Recap and moving ahead

I - CONNECT

10. OUR SHARED INTERESTS AND PROBLEMS

Picture Reading

Observe this picture and note down your interpretations in the table. Remember to add reasons for your interpretations.



Source: Rouelle Umali/Xinhua via Getty Images, September 26, 2022

Students, we share many common interests and diversity in our community as we noticed in the previous unit. We also share challenges like the Water Crisis, which is a critical problem of our times and has local and global significance. It is our Sustainable Development Goal 6: 'Ensure access to water and sanitation for all'. Observe this picture and note down your interpretations in the table.

Remember to add reasons for your interpretations.



Diary 10	Date.....
My diary today:	
Our Shared Interests and Problems	
10.0 What do you see in this picture?	
10.1 What does this picture make you feel that? Why?	
10.2 What does this picture make you think? Why?	
10.3 What does this picture make you wonder? Why?	



Large Group Sharing

After you have completed your diary, share it with a few students next to you. Notice how everyone has observed one situation in diverse ways.

Facilitator Note:

- **Careful Observations:** We all have different interpretations of the same situation we have seen or read. This is because our interpretations are based on our experiences or knowledge; our values or assumptions. **As an individual and with collaborative efforts, we can contribute towards solutions to different problems in our community; but before this, it is important to understand the problem deeply. This requires certain skills and a deeper level of observation for thoughtful interpretations.** When we do this, we can assign meaning to what we have observed or read; and thus, proceed towards solutions in an informed manner. In this chapter, we shall learn to do this.
- **Learning to Learn:** Certain skills like critical thinking, collaboration, communication, creativity, and problem solving are helpful in our studies. They help us acquire various concepts, and to learn and work in an independent manner.

II - DEVELOP

11. MY READING AND ANALYSIS

In this chapter we shall interpret the problem of the water crisis from three aspects – a) Nature or Ecology b) Society and Economy c) Government and Civil Society organisations. The following are broad examples of each of these three aspects:

- **Nature/Ecology:** This includes plants, animals, water, rain, droughts, soil formation, climate change etc.
- **Society & Economy:** This includes people, their health, their behaviour, cultural practices (festivals etc.); and their livelihoods including agricultural or industrial activities; use of natural resources etc.
- **Government & Civil Society Organisations:** This includes policies, projects like construction (rural, urban); services for the welfare of people; e.g., health care, education etc.

Silent Reading and Note Making

Students go through reading material on "Water Crisis" and study the problem, its causes, effects, and varied solutions to the crisis as tried by different people in our community. The reading material is organised into 6 parts: Introduction, Paragraphs 1-4, and Conclusion. Each part has a passage followed by some multiple-choice questions. Read all these 6 parts of the reading material, analyse, and interpret the situation of water by adopting three steps:

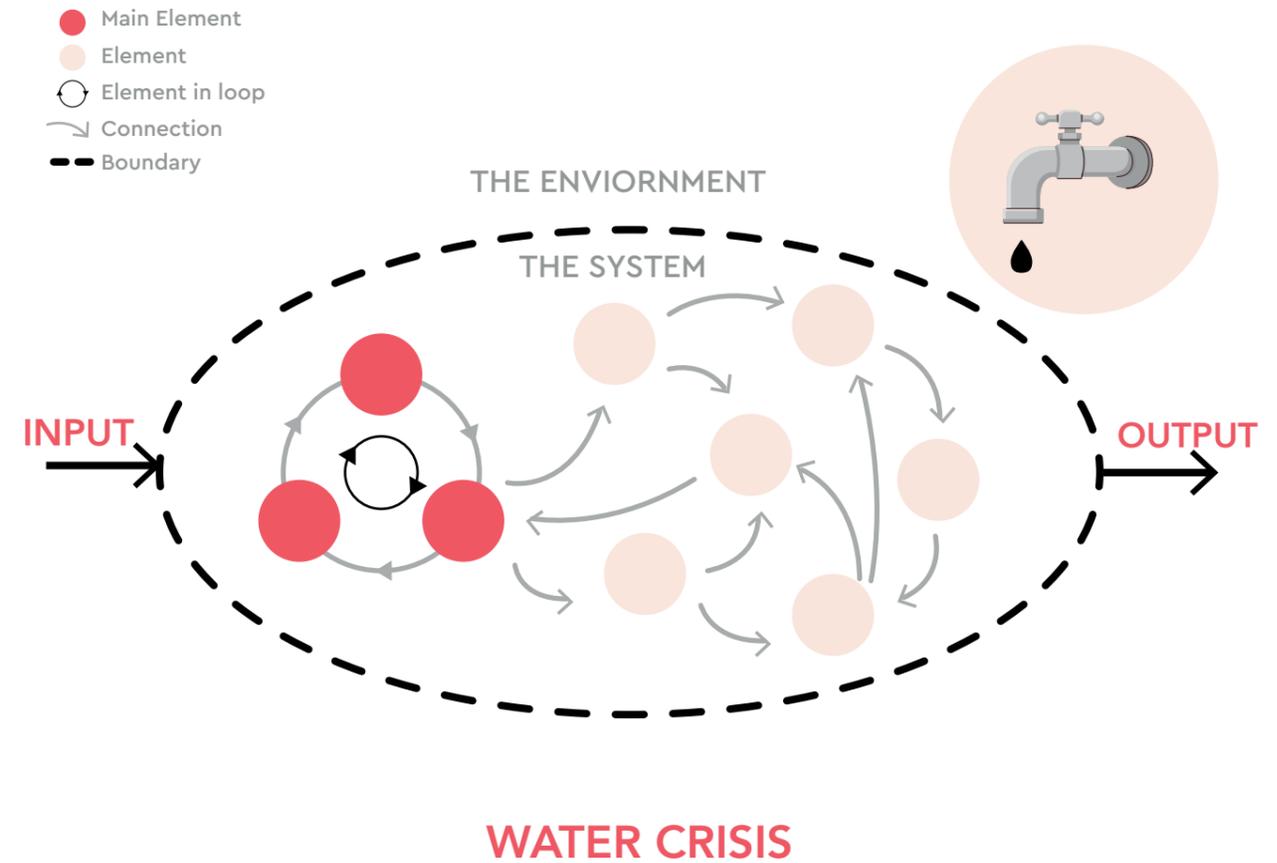
- First**, read each line and make notes by underlining words or sentences related to the situation of the water crisis.
- Second**, read each question given at the end of each paragraph and identify one or more than one answer as you find appropriate.
- Third**, fill table 11, 11a - 11e with your notes and answers



Diary

Students, as you analyze the situation of the water crisis by reading and note making, organize your responses / interpretation in the table that is given below each paragraph (table 12 a to f). Remember, all that you must do is to 'pick up a suitable answer' from the given multiple choices and 'categorize' your responses in front of any of the three rows. You may find that some of your answers are related to the first row, and some to the second or the third row. You may also find that there is more than one answer suitable for one row only.

Remember: All that you must do is to 'pick up a suitable answer' from the given multiple choices and 'categorize' your responses in front of any of the three rows. You may find that some of your answers are related to the first row, and some to the second or the third row. You may also find that there is more than one answer suitable for one row only. There are no right or wrong answers; it is how you view or interpret the water crisis.



Introduction

Due to varied reasons, there is no consistency in the pattern of climate, and it is changing year by year. Some years have good rains, while some are dry. Water bodies like lakes, ponds, streams, rivers, or groundwater help us when there is no rain. They provide water for irrigation, livestock, and pisciculture. We need water for drinking, washing, cooking and hygiene. Water supports the livelihoods of many people. Water affects agriculture, environment, health, rural and urban projects. But today, many people are struggling to access water. Cities and villages in India are facing water shortage. Groundwater and surface water like lakes, ponds, rivers etc. are drying up. Many families do not have a regular supply of water in their homes. In some places, though water is available, it is not clean. Both groundwater and surface water are getting polluted. Humans and animals are affected by the water crisis. *First, there is limited water and second, existing water is of inferior quality. Will we get safe and enough water on a regular basis? For how long? Is there an alternative to water?*

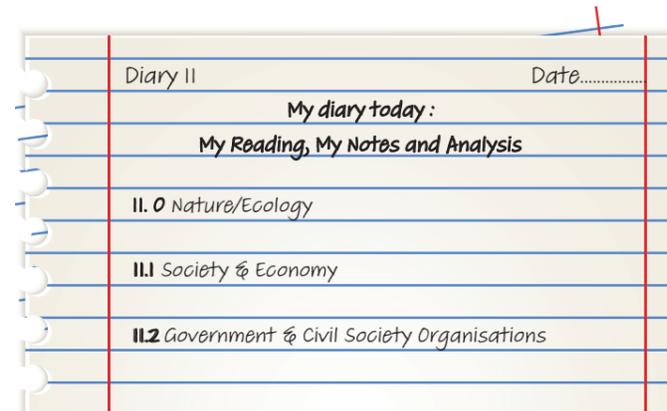
Choose one or more than one answer and write them in table 11.0 to 11.2

(i) Which interrelated factors are affecting the situation of the water crisis?

- a) Lack of rains is causing climate to change rapidly
- b) Climate change is causing poor supply of water in homes

(ii) If you must propose a solution to water crisis, what factor will you try to change first: -

- a) Improve quantity of Groundwater
- b) Improve quantity of Surface Water
- c) Restrict unlimited use of water by humans
- d) Reduce pollution



Paragraph 1:

Ani: Hey Rish, you are look worried and tired today, are you fine?

Rish: Yes, I had a tiring time yesterday when I went to submit the scholarship form. There was a huge crowd of students and parents. The entire day was wasted in the queue, and I could not even attend school.

Ani: Oh! I see. I was wondering why you were absent from school yesterday. Even I have noticed that every public place, be it a school, a hospital, a bus stop, a railway station or even a cyber cafe or playground, is very crowded. The population is really growing. Do you not think so?

Rish: Today, the population of our country stands at 142.86 crore; and it has overtaken China which was earlier the most populous country in the world.

Ani: This is worrying. If this continues, we will have many challenges. When there are more people, we will require more infrastructure and services like roads, houses, bridges etc. There will be a shortage of land in cities.

Rish: Not just cities, I feel the same in rural India also. And it is not just land but also water.

Ani: Absolutely! I am concerned that construction of malls, marriage lawns, bridges or other public buildings require vast amounts of land and water.

Rish: You are right. We need enormous quantities of water for construction activities both for rural and urban projects. And water is shrinking day by day.

Ani: This year we had no rain. Look around how many wells, ponds and hand pumps have gone dry.

Rish: That is true. Nowadays, buildings are being constructed on water bodies. You noticed; we had a beautiful pond near our school. As soon as it dried up, a shopping complex was constructed over it. If we have increased buildings, there will be no space for water to seep into the ground.

Ani: Another reason for groundwater depletion is the frequent pumping of water from the ground. We continuously pump groundwater from aquifers, and it does not have enough time to replenish itself. Agriculture requires a large amount of groundwater.

Rish: This is serious. Underground water is diminishing and will soon be exhausted as water is not seeping into the ground regularly. There is more demand for water than the available supply.

Ani: Yes. Have you also noticed how water is getting wasted? Many times, I have seen pipes broken and massive amounts of water going wasted with this leakage.

Ani: And let us not forget about the wastage of water caused by people. People often do not turn off taps in public places like railway stations or wedding halls. They even wastewater while washing their vehicles.

Rish: And worst during rainfall. We do not even have enough and adequate infrastructure to store the rainwater. I have read that in hilly regions a lot of rainwater gets wasted due to lack of storage facilities.

Rish: It is unfortunate. Let us also not forget about water pollution. During large family gatherings, fairs or festivals, a lot of garbage is accumulated along riversides, which poses a threat to human health.

Ani: Oh yes, I saw that! It was quite disturbing to see such a sight. People should be more responsible and respectful towards the environment, especially during religious festivals.

Rish: First and Foremost, we really need to find better solutions to manage our water resources and reduce wastage. It is important for the well-being of our environment and our own health.

Ani: I feel if we start charging people for use of water, we can end water wastage. In every house, factory and industrial unit, there should be a meter. Whoever consumes more water should pay more money. This will make people responsible, and they will use water only as per their requirements.

Rish: You are right, if people are fined for water, they will stop misusing water.

Ani: Yes. But what about people polluting the water? How can we fine people for that?

Rish: We need to raise awareness of people. We need to teach them not to pollute the water.

Ani: Oh, education of people is the key to saving water from pollution or getting depleted.

Choose one or more than one answer and write them in table 11.3 to 11.5

(iii) When there is an interaction between two factors, it is affecting water crisis:

- Rise in population and increase in construction activities
- Rise in construction activities and depletion of underground water
- Shortage of land and depletion of underground water

(iv) In urban areas there is a leakage in water pipes and taps and water gets wasted. In hills or places that have the highest levels of rainfall, water gets wasted as rainwater goes into the sea. From these sentences we can conclude that:

- If we have better pipes or other infrastructure, we can prevent water crisis
- If we have better management of water, we can control the crisis
- Natural factors like rains, hills etc. are a cause of water crisis

(v) Water Crisis has more effect on

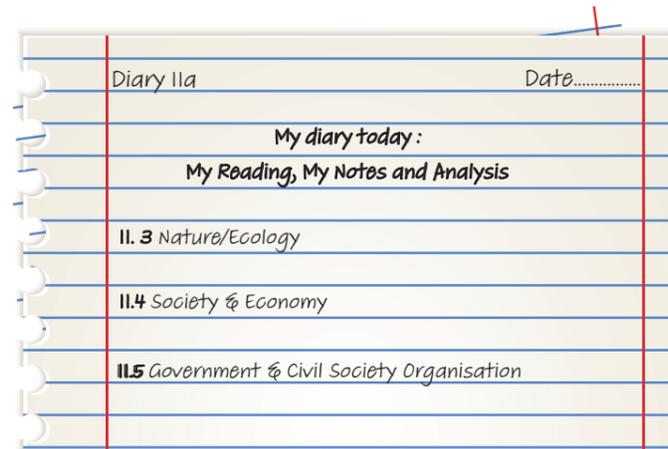
- Our health - as pollution is rising and not everyone has access to water for sanitation
- Our environment -as water is depleting and soon no water will be left on the earth
- Our livelihoods -as all occupations are dependent on water
- Our economy -as construction work costs a lot of money.

(vi) Here are three solutions to the water crisis. Each solution has a few arguments in it. Choose one solution that you find appropriate in terms of presented arguments:

→ **Solution A:** If people are charged for water or levied fine for misuse of water, they will show responsible behavior. To save money, they will not waste water. This can be done by installing smart meters in every building in our country. This machine will calculate the usage of water and misuse of water. It will charge a fee for use of water and a fine for misuse of water. But this will affect the poor a lot. Rich people will be able to pay and will not care much about saving water. They may buy more water as they can afford it. Some people will pay a fine or even engage in corrupt practices. The question is, can we levy a fine on wastage of water? But how can we impose a fine on water pollution? How do we know who is polluting water?

→ **Solution B:** Good urban planning is the solution to the water crisis. We need to design our cities such that there is no wastage of water. During rain, we need to have good infrastructure like big tanks everywhere to collect water. When the rain is less, we will be able to use this stored water for many purposes - at homes, industries or for farming. But infrastructure development is not a solution. We must control the population as well as the number of construction activities. Why do we need so many malls or buildings? Why can't we reduce their number?

→ **Solution C:** If people are made aware of water conservation methods and prevent water pollution, they will show responsible behavior. In every school or college, students should be continuously made aware of not polluting water and not wasting water. They should be taught how to take care of their environment. If they are shown harmful effects of water pollution, they will show responsibility towards water bodies. We should have good projects in school that teach students the importance of taking care of their environment. But the question is only by teaching students, the problem of water crisis will not get solved. What about their parents, the public, farmers, or industrialists? How do we teach them? They will not come to school to learn.



Paragraph 2:

Naina: Hi Rani, what are you thinking?

Rani: I am thinking about the various challenges in my residential area.

Naina: I like the place where you live. It is so well planned, and the buildings are constructed so well.

Rani: Can you look around and see the amount of dust on the trees? My father says that earlier there was a lot of open land space and trees, all around our house. But now what you see is only industries everywhere. Most of the land around is taken up by industries. We have little land to grow trees.

Naina: But how can you say that this is due to industries alone?

Rani: Can't you see the number of trees and number of industries in this area? Also, I read somewhere that 25-30% of land in India is degraded. This means that the land is not fertile enough for growing crops.

Naina: I get your point that land is getting degraded in India. But how can you say that it is only due to industries?

Rani: You see, due to shortage of land, there is little space left for recharging groundwater. There is less land available for seepage of rainwater underground. When there is no seepage, underground water is going to get depleted.

Rani: I am slowly getting your point. There are so many hand pumps but there is no water in them as the underground water is depleted.

Naina: I now understand what problem you have with the industries.

Rani: I do not have a problem with them. As you can see there are so many industries and manufacturing units around my house. On the one hand they are good because they provide job opportunities for the local community and contribute to the economic development of our country. Around 26% of the GDP comes from the industrial sector. But on the other hand....!

Naina: I am getting your point. We need to reflect on how these industries are affecting our daily lives and the environment or how much they are affecting water resources.

Rani: Yes, most of these industries are water-intensive. This means that they consume a lot of water. Water is required to run machines in most industries. Industries need electricity and generating electricity also requires water.

Naina: Underground water is getting depleted as industries are consuming so much water. We are already facing water scarcity in our neighbourhood.

Rani: Not only that, some of the industries are also releasing pollutants into water bodies like the river as they are using several harmful chemicals.

Rani: You are talking about industrial waste. I understand that these chemicals are industrial wastes that are contaminating the water. They are posing a threat to water animals. Industries are so irresponsible. What do you think can be done to address these challenges?

Naina: 10-15 % of wastes produced by industries are hazardous and the generation of hazardous wastes is increasing at the rate of 2 -5 % per year. I feel that government policy can ensure that industries show responsible behaviour.

Rani: I guess by responsible behaviour you mean industries will start working towards sustainable and human centric growth. In fact, everyone should work towards the welfare of the society they are a part of. They should just not think about themselves. But the question is even if the policy is made, how can we learn whether they are behaving responsibly.

Naina: I feel industries must do two things- first, they should own the responsibility of cleanliness of water; and second - they should save or conserve water. Industries should also have a good system of waste management. If they take care of our health, if they clean water, and use water in a judicious way, we can categorise them as industries with responsible behaviour.

Rani: That's a good point. Water management should be a priority for all industries. Industries should not just be consumers of water, they should also support recycling and reusing of water.

Naina: If they recycle and reuse water, they can reduce their water consumption and minimise the pollution caused by their activities.

Rani: If they do this, they can strike a balance between economic and environmental growth.

Yes, we need industries, they are important for our economy. But industries should also be concerned about the environment. They should not just extract raw materials from the environment, but also control pollution or cutting of trees etc.

Naina: If they do so, they will certainly contribute to the long-term well-being of our community and the preservation of our natural resources. But are we expecting too much from industries?

Choose one or more than one answer and write them in table 11.6 to 11.8

(vii) Factors responsible for water crisis due to industrial activities is:

- Industries use enormous quantities of water for their work. E.g., use of hydro-electric power to run machines or to manufacture various kinds of products.
- Many trees are cut for setting up industries, and there is pollution in the air.
- As industries are taking up more land, there is a shortage of land. There is less space for seepage, and underground water is getting depleted.
- Industrial wastes are polluting water and contributing to depletion of water

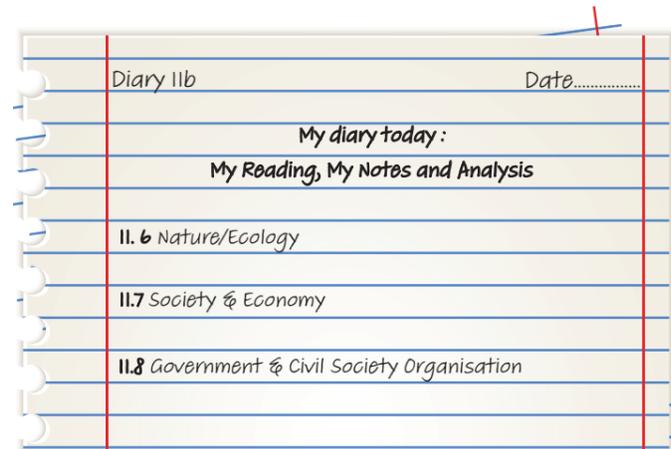
(viii) Some people think that if the government gives incentives, industries will show responsible behavior. They feel that industries affect our daily lives, hence they must contribute to the welfare of society. We must have strong policies in this direction. If you were given the responsibility to give incentives, which one would you choose?

→ **Situation 1:** Industry X is following the government mandate and is showing transparency. It is disclosing from where they are getting water; and how much water they are using on a day-to-day basis. But, on inspection we find that they are not only using excessive amounts of water, but also that wastewater accumulated from their manufacturing units is going straight into the nearby river and is polluting water.

→ **Solution 2:** Industry Y is following the government mandate and is showing transparency. It is disclosing from where they are getting water; and how much water they are using on a day-to-day basis. But, upon inspection we find that they are not only using excessive amounts of water but are also recycling and recharging water. Wastewater accumulated from their manufacturing units is going into the nearby river after getting treated.

(ix) Some people think water management is a satisfactory solution to the water crisis. Choose the one that is logical in sequence:

- Water bodies like rivers and lakes need to be cleaned regularly with sewage treatment plants. This will prevent untreated wastes from houses, industries, and agriculture from entering the river directly.
- Wastewater from houses, industries and agriculture must be treated first before entering the river. This will lead to recycling of wastewater. There will be a reduction in consumption of fresh water.



Paragraph 3:

Teacher: Agriculture is the backbone of our country. Let us discuss this statement.

Student 1: When we use the term 'backbone', we mean something important.

Student 2: I think not only agriculture, but industries are also a backbone

Student 3: Agriculture sector is important as it provides food to such a huge population. It provides livelihood opportunities to a lot of people both skilled and unskilled.

Teacher: 60% of our population depends directly or indirectly on agriculture. It contributes to 16% of the overall GDP and accounts for employment of approximately 52% of the population.

Student 1: Even industries are dependent on the agriculture sector. Agriculture provides raw materials to industries like textiles, sugarcane, sugar, oil, tea, coffee and even leather etc.

Teacher: Yes, my parents are farmers and I have seen that agricultural practices require a lot of money. Many farmers cannot afford them.

Student 2: I heard my grandfather saying that agricultural work has become expensive now.

Student 3: Why does he say so?

Student 2: Agriculture requires an excessive amount of water, fertilisers (both natural and chemical based), pesticides and heavy machines.

Teacher: Certain irrigation systems used by farmers also consume immense amounts of water. Farmers continuously need water and are dependent on rainwater for crop irrigation.

Student 2: Farmers are mostly engaged in water intensive farming. Most farmers grow such crops as rice, sugarcane, wheat etc. that require a lot of water.

Student 1: But the rain is not regular. And they are using artificial irrigation techniques with pumps, pipes, and sprays. This is depleting water.

Student 2: Farmers also draw water for irrigation from springs or wells, rivers, lakes, or reservoirs. This is also depleting water.

Student 1: One more concern is that there are many pesticides and chemical-based fertilizers used in agriculture, and water bodies are getting polluted.

Teacher: Now that we have discussed many issues, can we shift our focus to solutions?

Student 1: One solution that comes to my mind is that farmers who reside near the coastal areas can treat salty sea water and use it for irrigation purposes. Many farmers are already using this. They have already found an alternative to ground water!

Student 2: The government needs to address farmers' concerns.. They should implement some schemes to help farmers.

Teacher: I like this idea. Farmers need to build knowledge and skills in sustainable agricultural practices, and this could be done through workshops or training sessions.

Student 1: One scheme of the government is involved in building farmers' capacity to conserve water. It is the "Har Khet Ko Pani" scheme (Pradhan Mantri Krishi Sanchay Yojana).

Student 2: Besides capacity building, the Government is also providing funds to support farmers in adopting water saving practices. Many farmers want to save water, but do not have the finances to do that.

Student 1: I feel along with the government, civil society organisation representatives also need to support farmers. They can advocate for policies that prioritize farmers' needs and ensure that they get timely financial support.

Teacher: If farmers, the government and civil society organisation come together all can find solutions collectively.

Choose one or more than one answer and write them in table 11.9 to 11.11

(x) Factors responsible for water crisis due to agricultural activities is-

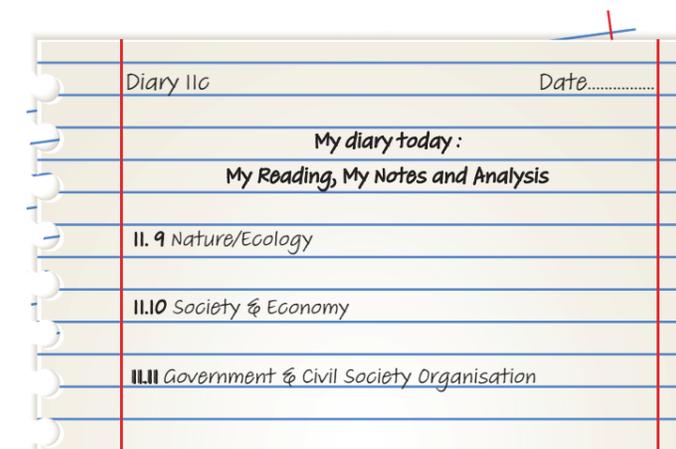
- a) Farmers are growing only those crops that require heavy amount of water
- b) Lack of canals in every village and excessive use of ground and surface water
- c) Lack of regular rains and excessive use of water in agricultural activities
- d) Excessive use of chemical-based fertilizers and pesticides in agriculture

(xi) If farmers are supported in adopting water conservation methods, it will be a good step towards addressing the water crisis. For this we need a combination of two approaches - some capacity building and some financial support. Choose an option that you can relate with your area:

- a) If farmers are provided funds from the government or civil society organizations, some can dig canals, or construct check dams, barrages, trenches etc. in their locality. This solution will not work in all places as this will require much community support, and some people may not be able to afford time for such activities.
- b) If farmers are provided loans, they can purchase water saving and natural infrastructure like sprinklers, green manure etc. This way they can save water from pollution and wastage.
- c) If farmers are supported with knowledge and capacity building, they can also grow crops that do not require a lot of water. This solution can be applied in certain places in India as not all places are suitable for all crops
- d) If farmers are given education in adopting drip irrigation, micro irrigation etc. they can grow two crops each year, earn more money and not be dependent on financial support.



Diary



Paragraph 4:

Roli: Amma! Manu did not come to school again today. He is extremely ill and is in hospital

Amma: Oh, sorry to hear that. Let us visit him at the hospital tomorrow. But what happened to him?

Roli: Teacher was saying he has jaundice. His liver is infected from drinking infected water.

Amma: Oh, I see. Our front house neighbor also has typhoid. So, we must be careful as water can have a lot of germs and we are bound to get infected.

Roli: Yes, Amma. Last weekend, Chutki's had gone for a picnic at the riverside with her family. She was happy when she came back from there. She had an exciting time playing in the water, but now she has rashes all over her body. Her sister, Riya, has an eye infection; and both are not coming to school these days.

Amma: See, I told you, the water in the river is not good. Something is wrong with it. Even the water we drink is not that clean sometimes.

Roli: I also feel the same.

Amma: Have you looked at today's newspaper? It says that hundreds of fish and turtles were found dead on the riverbank recently. Almost 20 to 25 quintals of dead fish have been removed from the tank in Mumbai (Maharashtra) under mysterious circumstances. This is labeled as "annual tragedy." The water in the river is poisoned by some chemicals from the nearby agricultural unit.

Roli: That is so sad, Amma! Why do these things happen?

Amma: Because Roli, many of us do not seem to care about rivers and streams, forests and plants, animals and birds. We also do not care about other people.

Roli: I feel sorry that I cannot do anything about it.

Amma: I am glad you are expressing your concern at least. But showing concern only will not help, we should also act.

Roli: You mean we should work towards stopping water pollution

Amma: Yes, all should stop polluting water during rituals. I do not have a problem with these rituals, but it is important that people are sensitive to nature, to water animals etc.

Roli: I think we should start charging fine for it.

Amma: So, do you think this would help?

Roli: I guess. It is crucial to recognise one's role in the issue and take responsibility

Amma: People need to change their habits and save our habitat.

Roli: The newspaper says, so many people are dying due to pollution in the river. Waste from agriculture and industries is not only causing illness in people, but also deaths. Dirty water is causing human deaths every 10 seconds. Every year 3,575,000 people (about twice the population of Nebraska) die from water related diseases. This is equivalent to a jumbo jet crashing every hour!

Amma: Some people die, but some survive. Those who survive are seriously affected by water shortage. Their family life is disturbed.

Roli: How come?

Amma: We have water in our pipes, but many families do not have water supply in their homes. Don't you see how some men, women, and children in our nearby 'Basti' travel long distances to fetch water for domestic use? Children sometimes skip school, and their parents also get late or skip livelihoods.

Roli: If children skip school for many days, their studies get affected.

Roli: Women are worried about water not only for cooking but also for menstrual hygiene. They really must work hard to meet so many requirements. They must be tired after long walks, domestic work and may not have the energy to carry out their livelihoods. I am sure they must be having health issues.

Amma: And if their parents do not go to work, their economic life is also affected. Many times, men do continue their work, but women skip work to carry on their domestic responsibilities.

Amma: Not only women or families are getting disturbed due to water issues, but young men are also facing difficulties. I heard that somewhere in a village in India, young men are finding it difficult to marry as girls refuse to be a part of a house where there is no water especially for toilets.

Roli: This is serious. Water is affecting education, health and so many aspects of our social lives.

Amma: It is affecting women; it is affecting livelihoods and economic development. We must find some good solutions to this problem of water.

Roli: First and foremost, we need to clean water resources. We need to clean rivers and ponds and many other sources. In my science class I have read about water treatment plants that clean water coming from households, industries, and agricultural units.

Amma: Yes, we need to improve our water management system. Besides water treatment plants, we also need to improve the drainage system. What a mess there is during the rain. The drain water spills all over. Moreover, all the drain water goes directly into the river or agricultural fields and causes damage to the soil.

Roli: I also feel the same. Not all houses have toilets. Some families also need to walk long distances to relieve themselves. It is important that we improve sanitation services. Every house needs to have a toilet.

Amma: We can have toilets everywhere. Remember over 10 crore toilets were constructed as a part of the "Swachh Bharat Abhiyan". The idea was to make India defecation free. But we also need water in toilets.

Roli: Now that is the big question. We can have many toilets, but we also need water in every toilet. There is a shortage of water everywhere; and with receding water levels, the question is - will people prioritise water for toilets or for cooking or drinking?

(xii) Water Treatment is a solution to the water crisis. Here are some alternative viewpoints on the proposed solution. Chose the one that indicates your position:

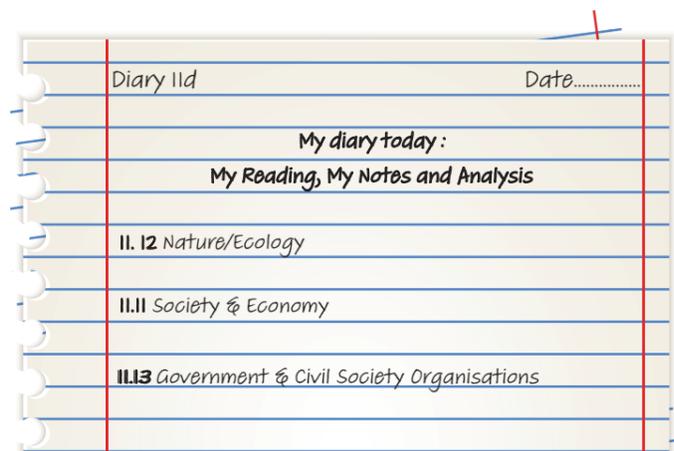
- Even if some waste is treated, some wastewater cannot be reused, so there is no point in treating water.
- Without chemicals, industries and agricultural activities will not be completed; so instead of water treatment we must work on finding alternatives to chemicals.
- Even if we find alternatives to chemicals, there is a rise in population; more houses are being constructed; water is being depleted; so, we must work on controlling population.

(xiii) Water Management is a solution to the water crisis. Here are some alternative viewpoints on this solution. Chose the one that indicates your position:

- Construction of toilets in every nook and corner in rural India is important because if there are toilets, people will stop defecating in the open and water will not be polluted.
- Construction of toilets in every nook and corner in rural India is not a satisfactory solution because even if there are enough toilets, there is no water available in the toilets. Construction of toilets will be useful only in those places that are near coastal areas where there is enough sea water
- There needs to be good drainage systems in every place. This will prevent dirty water from going directly into the soil or agricultural fields and prevent pollution.

(xiv) Two interrelated factors affecting water crisis are: -

- As water is not treated before it goes to the river, there is pollution in the river. People consume polluted water and fall ill. There is a rise in health expenditure of families
- Due to lack of water in houses, children fall ill. They are absent from school; and there is a loss in their education. Women are also absent from livelihood activities. There is an economic loss.
- Due to water pollution the drains are choked or blocked. This causes diseases and deaths. There is a loss in agricultural production



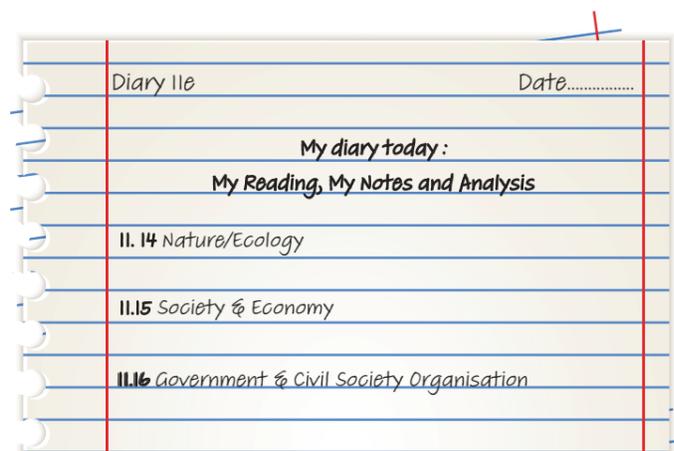
Conclusion

Water is everyone's need, and all should be involved in solving the problem of the water crisis and this includes us, our family, community, professionals, government etc. The government has invited a team of experts to solve the water crisis - a team of healthcare professionals are collecting samples of water from the river, detecting pollutants, and giving recommendations to the government to clean water and reuse water; a team of technology experts / engineers are providing a plan to provide safe drinking water to all by treating water resources. The government has adopted both the ideas but many people in various parts of India are not happy with this idea. For example, farmers in the hilly region say, "We do not want a supply of clean water. We get enough water. We need a good infrastructure to store water."

Choose one or more than one answer and write them in table 11.15 to 11.17

(xv) If you must choose a position or take a stand, which point will you prefer:

- a) Before arriving at a solution, we need to understand the actual needs of local people. E.g. We need to consult farmers and take their ideas into account; we need to consult common people, including those living in the slums, and understand their problems.
- b) We need to study local geographical factors as one solution does not always work in all parts of a country. Our country is a land of diversity.
- c) Along with the government, we need to involve people from all sectors to come together to solve the water crisis - teachers, economists, investors, construction workers etc. as everyone will have a different approach to solving the problem.



Facilitator Note:

→ **Systems Thinking:** Systems thinking helps us interpret a situation by looking at it as whole, and the varied relationships instead of focusing on some parts. Some components of a system (here water crisis) are related with each other, they influence each other. When we view a situation from such a lens, we understand the problem deeply and develop a wider perspective. We are oriented towards an informed decision or conclusion. For example: -

- We learn how many aspects contribute to the water crisis and hence solutions to the water crisis also need to be seen from all such aspects such as - natural processes, human activities, social systems, economic factors, policies, or cultural norms.
- We understand how water is a multi-sectoral issue as it affects agriculture, energy, environment, livelihoods, health, rural and urban projects; we also learn that water crisis is a multi-dimensional issue and needs to be studied from the lens of - gender, society, economy, individuals, government, and civil society.
- Today, we looked at one problem deeply by studying interrelationships between factors and by examining various correlations. This helped us understand the problem holistically. Further, we can use this approach of problem solving i.e., Systems Thinking by studying any situation from our textbook or from the community and sharpen our problem-solving skills.

→ **Critical Thinking:** This involves reasoning, which is thinking about something logically to form a conclusion or judgement. It involves analysing ideas or information, evaluating, and reaching a conclusion. All these are important **processes of learning**, and they are useful in all subjects that we have in our school.

- Today, we were given all the information and arguments on a problem situation, we were also given all solutions to the problem; and our task was to arrive at a decision. We did this by using critical thinking and systems thinking. We used our reasoning skills and analysed the problem by evaluating different ideas, thoughts and experiences and arrived at a conclusion.

→ **Communication:** Reading, writing, and making notes are important **learning skills**. When we engage with these processes individually, we are focused on our tasks, and we get time for deep thinking. As we read, we enrich our understanding of various contexts. This in turn strengthens our language and communication skills. **Note making** as a learning skill helps us analyse and consolidate ideas in a coherent manner.

Personal Strengths:

Remember, Problem Solving (with Systems Thinking), Critical Thinking and Communication can also be your Personal Strengths and you may work on these to develop self as well as your community.

12. OUR TEAM'S INTERPRETATIONS AND PERSPECTIVES

Group Discussion

Students, form groups of four and discuss your understanding of the water crisis in two ways.

- a. First, discuss it from three aspects i.e. Nature/ Ecology; Society & Economy; Government & Civil Society Organizations.
- b. Second, discuss the underlying causes, effects, and solutions of water crisis.

Follow these steps to do this work or group discussion:

- a) Start by sharing your individual analysis as in table 12. See how all of you have viewed the situation of the water crisis. You will find that some students will have their analysis and interpretations like each other; and some may find it to be different from each other.
- b) Discuss and combine everyone's thoughts to arrive at a 'team's interpretation'. Classify them in the table below. Again remember, there is no right or wrong answer, it is the way we all see things from different perspectives.

Follow these steps to do this work:

- a) One person speaks at a time, and everyone listens attentively.
- b) Ensure that all get an opportunity to express their thoughts and ideas without interruption.
- c) Ensure that there is respect for everyone's opinions and viewpoints.
- d) Ask clarificatory questions to understand each other's thoughts or ideas. For e.g., you may ask, 'Are you saying that? Do you mean this?'
- e) Paraphrase- For e.g., you may ask, 'I see what you are saying etc.'

Diary

Diary 12		Date.....		
My diary today :				
Our Team's Interpretations and Perspectives				
	Nature/ Ecology	Society & Economy	Government & Civil Society Organisations	
Causes of water Crisis				
Effects of water Crisis				
Solutions to water Crisis				

Facilitator Note:

→ **Critical Thinking:** "Critical thinking occurs when we make judgments demonstrating explanation and analysis uncovering interrelationships of topics and concepts; inferences and interpretation by making inferences and generalising knowledge; and evaluation by determining the quality of information and arguments" (The Buck Institute for Education, PBL Works, 2021). **As we read, observe, analyse, and evaluate various perspectives, draw correlations between several types of information available; we are oriented towards thinking in a logical way. We learn to arrive at a conclusion by effectively organising our analysis and interpretations.**

→ **Collaboration:** Collaboration occurs when students work together to complete a project and must combine thinking, skills, and efforts to do so.' (The Buck Institute for Education, PBL Works, 2021). **For collaboration, it is important that students contribute ideas that make the work move forward. There is active listening to understand what others are saying, there is support for each other with feedback. It helps build perspectives, to think and solve problems by leveraging each other's strengths. Besides, there is strengthening of relationships and creation of a positive and inclusive classroom environment. There is learning with collaboration.**

- Ground rules are helpful in small group discussions: A ground rule is a basic guideline or principle established to govern the behaviour and interactions within a group. It sets the expectations for how members of the group should conduct themselves and treat one another. It helps create a respectful and productive environment for collaboration and discussion. Group members stay on a topic, they are focused and engage in productive discussions.

Personal Strengths

Remember: Critical Thinking and Communication can also be your Personal Strengths and you may work on these to develop self as well as make contribution your community.

13. OUR PRESENTATIONS

Group Presentations

Students, plan to present your group work (previous table) to the class. Here are some ways of doing the same:



1. Art Presentation:

- a) You may make a collage on a chart paper. Use some old magazines or newspapers, and cut and stick pictures that show various aspects of the water crisis: the problem (e.g., a dirty river), causes (e.g., dead animals floating on river) or solutions (people burying dead animals in mud)
- b) You may draw, colour, and make diagrams to show your work.
- c) You may choose to play a role with your peers and enact a scene showing the problem, who is responsible for it, who is getting affected and what is the solution



2. Written Presentation:

You may draft a poem or a short essay and display it in class for all to read.



3. Verbal Presentation:

You may read your analysis or interpretation of the water crisis. Read slowly and clearly.



4. A PowerPoint:

You can click photographs of actual objects / situations related to the topic and present it by using Google Slides <https://www.google.com/slides/about/>



While one group is making the presentation, others will demonstrate active participation. The teacher will conclude the discussion with a concluding remark.

Guidelines for the presenters:

- a) Start by introducing your team, tell us the names of each member.
- b) Acknowledge contributions made by each member.
- c) Share your interpretations under three headings – Causes, Effects, Solutions of Water Crisis

Guidelines for the participants:

- a) Listen attentively and take notes on the presentation shared.
- b) When the presentation is over, you may ask questions to understand presented ideas even more.
- c) If you have no questions, you may share your thoughts on any aspect of the presentation

Facilitator Note:

→ **Communication:** Large group presentations / discussions provide opportunities to celebrate achievements and to contribute to each other's understanding with feedback or input. **Listening to diverse sets of ideas or insights strengthens our learning. It enriches our perspectives.**

- 'Complex communication occurs when students - listen and read carefully to understand the message; explain thoughts and ideas through words, writing, and body language; use technology to enhance a message; and communicate effectively with people in diverse cultures and backgrounds.' (The Buck Institute for Education, PBL Works, 2021). Today, we did this in our large group presentation. **Active listening and speaking are important processes of learning. This involves asking open-ended or specific questions to seek clarification, sharing our opinions or asking for opinions, listening to other's experiences, or sharing our own.**

→ **Collaboration:** With collaborative efforts, one can contribute to various situations around us and make a slight difference in our lives as well as our fellow human beings. Today, we read about different creative solutions to the water crisis tried by different people in our country. In the next chapter, we will also arrive at some solutions creatively and collaboratively.

Personal Strengths:

Remember: Communication and Collaboration can also be your **Personal Strengths**, and you may work on these to develop self and contribute to your community.

III - CONSOLIDATE

14. RECAP AND MOVING AHEAD

Students, ensure that you have completed all your previous diaries before you proceed to the concluding section of this chapter.



Small Group Work

Sit in a small group of 4-5 children. Do a recap with your peers. Refer to all your previous diary pages. Think about your varied experiences in chapter 3 as you engaged in individual work of reading and note making, small group work of shared interpretations, large group sharing of your understanding of the problem using arts, verbal presentations, role play, essay or poem writing and other forms of communication. In this small group discuss with each other what you are learning, why you are learning and how you are learning. Also discuss how you will apply these learning in academics and other aspects of your life.



Diary

Diary 14	Date.....
My diary today	
My Journey in Chapter 3	
<p>14.0 In the previous unit, we observed how we make different interpretations of a situation based on our experiences or values etc. In this chapter, we learnt a new way of making interpretations i.e., by analyzing information through critical thinking and systems thinking. If you had to describe these processes or skills to your parents or siblings, what would you tell them?</p>	<ul style="list-style-type: none"> • Developing infrastructure and management systems like better quality pipes (Govt. & Civil Society Organisations) • Encouraging positive behaviour of people with incentives (Govt. & Civil Society Organisations) • Alternative water saving techniques in irrigation or industries (Govt. & Civil Society Organisations) • Supporting farmers with funds to adopt their own methods to save water (Govt. & Civil Society organisations) • Treatment and conservation of water at various levels - at homes, offices etc. (Society & Economy)
<p>14.1 So far you have read about different creative solutions to the water crisis tried by different people in your country. You also related them with three 'aspects' as indicated in the brackets below. Some of them include:</p> <ul style="list-style-type: none"> • Raising awareness of people on water treatment and conservation (Society & Economy) • Strengthening rules, regulations for saving water and keeping water clean (Govt. & Civil Society organisations) 	<p>which of the above solutions appeals to you the most? Why?</p> <p>14.2 In future, will you be interested in learning more about a problem that is unique to your community? What are those problems in your neighbourhood or village?</p>
	<p>14.3 Did you learn how to read and make notes? How will these skills help you in self-study?</p>

14.4 You worked in a small group and engaged in a large group sharing. What was your experience in these collaborative and communicative tasks?

a Were you able to express your thoughts or opinions in the group? What examples come to your mind to elaborate this point?

b Did you give any input to the presenters or appreciate other's work? Did you learn anything from others' presentations?

14.5 Have your skills to communicate with others evolved with the session? What scores will you give from 1- 10? (where 10 is the highest).

14.6 Problem Solving, Critical Thinking, Communication, Collaboration, can be important self-development goals. What aspects in all these four areas would you consider as your goals?

- Goal 1.....
- Goal 2.....

14.7 What do you need to do to pursue your goals?

- Goal 3.....
- Goal 4.....

Facilitator Note:

→ **Reflective thinking:** Reflections allow us to think about our learning, assimilate it, relate it to other aspects of our experiences, and to change or adapt it. It is important to follow up reflective process with actions. Reflection helps us internalise what skills or values mean and to set goals for our self-development (source: PBL).

Chapter 4

ARRIVING AT A POTENTIAL INTERVENTION



OBJECTIVES

- Students identify a problem that relates to their community
- They generate ideas on a problem by research, experimentation and collaboration
- They create worthwhile ideas or solutions collaboratively
- They present their ideas or solutions using different forms

RESOURCES REQUIRED

- A Diary/Notebook
- Pen, Pencil, Crayons
- Slide Projector / Smartphone
- Google Slides/PPT
- Chart Paper

In chapter 4 - students take forward their journey of deep engagement with a community issue translating gained ideas into practice. They relate with self and community in diverse ways on the ground, reaffirm values of citizenship and compassion, strengthen thoughts and actions for continuous development of self and their fellow citizens.

The three steps of teaching-learning and five lessons in chapter 4 are:

I - CONNECT

- 15. Our common problems

II - DEVELOP

- 16. Our team effort in problem solving
- 17. Our design and actions to address the problem
- 18. Implementing and sharing planned ideas

III - CONSOLIDATE

- 19. Recap and moving ahead

I - CONNECT

15. OUR COMMON PROBLEMS

Students, in the previous chapter, we analysed a problem and various solutions. In this chapter, we will arrive at our own solutions to our own community problem by adopting a structured approach.



Group Work

Form groups of four. Try forming groups such that members who live in the same neighbourhood are in one group. Stay together for the entire time to work on the given project. Given below are some problem situations for each team. Discuss and choose 'one' that you consider a problem in your community and want to address it. Note: if you want to take up any other problem other than what is given, you are free to do so.

- **Situation for Team A:** There is a pothole in the street. The road around the school is sinking. There are frequent accidents on the road.
- **Situation for Team B:** People are falling ill in rainy seasons. There are no hospitals in the neighborhood. Elderly people are feeling ignored and insecure.
- **Situation for Team C:** Many kinds of used items are not being recycled (e.g., vegetable waste, paper, coconut fiber, etc.). Wet and dry waste is not getting segregated. Only polythene bags are used for shopping.
- **Situation for Team D:** There are very few heritage trees around us. There is a lot of garbage around the shop/ school etc. Children in the school or neighbourhood are not playing sufficiently.



Diary

After you have chosen a problem situation, give reasons as to why you want to go with that problem. For example, you may tell how you relate it with people in your neighbourhood or the nature around you. Fill up this table and share it with your class. Learn about who has taken up which situation in your class and why.

Diary 15	Date.....
My diary today :	
Our Common Problems	
15.0 What situation has your team chosen?	
15.1 Why does this problem matter to your team?	
<i>Express yourself by drawing and coloring responses to a few questions</i>	

Facilitator Note:

→ **Problem Solving:** 'It is important to first identify the problem you want to address, be it in your country, community, or school. In general, try to describe what you want to change and why you want to change it' (source: UNESCO). **Identifying a real-world problem beyond one's immediate needs, working with peers in arriving at a solution; considering multiple perspectives and experiences of those who are affected by the problem - is the key to Collaboration and Compassion in a global world.** Problem Solving involves critical thinking, communication, collaboration, creative thinking. It also involves systems thinking, design thinking and information literacy. Some of these aspects we experienced in our previous chapter and some we will explore now - to approach and solve a problem that matters to our community.

Personal Strengths

Remember: Problem Solving, Collaboration and Compassion can be your Personal Strengths, and you may work on these to develop self and your community.

II - DEVELOP

16. OUR TEAM EFFORT IN PROBLEM SOLVING

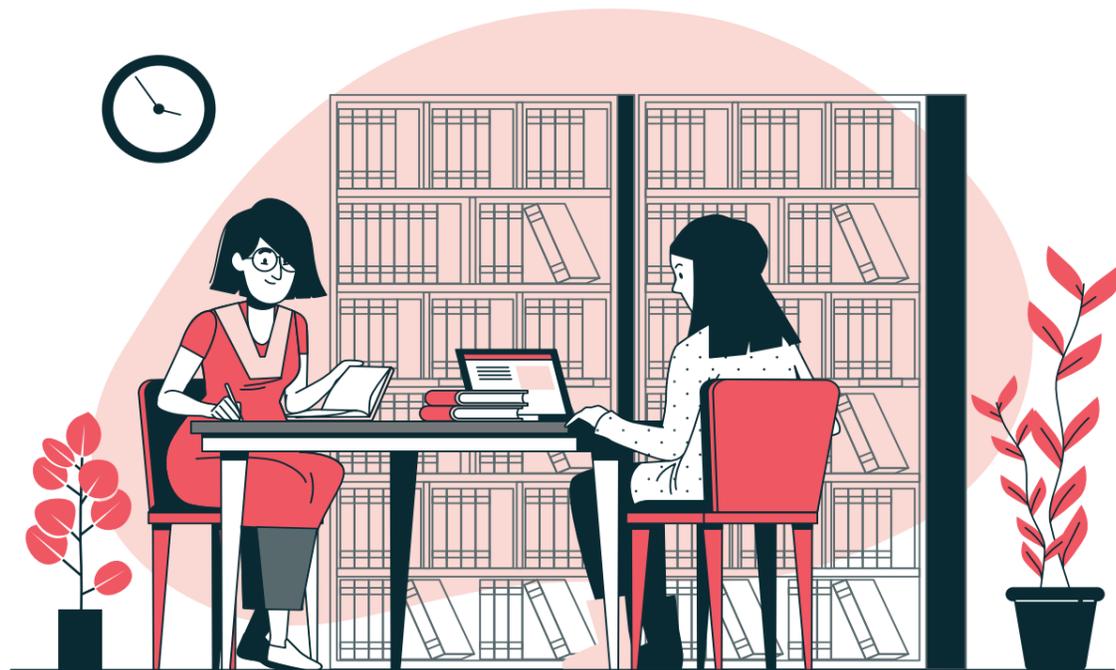
In today's digital age, we use the internet for many purposes such as to seek information, to understand and solve a problem. Though there are loads of information available on the web, it is important to decide and choose the one that is relevant to us. This requires skills to judge the quality of information, its importance and relevance as per our requirements and our context.

Students, the internet or library will provide you with 'information' to help you understand each problem situation and to brainstorm solutions. For problem solving you also require '**Systems Thinking.**' Any 'system' is composed of many interdependent components that work together. For example, our school is a system composed of - teachers, students, parents, rules and regulations, offices, community, climate etc. To improve a system, we need to analyse each part of the system including natural or ecological factors.

This helps us understand how each part is functioning, and what their limitations are etc. When we identify these key aspects, we understand where the problem lies and can solve it. Example:

- **Natural/ Ecological Factors** - These can be some causes of problem situations. For example, due to rain or floods, there are potholes. These natural or ecological factors can also be affected by certain problems. For example, the deterioration of soil quality can be caused by the imbalance of chemicals and other construction materials in road construction, as well as inadequate waste segregation.
- **Socio-Economic Factors** - These can be some of the causes of the problem. For example, due to people's attitudes or behaviour, there is littering. These can be the effects of the problem. For example, due to bad roads - men or women get late to work.
- **Government, Civil Society Organisation Factors** - These can be some causes of the problem. For example, due to more sand use in road construction and more heavy vehicles, roads are sinking, or potholes are rising. These can also be affected by the problem. For example, as people - have stopped using subsidised / free cloth bags, there is again a rise in the use of polythene bags

Our **solutions** also lie in the same three aspects i.e., Natural/ Ecological Factors, Government, Civil Society Organisation Factors and Socio- Economic Factors.



Teamwork: Step 1 - Analysis of Information

Organise yourself in the same group, read, discuss, and analyse information related to different problem situations you are working on. Remember, some problems cannot be solved entirely, but some aspects of them can be solved within this chapter's time.

Follow these guidelines to complete step 1 of your teamwork:

- Go to the library or use internet search for relevant information related to your problem. For literature review you may also use old newspapers and old magazines
- Discuss the information's relevance by seeing whether it relates to the people of your community or to any specific aspect unique to your family or neighbourhood.
- Identify some key factors that are responsible for the problem?
- Identify some factors, if changed, can solve the problem?



Diary

Students, after you have completed step 1, summarise the main points of your discussion in the table given below. In this summary, write your team's 'analyses' of information of the situation that you have chosen to address.

Diary 16	Date.....
My diary today :	
Our Team Efforts in Problem Solving	
16.0 Today in step 1 of your work, you analysed the given information given on your problem situation. What is the summary of your group discussion?	
<i>Express yourself by drawing and coloring responses to a few questions</i>	



Teamwork: Step 2 - Field Work

Students now collect some data from two other sources - observations, and interviews. Remember to collect data from people who are facing the problem you have chosen to address. You may find them residing in the same area where the problem exists. For e.g. - Shopkeepers, Farmers, Industry Workers, Residents, Auto Drivers, Cyclists, Traffic Police, Community Health Center Staff (Asha workers etc.), Students, Teachers, Family Members, Municipal Workers, Local Leaders, Local Youth or Elderly Women or Men and Children etc. You may also take ideas from retired people in your neighbourhood who will also have the time and immense experience to support you in your project. They can be from any field – army, farming, business, art, teaching, banking etc.

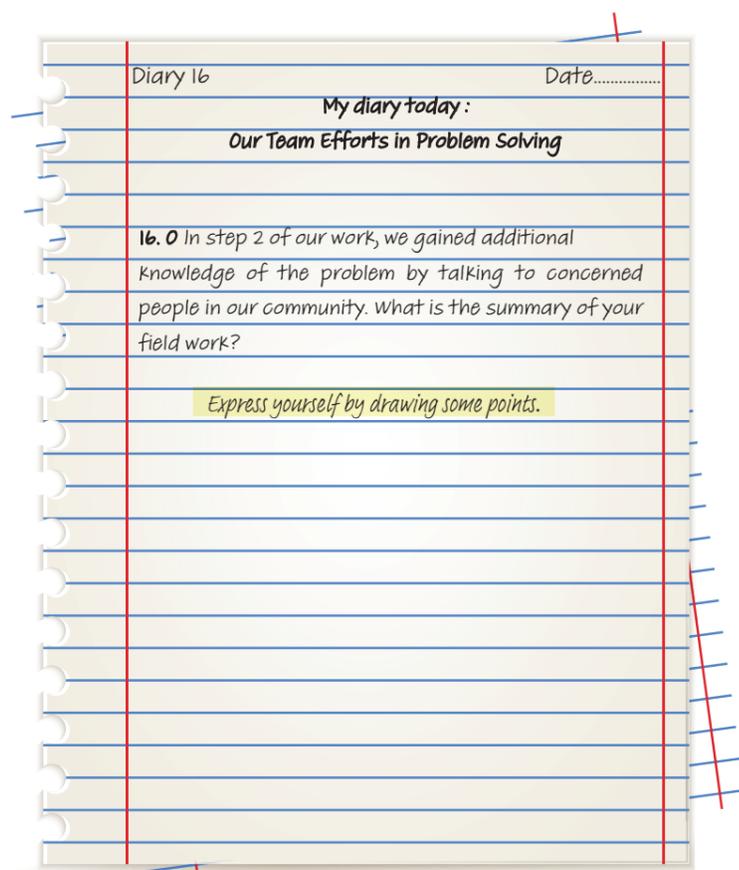
Follow these guidelines to complete step 2 of your teamwork. Collect data from as many people as you can in your community. When you meet them, ask these questions:

- a) What according to you is the main cause of the problem?
- b) Who is getting affected by the problem and how?
- c) What interventions have been made so far to address the problem?
- d) What have been the key aspects of those interventions?



Diary

Summarise the information in the table below.



Large Group Sharing

If you combine step 1 and step 2 of your work, what is your understanding of the problem that is around you? Do you find differences between what you gathered from your analysis of information (step 1) and the data collected through your field work (step 2)? Share your diary in class and find these similarities and differences.

Facilitator Note:

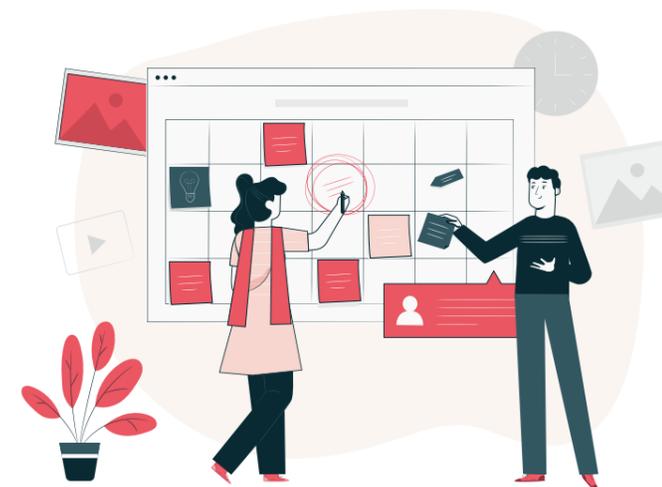
→ **Data Collection:** Before we set out to solve the problem or work on a project it is important to collect data. This helps in strengthening our understanding of the identified problem, in making effective plans to address the same by adopting a systematic approach. **Collecting data or evidence on previously made interventions helps us learn from others' experiences and to strengthen our problems and ideas on solutions. Similarly, collecting data from people affected by the problem helps us understand their requirements and seek ideas in solving it. This encourages Empathy and Collaboration. 'Compassion is not just about feeling the pain of others, but also about taking action to reduce the pain and harm' - Daniel Goldman.**

- **Information Literacy:** We live in the age of information where we need the skills to evaluate and use available information for our education and work and to make critical decisions about ourselves, our community, and our future lives. **Information Literacy empowers people to seek, evaluate, use, and create information effectively to achieve their personal, social, occupational, and educational goals** (source: UNESCO).

17. OUR DESIGN AND ACTIONS TO ADDRESS THE PROBLEM

Designing a Project

Students, look at the previous table (your collected data) carefully. Identify factors that you consider crucial in solving your team's problem. Now, take the next step to address the problem by generating some ideas and plans. For this, have a discussion on each point with your team, combine everyone's thoughts, consider different perspectives, and record your team's work in the diary given below.





Diary

Each row in the table has some prompts. Remember: That they are not ready-made ideas for you to choose but to think, discuss and arrive at your own conclusions.

Diary 17	Date.....
My diary today	
Our Design to Address the Problem	
17.0 What factors are you considering addressing the problem?	
<ul style="list-style-type: none"> Natural/ Ecological Social- Economic Government/ Civil Society 	
17.1 What is your approach to address the problem?	
<ul style="list-style-type: none"> Awareness Building Capacity Building Any other? 	
17.2 What is your project field area?	
<ul style="list-style-type: none"> School Neighbourhood etc. 	
17.3 Whose cooperation will you seek to address the problem?	
<ul style="list-style-type: none"> Residents, Panchayat, Traffic Police, Shopkeepers Any other? 	
17.4 How will they cooperate in your project?	
<ul style="list-style-type: none"> Material Support, Helping Hand, Awareness Building Any other? 	
17.5 Who will benefit from this project?	
<ul style="list-style-type: none"> Community Nature 	
17.6 What resources are you going to use and how?	
<ul style="list-style-type: none"> Natural, Kitchen Waste, Stationary Any other? 	

Facilitator Note:

- **Creativity:** This is a process through which an individual or group produces something novel and useful. Here "product" refers to products, ideas and solutions developed to address a predetermined problem and/or set of task objectives (source: PBL).
- **Problem Solving:** In a system thinking mindset, there are no fixed results or solutions.; there are only interventions. This is because things are constantly changing or evolving. **While approaching a situation from systems thinking, we develop problem-solving skills, identify potential solutions and interventions to real-life problems.** We learn to design an intervention. **In approaching our work with design thinking we empathise with the needs of users and create innovative solutions by defining the problem, brainstorming ideas, prototyping, and testing.**

Personal Strengths

Remember: Creativity and Problem Solving can be your Personal Strengths, and you may work on these to develop self and your community.

18. IMPLEMENTING AND SHARING PLANNED IDEAS

Field Work/Actions

Students, start working on your plan by taking some actions to solve the problem. As you start working on your plan, feel free to change it or make field adjustments if required. If possible, take photographs of your experiences in the field, and stick them in your diary.





Diary

Students, after you have completed step 1, summarise the main points of your discussion in the table given below. In this summary, write your team's 'analyses' of information of the situation that you have chosen to address.

Diary 18	Date.....
My diary today :	
Our Actions to Implement and Share Planned Ideas	
18. 0 What new product or object, a new idea or a solution to address the problem came from your team?	
18. 1 Who will benefit the most from this novel idea or product? How?	
18. 1 Did your team complete the project as per the plan or did you change it in the middle? How did this change in plan help your work?	
<i>Stick photograph of your field work here.</i>	



Large Group Sharing

After completing your project, share your ideas, solutions, or products to the class. Use the same approach to make a presentation as you experienced in your previous unit (arts, role play etc.). Follow the same guidelines for the presenters and participants and invite your teacher to conclude the session.

Facilitator Note

→ **Citizenship:** This involves understanding and addressing social or environmental issues and contributing positively to one's community with social responsibility and civic engagement. **Individuals with a keen sense of citizenship adhere to the values enshrined in the constitution.**

→ **Adaptive and Flexible Thinking:** Problem solving is iterative in nature. If we need to make a change in the plan, we must do it as per the needs of the situation. At times, our design may not work out as planned. In that case, it is important to improve the solution by arriving at other workable solutions.

→ **Entrepreneurial Mindset:** By embracing 21st-century skills, we can use our creative potential and find unique solutions to the challenges we face. Seeking solutions in varied situations or obstacles helps us cultivate an entrepreneurial mindset. These skills help us in our present lives and future employment. Some people become social entrepreneurs as they work on a real-world problem.

Personal Strengths

Remember: Citizenship can be your Personal Strengths, and you may work on citizen values and traits to develop self and your community.

III - CONSOLIDATE

19. RECAP AND MOVING AHEAD

Students, ensure that you have completed all your previous diaries before you proceed to the concluding section of this chapter.



Small Group Work

Sit in a small group of 4-5 children. Do a recap with your peers. Refer to all your previous diary pages. Think about your varied experiences in chapter 4 as you engaged in brainstorming, analysis of information, data collection, planning and designing a project; and implementing and sharing ideas and solutions in large group. In this small group discuss with each other what you are learning, why you are learning and how you are learning. Also discuss how you will apply these learning in academics and other aspects of your life.





Diary 19 Date.....

My diary today
Our Design to Address the Problem

19.0 In chapter 3 and 4 you learnt about Compassion as a value. You spent time in understanding and working on a problem that may not be related to you but to 'others around you including nature.' What do you feel about this value or personal strength of "Compassion"?

19.1 You designed a project by adopting a structured approach such as reading and analysing information, data collection and so on. You not only planned, but also initiated Community Actions. How do you describe this experience? In future, will you be a part of such community actions? How?

19.2 Problem Solving, Critical Thinking, Communication, Collaboration, can be important self-development goals. What aspects in all these four areas would you consider as your goals?

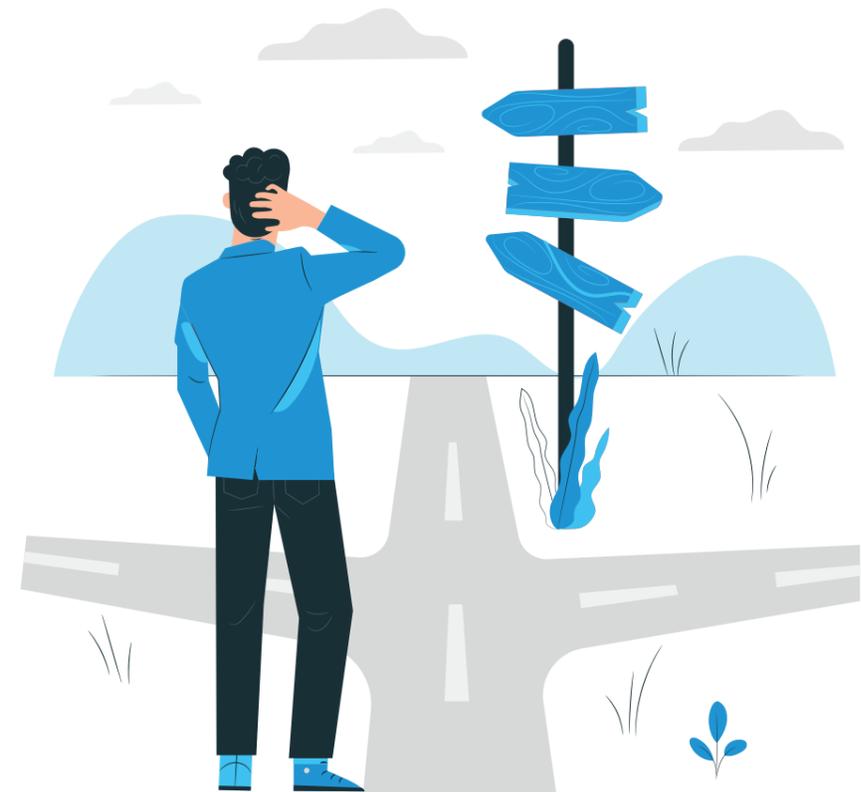
- Goal 1.....
- Goal 2.....
- Goal 3.....
- Goal 4.....

19.3 What do you need to do to pursue your goals?

Facilitator Note:

→ **Reflective thinking:** Reflection on the project – design and implementation help us decide how we might approach our next project. It allows us to step back and think about how to solve problems and how a particular set of problem-solving strategies is appropriated for achieving our goal (source: PBL)

UNIT III CAREER AWARENESS



“ At last, I have explored the vast array of occupations available today. I find myself reflecting on whether among the countless options worldwide, I've managed to align them with my family and local contexts? Have I been successful in making these connections?

Today, I want to join theatre to explore more about myself and my future.....”

My diary today.

Chapter 5 EXPLORING FUTURE POSSIBILITIES



OBJECTIVES

- Students gather information of a diverse range of career options
- They express what they like about different careers
- They relate their interests, skills, and values with different careers

RESOURCES REQUIRED

- A Diary/Notebook
- Career Cluster Tool
- Case Vignette
- Case Study
- Pen, Pencil, Crayons
- Slide Projector / Smartphone

In chapter 5- students articulate their aspirations and deliberate on a probable future by gaining from a comprehensive and practical exposure to a wide range of careers. They learn to view self as well as their community in a novel way and are oriented towards thinking about their future lives in a structured manner.

The three steps of teaching-learning and five lessons in chapter 5 are:

I - CONNECT

20. Occupations in my home and neighborhood

II - DEVELOP

21. My role models
22. My values, skills and other strengths
23. Some other jobs and occupations around us

III - CONSOLIDATE

24. Recap and moving ahead

I - CONNECT

20. OCCUPATIONS IN MY HOME AND NEIGHBORHOOD

Students, in the previous two units, we explored ourselves and our community and aligned these with our present lives. In this unit, we will continue to do this along with thinking about our lives as we visualize to see in the future. Our immediate future is our education after school, a career along with active and constructive community engagement. Let us start taking a small step towards our future by reading a case vignette. As you read it, think about different tasks that people in your family are engaged in; while some may be studying, others may be engaged in some work or a business.

NEWSPAPER

FRIDAY, OCTOBER 18, 2024

CASE VIGNETTE (MY NEIGHBORS)





Suniti is studying arts in her college and wants to be a photographer. Suniti’s mother works at home by conducting private tuition in the evening. Many children from the neighborhood come to their house to study Math and Social Science. Meena’s father is a clerk in a government hospital and her aunt is a tailor. My family gets all our clothes stitched from Meena’s aunt. She is particularly good at designing traditional wear. Every day in the morning and evening, Meena and her parents spend time in their backyard nursery and grow vegetables for their household use. Aslam’s family is involved in exports. They are skilled craftsmen and make diverse types of brass utensils. Some members of Aslam’s family design utensils, some do the carving, and some are involved in marketing and selling finished products. Smita’s grandparents were farmers and many members of her household have continued their traditional occupations since then. Smita has varied interests. She loves sewing, knitting, reading, and authoring poems. She wishes to be a teacher as she feels that like many other professions, education brings quality in life, it enhances our creativity and productivity. She feels that she has two strengths that would make her a good teacher - She is a good listener and pays careful attention to what others say. She expresses herself clearly and confidently.



Diary

Students, after reading the case vignette, share something about your family. Tell for example who is self-employed, who works in an industry or who has a job. Do write about those members in your house who spend some amount of their time as volunteers without accepting anything in return.

Diary 20	Date.....
My diary today :	
Occupations in My Home and Neighborhood	
20.0 What are the occupations of different people in your family?	
20.1 Do you associate some aspects of their work as 'a value.' For example, some member's job may remind you of the respect that it entails for nature or service to the community.	
20.2 What do you like about the work of different family members?	
20.3 Do you associate some work in your family as contributing to the community? How?	
20.4 What skills do you associate with some work that you see in your family? For e.g., painting or preparing raw materials for the local industry.	
Express yourself by drawing and coloring responses to a few questions	



Large Group Sharing

Read your diary in your class, and know a range of jobs, business, or occupations. Learn about contributions of different work in our lives.

Facilitator Note:

→ **Jobs and Occupation:** A job is a set of tasks and duties performed by one person, including for an employer or in self-employment. Occupation refers to the kind of work performed in a job. It is defined as a "set of jobs whose main tasks and duties are characterized by a high degree of similarity." A person may be associated with an occupation through the main job currently held, a second job, a future job or a job previously held (source: ISCO-08). People do diverse types of work – some in industries or establishments and some in the form of some business or self-employment.

- **Volunteering: Not all work is done for pay. For example, during the Covid times, many men and women organized themselves to arrange food, transport or hospitals for virus affected families. They worked as volunteers and were good examples of Citizenship.**
- **Entrepreneurial Mindset:** All occupations contribute to family income and society, and all professions-teachers, hair stylists, shopkeepers, scientists need to be seen with equal respect. **Many people are engaged in work that helps solve social or environmental problems.**

II - DEVELOP

21. OCCUPATIONS IN MY HOME AND NEIGHBORHOOD

Interview

Students, meet a person in your family, neighborhood or in your school who you like or who is liked or respected in your neighborhood. They may be self-employed or have a job. You may know a few things about them, their work or occupations. Meet and know more about them based on following points (do add more questions as you like)-

- How did you decide to be in this occupation?
- What is something you like the most in your work?
- What are some challenges that you encounter in your work?
- What are some of your strengths that help you in your work?

Teachers, if possible, may invite some people from the local community whom they admire and facilitate their interactions with students. They may be self-employed, engaged in some service or freelancing. They may be social entrepreneurs who use their creative potential to find unique solutions to the real-world problems we all face. Let students see who their teachers' role models are, their successes and failures in life, and draw inspirations from them. Let students get an opportunity to relate with some role models who live with them in the same community.



Diary

Fill up the diary after your interview is over:

Diary 21	Date.....
My diary today :	
My Role Models	
21. 0 What is something that you liked about the person whom you met? For e.g. you may like their behavior or personal strengths.	
21. 1 How did you feel meeting her or him and talking about their work?	
21. 2 How do you relate your current life with what you heard from her / him?	
21. 3 Will you be meeting her/him again to know more about your future career?	
<i>Express yourself by drawing and coloring responses to a few questions</i>	



Large Group Sharing

Share a few things from your diary in class. Learn about the role models of your classmates. See if someone considers their mother as a role model. She may be doing a lot of work at home and supporting her family business or engaged in agriculture work.

Facilitator Note:

→ **Role Models:** Teachers, authors, community leaders etc. often occupy socially important roles. Role models can also be our parents, siblings, or anyone around us who we all admire. Role Models offer us an image of someone we would like to become. They inspire us with their behavior and character strengths. We like some of them for their diligent work habits or some for their continuous support to friends or neighbors. They provide us with hope, a way to strengthen our existing potential and to look at our futures with possibilities. We can have many role models and pick up attributes from different people in society.

Remember: As we engage with our role models, it is important to consider our own needs and goals; to see what we want to do and what gives us happiness.

22. MY VALUES, SKILLS, AND OTHER STRENGTHS

Students, let us learn about some more people in our community. As you read case scenarios and a case study, think about certain values, skills and other personal strengths that are essential for our life, for our studies and future careers. It is important to be aware of these strengths, to develop them continuously and to also practice them. We engaged with some of these in our previous units and made some goals on them. Let us do a recap and begin our reading work after that.

- **Values:** Example: Hard Work, Integrity, Respect, Punctuality, Cooperation, Responsibility, Equality, and Continuous Awareness of Self and Community.
- **Character Strengths:** Example: Pursuing a hobby, Voicing Opinions, Expressing Thoughts and Feelings, and Initiating Community Actions and Citizenship.
- **Skills:** Example: Creativity, Communication, Critical Thinking, Collaboration, Problem Solving, Relationship Skills, Reading and Note Making, Self-Study. **Certain skillsets are required as per the work performed in an occupation, as per the tasks and duties.** (Source: ISCO-08)

NEWSPAPER

FRIDAY, OCTOBER 18, 2024

CASE VIGNETTE - SURAJ



Suraj lived in a small village with his parents. As a child, Suraj was hardworking and completed his class assignments and many other works at home enthusiastically. He liked playing football and carrom. After his graduation, he started applying for jobs and was happy to be invited for a job interview. Before appearing for the interview, he prepared and approached the interview room with confidence. He got the job and came to know that the interview panel was impressed by the clarity with which he answered questions. Suraj initiated his work with the same enthusiasm that he had in his school and college days. He showed eagerness to support his colleagues when required and ensured that he completed projects in a teamwork. Besides, he continued to keep his love of learning alive. He learned new skills in his workplace and secured himself financially. He fulfilled his dreams and his parents' too.

NEWSPAPER

FRIDAY, OCTOBER 18, 2024

CASE VIGNETTE - KANCHAN BEN



Kanchan Ben Thakor, hails from a family of seven in the Chalwada village of Patan District in northern Gujarat. She recalls how one of her elder sisters motivated her to join the government skilling initiative for tailoring three years back. Currently, Kanchan has her own sewing business for stitching clothes, alterations, and embroidery; and has also provided training to three women in recently. Kanchan Ben's parents are agricultural workers and given their financial situation, it is a relief for the family that she can contribute to the household expenses. She completed her higher secondary education and then took a gap year. During this time, she undertook this tailoring course of about an hour's training every day for two months. Proudly exhibiting the completion certificate from the program, she mentions how it has helped her fetch a thousand rupees discount on the purchase of her sewing machine. Although currently she is enrolled for a bachelor's degree in Sanskrit through a part-time correspondence course at a local university, the tailoring business is what she is most excited about. "I am extremely busy now with tailoring orders coming in from various corners of my village. Although it gets extremely difficult to manage my business alongside the household chores and studies, I can earn about INR 400 a day from my tailoring orders," she exclaims. Kanchan is also very keen on undertaking a beautician course to establish her own beauty parlor, while she has already filled up her applications for the posts of junior clerk and secretary at the local Panchayat. Kanchan Ben, with no immediate plans for marriage, has a future agenda in place. "As the next step, I want to rent out my own stitched garments for special occasions such as Navratri or marriage ceremonies in my village. Although my family will not allow me to expand the business to bigger towns and cities, I intend to continue with my business even after marriage," she mentions with fervent determination.

NEWSPAPER

FRIDAY, OCTOBER 18, 2024

CASE VIGNETTE - MANJU DEVI



Manju Devi, from a village in Bulandshahr is the daughter of a construction worker. She stopped studying after Class 12 due to her family's financial circumstances. She passed a certified skill course in stitching and, post her wedding, moved to Delhi, where she worked as a tailor and instructed other women. On her return to her native village, Manju Devi continued to upskill other women and has taught sewing to more than 150 women so that they could start a business of their own. This, in a village, where women hardly went out to work until recently. Buoyed by the support of her husband and son, Manju Devi decided to take her business to the next level. With a 40-day course from an entrepreneurship support program, she learned to ideate, create a business plan, manage finances, and understand customer needs. She received a loan and registered her venture on an e-commerce site and sold roti flap covers, costumes for deities, and plans to add salwar suits, tops, and palazzos soon. Today, she runs a family unit where her husband accompanies her to purchase raw materials and drop off packages to nearby cities. Her son uploads photos of products on e-commerce websites. Manju Devi's dream is to open a shop in Bulandshahr and to sell her creations.



Group Discussion and Individual Work

Students, now that you have read about Suraj, Kanchan Ben and Manju Devi, form groups of 4-5 and engage in a group discussion based on the questions given below. After the discussion is over, complete your diary. Remember, the discussion is intended to understand each other's thoughts and ideas on the three readings, and diary writing is your 'individual work'. The diary is based on 'your' conclusions from the discussion or what you think and feel about your life as a student now and in the future too.



Diary

Diary 22	Date.....
My diary today :	
My Values, Skills, and Other Strengths	
22.0 Suraj demonstrates certain interests as a child and carries them forward in future. How does Suraj's life influence you?	
22.1 How do you think Kanchan Ben and Manju Devi's family has played a key role in shaping their careers?	
22.2 What values do you associate with Suraj, Kanchan Ben and Manju Devi?	
22.3 How do you understand Creativity and Problem Solving, as you reflect on the life of Kanchan Ben and Manju Devi?	

23. SOME OTHER JOBS JOBS AND OCCUPATIONS AROUND US

Students, here is a cluster tool comprising of 16 career clusters. They provide you with a variety of information on various kinds of careers and related features associated with each. As you go through the tool, think about yourself deeply.



Reading, Coloring Career Cluster Tool (part 1)

Read each of the 16 clusters. Take a color pencil and color as many aspects from any of the 5 columns that you find appealing or that evokes your curiosity. These may be related to your interests, skills, values, or a type of work or profession you may find attractive.

CAREER CLUSTER TOOL – PART 1

Career Cluster 1- Agriculture, Food and Natural Resources		
A. I like this cluster as it relates to my interests, like....		
<ul style="list-style-type: none"> • Being outdoors in all kinds of weathers • Being physically active • Studying plants and technologies to improve plants, soil etc. • Learning about how plants grow • Learning about environment conservation • Learning about life, nature, birds, animals, plants • Taking care of animals • Gardening • Studying Biology, Chemistry, Physics, Math 		
B. I like this cluster as certain skills are appealing to me, like...		
<ul style="list-style-type: none"> • Creativity • Problem Solving 		
C. I am interested in this cluster as it involves certain kinds of work and values, like...		
<ul style="list-style-type: none"> • Saving marine life including animals and plants, during disasters such as oil spills. • Containing the problem of drought and preventing migration of a drought hit area. • Growing a variety of crops, flowers, fruits, or vegetables 		
D. I am interested in this cluster as I like certain types of work, like...		
<ul style="list-style-type: none"> • Production • Processing • Marketing • Distribution 	<ul style="list-style-type: none"> • Financing • Development of agricultural commodities and resources including wood, fiber, natural resources, horticulture • Other plant and animal resources. 	
E. I like this cluster due to some professions that I find appealing, like...		
<ul style="list-style-type: none"> • Agriculture Scientist • Teacher • Veterinarian • Farming • Agricultural Science Teacher • Geologist 	<ul style="list-style-type: none"> • Gemologist • Veterinarian • Forest In-charge • Biochemist • Biophysicist 	<ul style="list-style-type: none"> • Food Inspector • Scientist • Nursery and Greenhouse professional.

Career Cluster 2- Architecture and Construction	
A. I like this cluster as it relates to my interests, like....	
<ul style="list-style-type: none"> • Working with hands • Using various kinds of tools • Designing models of home, parks, and other buildings • Being outdoors in any kind of weather • Being physically active • Studying Algebra, Geometry, Math, Science, Computer Science 	
B. I like this cluster as certain skills are appealing to me, like...	
<ul style="list-style-type: none"> • Creativity • Problem Solving 	<ul style="list-style-type: none"> • Making beautiful things with varied materials • Computer generated designs
C. I am interested in this cluster as it involves certain kinds of work and values, like...	
<ul style="list-style-type: none"> • Connecting two parts of a city with a bridge and ensuring better trade and other development • Building a school or a hospital • Renovating an old heritage building 	
D. I am interested in this cluster as I like certain types of work, like...	
<ul style="list-style-type: none"> • Designing • Planning • Managing • Building and maintaining the built environment 	
E. I like this cluster due to some professions that I find appealing, like...	
<ul style="list-style-type: none"> • Architect • Brick Manufacturer • Electrician • Plumber • Carpenter 	<ul style="list-style-type: none"> • Contractor for construction work • Structural Steel Worker • Civil Engineer • Mechanical Engineer • Structural Engineer

Career Cluster 3 - Arts, Audio/Visual Technology, Communications		
A. I like this cluster as it relates to my interests, like....		
<ul style="list-style-type: none"> • Drawing, painting, sketching • Music, drama, dance • Taking pictures or videos • Making jewelry, sculptures, ceramics and dresses 	<ul style="list-style-type: none"> • Doing peoples' hair, make-up, dress • Authoring stories, essays, or articles 	<ul style="list-style-type: none"> • Being on a stage or in front of the camera • Being informed of news around the world and in telling people about it • Advertisements • Organizing events at home or school • Studying Languages, Arts
B. I like this cluster as certain skills are appealing to me, like...		
<ul style="list-style-type: none"> • Communication Expression of thoughts and ideas through writing, music, or drama. • Creativity • Imagination • Visualization 	<ul style="list-style-type: none"> • Graphic Designing • Writing • Public speaking • Photography 	
C. I am interested in this cluster as it involves certain kinds of work and values, like...		
<ul style="list-style-type: none"> • Authoring a story on an ancient ruin discovered in a village; drawing the attention of the government and the community for appropriate actions • Making clay pots, bangles, and utensils • Working in a film industry 		
D. I am interested in this cluster as I like certain types of work, like...		
<ul style="list-style-type: none"> • Designing • Producing • Exhibiting • Performing 	<ul style="list-style-type: none"> • Writing and publishing • Multi-media content writing and publishing • Authoring • Journalism and entertainment services 	
E. I like this cluster due to some professions that I find appealing, like...		
<ul style="list-style-type: none"> • Graphic Artists • News Anchor • News Editor • Reporter • Photojournalist • Author • Writer 	<ul style="list-style-type: none"> • Music director • Video Director • Voice-over artist • Musician • Dancer • Communication Officer in business houses • Advertising Industry professional 	

Career Cluster 4 - Business Management and Administration		
A. I like this cluster as it relates to my interests, like....		
<ul style="list-style-type: none"> • Working in family business • Solving problems at home, in the neighborhood • Finding patterns in data • Analyzing data • Developing web pages • Convincing, making negotiations with people 	<ul style="list-style-type: none"> • Talking, meeting new people • Scrunching numbers • Thinking about how to grow money • Working on school events and clubs • Delegating work to people, managing, leading a team 	<ul style="list-style-type: none"> • Studying Mathematics, Statistics, Economics, Computer Science
B. I like this cluster as certain skills are appealing to me, like...		
<ul style="list-style-type: none"> • Planning • Organizing • Analyzing • Leadership • Negotiating • Communicating 		
C. I am interested in this cluster as it involves certain kinds of work and values, like...		
<ul style="list-style-type: none"> • Identifying the problem of dry skin in a region and selling body oil as a solution • Improving bus services, encouraging people to use it in cities and to reduce pollution • Setting up own business from home 		
D. I am interested in this cluster as I like certain types of work, like...		
<ul style="list-style-type: none"> • Planning, Organizing, Executing, and directing all essential processes in the business 		
E. I like this cluster due to some professions that I find appealing, like...		
<ul style="list-style-type: none"> • Accountant or Certified Public Accountant (CPA) • Financial Manager • Chief Executive Officer (CEO) • Chief Financial Officer (CFO) • Office Manager 	<ul style="list-style-type: none"> • Public Relation Specialist • Management Analysts • Sales and Marketing Team • Business Owner. 	

Career Cluster 5 - Education and Training	
A. I like this cluster as it relates to my interests, like....	
<ul style="list-style-type: none"> • Being with children • Tutoring or supporting children with reading, writing, drawing, games, or sports etc. • Creating simple study materials. Example: comprehension passages • Helping students get better at studies • Motivating others • Art and craft work, creating bulletin boards • Playing games - spelling, math, reading • Showing others how to do things • Studying Languages, Math, Science, Social Science, Psychology 	
B. I like this cluster as certain skills are appealing to me, like...	
<ul style="list-style-type: none"> • Teaching • Planning • Managing • Negotiating 	<ul style="list-style-type: none"> • Motivating • Mentoring • Coaching
C. I am interested in this cluster as it involves certain kinds of work and values, like...	
<ul style="list-style-type: none"> • Providing skill training to youth in a remote area and enhancing their prospects of employment • Raising awareness of new schemes of the government in the community • Teaching in a school, college, university 	
D. I am interested in this cluster as I like certain types of work, like...	
<ul style="list-style-type: none"> • Planning, managing, and providing education, training, and related support services 	
E. I like this cluster due to some professions that I find appealing, like...	
<ul style="list-style-type: none"> • Teacher • Principal • School Counsellor • Trainer • Program Designer 	<ul style="list-style-type: none"> • Content Writer • Curriculum Designer

Career Cluster 6 - Finance	
A. I like this cluster as it relates to my interests, like....	
<ul style="list-style-type: none"> • Working on home budgets • Handling money at home or in some programs – like being a treasurer of a students’ club • Working with my guardians in managing accounts or home savings • Working on Excel • Being a treasurer of a club • Participating in fundraising activities • Playing games involving money like monopoly etc. • Learning about investments or savings and how to grow money • Watching or reading financial news or articles • Studying Statistics, Economics, Algebra 	
B. I like this cluster as certain skills are appealing to me, like...	
<ul style="list-style-type: none"> • Planning • Managing • Analyzing Data (Excel etc.) 	
C. I am interested in this cluster as it involves certain kinds of work and values, like...	
<ul style="list-style-type: none"> • Analysis of big data for news items in TV or newspaper etc. • Managing salary, expenses, provident fund, pension, and other financial aspects of an organization • Planning budgets for the government every year 	
D. I am interested in this cluster as I like certain types of work, like...	
<ul style="list-style-type: none"> • Planning and management service for financial investment, banking insurance and business fiscal management 	
D. I am interested in this cluster as I like certain types of work, like...	
<ul style="list-style-type: none"> • Actuary • Appraiser • Financial Institute Manager • Banker • Securities Trader • Auditor and Claim Accessor • Risk Analyst 	

Career Cluster 7 - Government & Public Administration
A. I like this cluster as it relates to my interests, like....
<ul style="list-style-type: none"> • Participating in debates • Learning about work, policies of government • Watching political campaigns, elections • Listening to speeches on Independence or Republic Day • Learning about welfare programs for citizens • Learning a foreign language • Being a leader or a captain of a team • Participating in school elections • Participating in school parliament • Volunteering in school projects • Studying Social Science, Economics, Statistics, Language
B. I like this cluster as certain skills are appealing to me, like...
<ul style="list-style-type: none"> • Public Speaking • Administrating • Leading • Researching
C. I am interested in this cluster as it involves certain kinds of work and values, like...
<ul style="list-style-type: none"> • Policy development in education, livelihood or health sector and enhancing welfare of people • Advising the government on national and international policies • Managing Panchayat or similar government offices in villages or in cities
D. I am interested in this cluster as I like certain types of work, like...
<ul style="list-style-type: none"> • Executing government functions including governance in national security • National service in planning revenue and finance, agriculture and management • Administration at the local and state offices
E. I like this cluster due to some professions that I find appealing, like...
<ul style="list-style-type: none"> • CBI • CID • IAS and PCS officer • Government Office Professional • Politician

Career Cluster 8 - Health Sciences		
A. I like this cluster as it relates to my interests, like....		
<ul style="list-style-type: none"> • Taking care of individuals in stress or with physical ailments • Learning about first aid and CPR • Learning about medicines and treatments • Giving first aid to injured people • Learning about how human body works and functions • Learning about how to stay healthy • Watching shows on health, Yoga etc. • Volunteering at rescue missions like during floods etc. • Advising people on health issues • Talking to people who are in stress • Staying physically active • Studying Science, Psychology, Physics, Chemistry, Biology, Mathematics 		
B. I like this cluster as certain skills are appealing to me, like...		
<ul style="list-style-type: none"> • Scientific Thinking • Analyzing • Researching 		
C. I am interested in this cluster as it involves certain kinds of work and values, like...		
<ul style="list-style-type: none"> • Combating the serious situation of a virus that has spread across a city. • Health, Yoga, fitness training in different organizations or institutions • Making medicines – herbal or allopathy etc. 		
D. I am interested in this cluster as I like certain types of work, like...		
<ul style="list-style-type: none"> • Planning, managing, and providing health services, diagnostic services, health support services, medicinal services and manufacturing, biotechnology, and research 		
D. I am interested in this cluster as I like certain types of work, like...		
<table border="0"> <tr> <td> <ul style="list-style-type: none"> • Doctor • Pharmacist • Dentist and Dental Hygienist • Nurse • Athletic Trainer </td> <td> <ul style="list-style-type: none"> • Dietician • Gym Instructor • Paramedical Services • Alternate Medicine Doctor </td> </tr> </table>	<ul style="list-style-type: none"> • Doctor • Pharmacist • Dentist and Dental Hygienist • Nurse • Athletic Trainer 	<ul style="list-style-type: none"> • Dietician • Gym Instructor • Paramedical Services • Alternate Medicine Doctor
<ul style="list-style-type: none"> • Doctor • Pharmacist • Dentist and Dental Hygienist • Nurse • Athletic Trainer 	<ul style="list-style-type: none"> • Dietician • Gym Instructor • Paramedical Services • Alternate Medicine Doctor 	

Career Cluster 9 - Hospitality and Tourism	
A. I like this cluster as it relates to my interests, like....	
<ul style="list-style-type: none"> • Planning trips with family or friends • Traveling, exploring unfamiliar places Outdoor activities like picnic • Cooking • Being physically active; staying outdoors in all weather conditions • Writing blogs about own journeys • Being a host of a party • Reading about diverse cultures and places, learning about a new language • Studying Languages, Home Science, Physical Education, Sports, Geography 	
B. I like this cluster as certain skills are appealing to me, like...	
<ul style="list-style-type: none"> • Planning • Managing • Organizing • Communication • Networking 	
C. I am interested in this cluster as it involves certain kinds of work and values, like...	
<ul style="list-style-type: none"> • Developing a beautiful yet isolated place as a tourist destination and enabling gainful employment to residents • Managing kitchen of a chain of restaurants • Organizing events like weddings etc 	
D. I am interested in this cluster as I like certain types of work, like...	
<ul style="list-style-type: none"> • Management marketing and operations of restaurants and other food services, lodging services attractions and recreation events, and travel-related services. 	
E. I like this cluster due to some professions that I find appealing, like...	
<ul style="list-style-type: none"> • Recreation camp • Counselor • Travel Agent • Hospitality Manager • Hotel Manager 	<ul style="list-style-type: none"> • Chef Baker • Server • Cook • Tour Director • Travel Blogger • Hotel Auditor

Career Cluster 10 - Human Services	
A. I like this cluster as it relates to my interests, like....	
<ul style="list-style-type: none"> • Listening and helping friends with problems • Working and caring for elderly • Shopping • Comparing prices of products • Volunteering for a cause • Delivering food, clothes to those in need • Studying Social Science, Language, Home Science, Psychology, Computer Science 	
B. I like this cluster as certain skills are appealing to me, like...	
<ul style="list-style-type: none"> • Active listening • Communicating • Planning • Organizing • Leading • Executing 	
C. I am interested in this cluster as it involves certain kinds of work and values, like...	
<ul style="list-style-type: none"> • Healing stray dogs and cows in the neighborhood who are injured or famished • Running own NGO like teaching children of slums or on streets • Healing people with trauma or varied issues 	
D. I am interested in this cluster as I like certain types of work, like...	
<ul style="list-style-type: none"> • Preparing individuals for employment • Helping individuals in getting finances for health food clothes shelter justice, childcare services 	
D. I am interested in this cluster as I like certain types of work, like...	
<ul style="list-style-type: none"> • Child-care worker • Recreational worker • Rehabilitation or substance abuse counselor • Deaf and Dumb Interpreter • Nutrition Counselor • NGO founder 	

Career Cluster 11 - Information Technology	
A. I like this cluster as it relates to my interests, like....	
<ul style="list-style-type: none"> • Playing video games • Assembling parts of the computer • Creating apps or computer games or webpage • Learning about robotics • Computer programming • Data analysis and report writing • Surfing the net • Studying Math, Statistics, Physics, Chemistry, Biology/Botany 	
B. I like this cluster as certain skills are appealing to me, like...	
<ul style="list-style-type: none"> • Designing • Mathematical Thinking • Planning • Organizing • Analyzing • Problem Solving 	
C. I am interested in this cluster as it involves certain kinds of work and values, like...	
<ul style="list-style-type: none"> • Using Artificial Intelligence to create useful products for people with disability • Managing computer related work in different organizations • Creating documents of various kinds for different organizations, for example - newsletters, research reports, brochures etc. 	
D. I am interested in this cluster as I like certain types of work, like...	
<ul style="list-style-type: none"> • Designing, developing and managing 	
E. I like this cluster due to some professions that I find appealing, like...	
<ul style="list-style-type: none"> • Computer System Engineer • Analyst • Programmer • Database Administrator • Network System Administrator 	<ul style="list-style-type: none"> • Web Administrator/Developer • Systems Intelligence Administration System • Security Administration • Data analyst

Career Cluster 12 - Public Safety, Corrections, Security	
A. I like this cluster as it relates to my interests, like....	
<ul style="list-style-type: none"> • Watching, reading mystery novels • Following debates, court cases, legal drama on films, TV etc. • Volunteering to help find missing pets or children or rescuing people from tragic conditions • Wearing a soldier's uniform • Combat art • Learning about weapons and defense systems • Exercising and staying physically fit • Working outdoors in all kinds of weather conditions • Studying Social Science, Statistics, Psychology, Computer Science, Physics, Chemistry, Math 	
B. I like this cluster as certain skills are appealing to me, like...	
<ul style="list-style-type: none"> • Researching • Mystery solving • Debating • Public Speaking • Problem Solving 	
C. I am interested in this cluster as it involves certain kinds of work and values, like...	
<ul style="list-style-type: none"> • Rescuing several people injured or trapped in a natural disaster, e.g., in a landslide • Detecting a case in an organization • Serving armed forces 	
D. I am interested in this cluster as I like certain types of work, like...	
<ul style="list-style-type: none"> • Planning and managing public safety security, legal services, and protective services, including professional and technical support 	
D. I am interested in this cluster as I like certain types of work, like...	
<ul style="list-style-type: none"> • Lawyers • Judge • Paralegal • Firefighters • Police Officer • Defense personnel 	<ul style="list-style-type: none"> • Forensic Expert • Para-Military Officer • Security Agency Officer • Disaster Management Personnel

Career Cluster 13 - Public Safety, Corrections and Security	
A. I like this cluster as it relates to my interests, like....	
<ul style="list-style-type: none"> • Sewing, weaving, knitting • Making various kinds of products • Taking up and working on projects in class • Working with machines or leather • Installing and repairing equipment • Studying Math, Physics, Chemistry, Home Science 	
B. I like this cluster as certain skills are appealing to me, like...	
<ul style="list-style-type: none"> • Scientific Thinking • Executing • Managing 	
C. I am interested in this cluster as it involves certain kinds of work and values, like...	
<ul style="list-style-type: none"> • Making home appliances in industries • Making, marketing, and selling home made products like oil etc. • Running a handicrafts business from home 	
D. I am interested in this cluster as I like certain types of work, like...	
<ul style="list-style-type: none"> • Planning, managing, and the processing of materials into intermediate or final products; and related technical and administrative support functions such as production planning, control maintenance and engineering of products 	
E. I like this cluster due to some professions that I find appealing, like...	
<ul style="list-style-type: none"> • Machine Operator • Welder • Equipment Testing and Quality Testing mechanic • Health and Safety Technician • Operations Research Analyst • Textile inspector 	

Career Cluster 14 - Marketing and Sales	
A. I like this cluster as it relates to my interests, like....	
<ul style="list-style-type: none"> • Advising people on the products they buy • Negotiating and convincing people • Real estates, buying and selling houses • Selling things • Decorating homes or rearranging furniture and other things • Arranging fashion shows • Shopping • Learning about how small shops can enhance their business • Keeping track of latest trends • Studying Economics, Language, Science, Accounts, Commerce 	
B. I like this cluster as certain skills are appealing to me, like...	
<ul style="list-style-type: none"> • Negotiating • Marketing • Communicating • Creativity • Quick Thinking • Public Speaking 	
C. I am interested in this cluster as it involves certain kinds of work and values, like...	
<ul style="list-style-type: none"> • Marketing an App created by an entrepreneur for use by scientists or researchers • Managing sales of buildings, malls etc. • Designing and selling items for traveling everywhere 	
D. I am interested in this cluster as I like certain types of work, like...	
<ul style="list-style-type: none"> • Planning organizing and executing marketing events to promote products and services 	
D. I am interested in this cluster as I like certain types of work, like...	
<ul style="list-style-type: none"> • Real Estate Agent • Fashion or Floral Designer • Retail Store Manager • Sales Representative • Event Managers • Interior Decorator • Marketing Director and Marketing Consultant • Fashion Consultant 	

Career Cluster 15 - Science, Technology, Engineering, Math	
A. I like this cluster as it relates to my interests, like....	
<ul style="list-style-type: none"> Watching sea rocks and fossils Star gazing Knowing about distinct species of plants and animals Knowing about solar system Exploring and knowing about how gadgets work Designing vehicles Creating models of machines Working and repairing machines Conducting Science experiments Studying Mathematics, Physics, Chemistry, Biology, Geography, Computer Science, Statistics 	
B. I like this cluster as certain skills are appealing to me, like...	
<ul style="list-style-type: none"> Designing Creating Mathematical Thinking Problem Solving 	<ul style="list-style-type: none"> Planning Organizing Analyzing
C. I am interested in this cluster as it involves certain kinds of work and values, like...	
<ul style="list-style-type: none"> Testing ecofriendly petrol for consumption by cars Solving problem of pollution or other conditions affecting health Conducting a scientific study and finding something new in a plant or animal kingdom 	
D. I am interested in this cluster as I like certain types of work, like...	
<ul style="list-style-type: none"> Planning, managing, and providing scientific research, professional and technical support (e.g., physical science, laboratory testing science and engineering) 	
E. I like this cluster due to some professions that I find appealing, like...	
<ul style="list-style-type: none"> Anthropologist Physicist Astronomical Sciences Engineer Aerospace Engineer Computer Hardware Engineer Engineer (Mechanical, Civil/Industrial/Chemical/Petroleum) 	

Career Cluster 16 - Transportation, Distribution and Logistics	
A. I like this cluster as it relates to my interests, like....	
<ul style="list-style-type: none"> Playing games of automobiles or trains Watching airplanes Watching airplanes, boats and ships Knowing about how different vehicles work Learning about traffic or movement of people on the road Fixing various kinds of vehicles Distributing goods in the market Studying Math and Physics 	
B. I like this cluster as certain skills are appealing to me, like...	
<ul style="list-style-type: none"> Planning Managing Organizing, moving people and products from one place to another 	
C. I am interested in this cluster as it involves certain kinds of work and values, like...	
<ul style="list-style-type: none"> Supplying farm produce to different markets Organizing large scale public events like rallies etc. Managing a chain of boats for public transport 	
D. I am interested in this cluster as I like certain types of work, like...	
<ul style="list-style-type: none"> Planning, managing, organizing, and moving people and products from one place to another 	
D. I am interested in this cluster as I like certain types of work, like...	
<ul style="list-style-type: none"> Commercial Pilot Transportation Specialist Air cargo Managers Aerospace technician Merchant Navy Sailor 	<ul style="list-style-type: none"> Bus and Auto Mechanic Electric Instrument Installer Delivery Agent Taxi driver and owner



Diary 23 Date.....

My diary today

Some other Jobs and Occupations Around Us

23.0 Based on what you have colored, what are the various things you like about in different clusters?

23.1 What values, interests or skills do you associate with different clusters?

23.2 Did you notice that in some clusters you have filled more colors in comparison to others? What did you come to know about yourself from this exercise?

23.3 If you pick up any cluster and imagine your future work, what do you visualize doing. For example:
You may say: If I pick up this cluster, I will be.....

- Managing resources such as
- Designing or creating things like.....
- Guiding others in.....
- Negotiating and selling.....
- Writing

Express yourself by drawing and coloring responses to a few questions



Large Group Sharing

Display your diary on your table. Walk around the class. Learn about the career interests of different students.

Facilitator Note:

→ **Awareness of Careers:** A career cluster is a group of careers that share common features. For example, Computer Hardware Engineering can be categorized into both Science and Technology clusters. If one likes a kind of work in a cluster, it is likely that he/she may find other jobs in the same cluster interesting too. A profession may involve multiple overlapping clusters. For example, a company that manufactures oil may engage with professionals in engineering, marketing, business administration, finance, etc.

- Though there are different categorizations in clusters, certain skills, values, and other strengths are not confined to any one cluster.
 - o Self-Reliance, Initiative Taking
 - o Motivating, Coaching, Mentoring
 - o Planning, Organizing, Managing
 - o Negotiating, Marketing, Debating
 - o Designing, Creating
 - o Physical fitness, Quick Thinking
 - o Executing, Leading, Administering
 - o Analyzing, Researching, Technical Skills

Self- Awareness: Career Cluster Tool can be viewed in two ways. One to gain information about a variety of job options available to us today and an understanding of the kind of work or environment that one enjoys working in. Further, to map one's education and competencies with the requirements of the job. Another way is to develop an understanding of self – our interests, our skills, or competencies that we have or lack them, in prioritizing values that we consider essential in our lives, in strengthening personal factors such as skills, and aligning oneself with contextual factors like family, school, or the community.

Remember: The journey of self-awareness is a continuous process, and deep engagement with this tool helps give some direction in planning current education as well as immediate future. Planning involves giving time and effort to strengthen our existing skills or competencies and acquiring a few more based on recent self-awareness.

III - CONSOLIDATE

24. RECAP AND MOVING AHEAD

Students, ensure that you have completed all your previous diaries before you proceed to the concluding section of this chapter.



Small Group Work

Sit in a small group of 4-5 children. Do a recap with your peers. Refer to all your previous diary pages. Think about your varied experiences in chapter 5 as you engaged in the sharing about your family profession, interviewing a role model, meeting role model of your teacher, reading case vignette and case studies and exploring the Career Cluster Tool - 1 and relating it with yourself. In this small group discuss with each other what you are learning, why you are learning, how you are learning. Also discuss how you will apply these learning in academics and other aspects of your life.



Diary

After you have completed your discussion, share your journey of this chapter in your diary

Diary 24 Date.....

My diary today :

My Values, Skills, and Other Strengths

24. 0 Has your self-awareness evolved with the session? What score would you give from 1- 10 on this? (where 10 is the highest)

24. 1 How do you look at your present education with this awareness?

24. 2 How do you look at your future with this awareness?

24. 3 As you reflect on your learning in this chapter, what four 'self - development goals' can you think of related to your current education, your future, your skills, and your interests?

- Goal 1.....
- Goal 2.....
- Goal 3.....
- Goal 4.....

24. 2 What do you need to do to pursue your goals?

→ **Reflective thinking:** Reflection on experiences helps us make important decisions regarding our future careers. It helps us identify areas that matter to us the most. It helps us decide upon our priorities and set reasonable goals.

Chapter 6 PLANNING FOR FUTURE



OBJECTIVES

- ✓ Students identify a few preferred career options
- ✓ They identify pathways for their preferred career choices
- ✓ They create goals for themselves
- ✓ They identify various support systems to access future careers

RESOURCES REQUIRED

- A Diary/Notebook
- Computers with Internet
- Pen / Pencil
- Crayons
- Markers

In chapter 6 - students relate their unique self with specific employment opportunities. They learn to express their needs and preferences, to articulate directions, challenges in their future career journeys and to set priorities.

The three steps of teaching-learning and five lessons in chapter 6 are:

I - CONNECT

25. My future careers

II - DEVELOP

- 26. My road maps to future careers
- 27. My action plans
- 28. My challenges and support systems

III - CONSOLIDATE

29. Recap and moving ahead

I - CONNECT

25. MY FUTURE CAREERS

Students, as you engaged with the career cluster tool in the previous chapter, you have awareness of many kinds of professions in the world today and the related skills and competencies required for each of them. With the case scenario and case study you have also seen how some people prefer a job and some like to have a business of their own. Some have an entrepreneurial mindset to navigate their way towards addressing a community problem and finding self-employment. Some have great affinity with their traditional family professions and wish to be a part of them in future.



Diary

Fill up your diary based on these contexts (as mentioned above) and by thinking about your interests, preferences including your family expectations if you wish to. Identify 4 careers that you prefer and write why you want to pursue them. You may find many reasons for your career preferences, for example - you may associate a particular career with your family work, your role model or you may connect it with any subjects that you are studying today. You may also prefer a particular career because you can associate that with some of your values or personal strengths like 'health and fitness,' skills like 'reasoning or problem solving' or your interests like 'traveling, cooking' etc.

Students, it is important to note that these are your four preferences 'now;' and some of these may 'change' as you move to another grade or come close to your college. This is fine as we need to exercise flexibility and adapt ourselves based on the changing circumstances around us or our changing interests with time and exposure.

Remember: If you want to state more than four options, it is fine as it paves way for many future possibilities and pathways. Also, if you are not able to decide 4 career preferences, choose four career clusters that you like the most.

Diary 25	Date.....
My diary today :	
My future careers	
25.0	What is the first career that you want to pursue? Why?
25.1	What is the second career that you want to pursue? Why?
25.2	What is the third career that you want to pursue? Why?
25.3	What is the fourth career that you want to pursue? Why?
<i>Express yourself by drawing and coloring responses to a few questions</i>	



Large Group Sharing

Share your career preferences with others and listen to what others have to say about their future careers.

Facilitator Note:

→ **Career Planning:** There are many opportunities around us, and our future is full of possibilities. Looking at the future requires articulating goals, developing awareness on pathways to different careers, as well as making plans to proceed ahead with clarity. For this, it is important to look within and articulate what we want to do and why. There are four steps to career planning:

- a. **Identifying Career Options** - Today, you completed this step
- b. **Identifying Pathways**
- c. **Drafting Goals**
- d. **Action Plans**

Today, we completed the first step i.e. 'Identifying Career Options'. Now, we shall be working on the remaining 3 steps to career planning.

II - DEVELOP

26. MY ROAD MAPS TO FUTURE CAREERS

Students, now that you have identified a few career options, it is important to identify routes to these destinations. **Identifying pathways** is the second step to career planning. For this, start by exploring some websites, read a career cluster tool (part 2), and identify pathways to your four preferred career options:

Exploring PANKH PORTAL

UP government has a website called PANKH that will provide you with a variety of information to strengthen your current education and prospects.

Uttar Pradesh Government of India Pankh Portal. <https://uppankh.in/>



As you explore this website, make notes on a variety of topics that are related to your four preferred career options. For example:

- a. What are the variety of subjects/ discipline to choose in college?
- b. What are the different courses/qualifications for self-employment and entrepreneurship?
- c. What are the different vocational education options?
- d. What are the different colleges related to different careers?
- e. What are the various roles associated with different jobs?
- f. What colleges require entrance examinations?
- g. What are the eligibility criteria for college admissions?
- h. What colleges provide career counseling?
- i. What scholarships are provided for pursuing education?

Exploring other websites

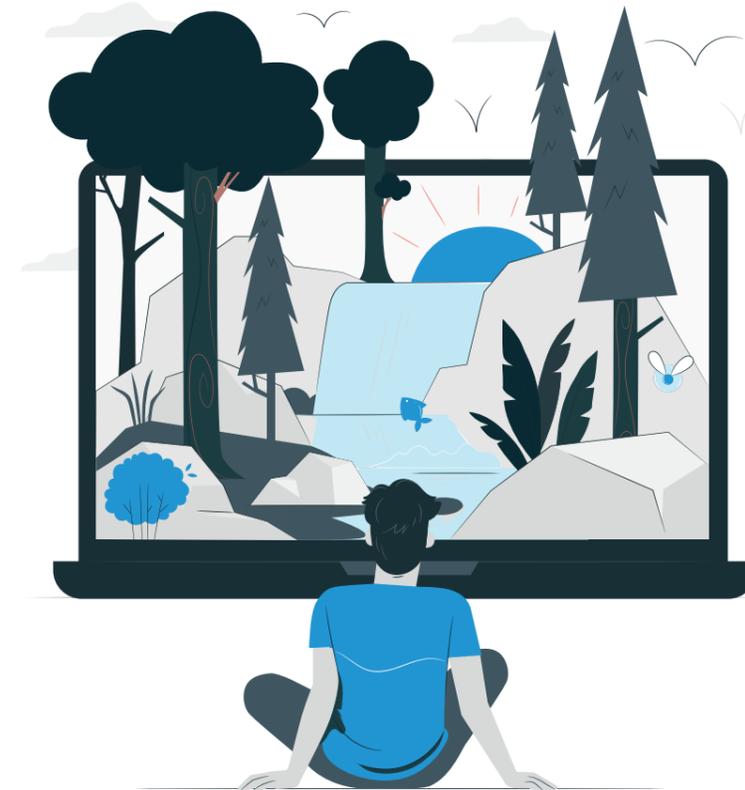
You may also visit the following three websites to explore more about your current education and future employment opportunities. Continue to make notes.

→ **Mindler** - <https://www.mindler.com/>

→ **Careers 360** - <https://www.careers360.com/>

→ **College Dekho** - <https://www.collegedekho.com/careers/>

Remember Information Literacy: There are many websites around, and there is plenty of information. Evaluate all information available and pick up something that is relevant to you.





Reading Career Cluster Tool (part 2)

Students, read the following Career Cluster Tool (2) and continue to make your notes. It is possible that you may have many information from the different websites you browsed. Besides, this tool will help you in aligning your four preferences with required information.

CAREER CLUSTER TOOL – PART 2

	Clusters	Related Discipline / Combination of Subjects	Required Qualifications	Related Courses for Self-Employment (Business, Entrepreneurship)
1.	Agriculture Food and Natural Resources	Geography History Physics Chemistry Biology	B.Sc. in Agriculture or Gemology or B. Com Engineering in Biotechnology, MBBS in Veterinary Science	After grade X or XII or Graduation
2.	Architecture and Construction	Math Geometry Trigonometry Algebra Computer Designing Physics, Math, Chemistry for Tech Degrees	Graduation in Architecture, B Tech in Mechanical/Civil Engineering	A Graduation degree for any Government and private contracts
3.	Arts Audio/ Visual, Technology, Communications	Any discipline. English/ Hindi or State Language	Graduation/ Post Graduation degree in mass communication Diploma in Computer designing (CAD, Photoshop) for entry level jobs in advertising and printing	A Graduation degree for any Government and private contracts
4.	Business Management and Administration	English Economics Accounts Statistics	Bachelor's/ Post Graduation degree in business Administration or any Discipline	A Graduation degree in Government and private contracts

	Clusters	Related Discipline / Combination of Subjects	Required Qualifications	Related Courses for Self-Employment (Business, Entrepreneurship)
5.	Education and Training	Any	Graduation/ Post graduation in Education (B.Ed./M. ED) for teacher/ Principal Staff Any other for Administration staff Business: One of the board members must be an M.Ed./B.Ed./Ph.D.	A Graduation degree for getting Government licenses or start a school
6.	Finance	Statistics Economics Accounts Commerce	Graduation/Post Graduation in Commerce	A Graduation degree for a startup in financial services
7.	Government and Public Administration	Any	Graduation/Post Graduation in any discipline	Graduation in any discipline
8.	Health Sciences	Physics Chemistry Math Biology	Graduation/Post graduation in Medicine (MBBS/ MD/MCH) For Pharmacist and Medicine Manufacturing: <ul style="list-style-type: none"> B.Sc. in Pharmacology For Para Medical Services: B.Sc. in Nursing 	Same for Private Practice
9.	Hospitality and Tourism	Any	Graduation / Post graduation in travel Management or Hospitality Management	Graduation in any discipline
10.	Human Services	Any	Graduation and post-graduation in social work.	Graduation in any discipline
11.	Information Technology	Physics Chemistry Math Computer Science	Post-graduation in Information Technology (B.Tech./MTech.)	B.Sc. in Computer Sciences
12.	Public Safety, Corrections, and Security	Political Science History Language	For Forces: Physics Chemistry Math Biology Joining NCC gets you extra credits	For Law: Graduation/Post graduation in Political Science/History For Forces: Agni veer program after class 12th

27. MY ACTION PLANS

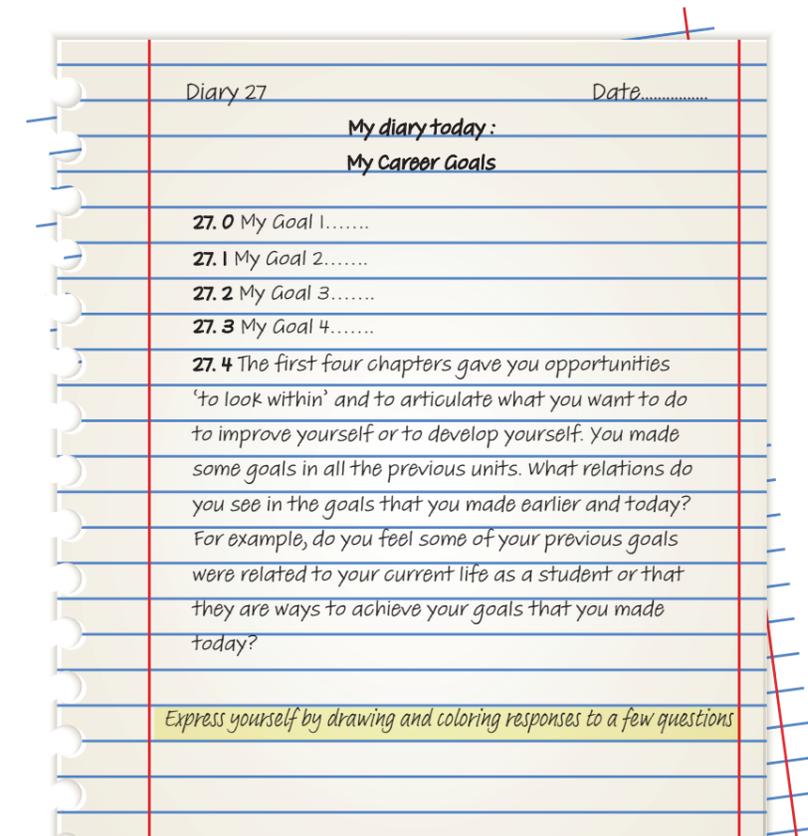
Students, you made some goals in the previous chapters. You also learnt about diverse ways of pursuing goals like 'scheduling time' every day. Continue to make more goals and some more plans to work on your goals.

Drafting Goals

Think of some goals to pursue your four preferred career choices. Your goals need to be stated clearly and specifically. It is important that they are relevant to you and show your commitment to time. Here are some examples of drafting goal statements:

- a) I want to become a mechanical engineer working in XX company by 2026
- b) I want to become a math teacher for classes 6 to 10 in a government school in the next 10 years.
- c) I want to become an entrepreneur working in organic food crops in the next 8 years
- d) I want to become an officer in Panchayat office in my village in the next few year

Remember: Make your plans but amend them as required. Most important thing is that your goals and priorities may change, and that is okay.



Drafting Action Plans

Fatima has a goal to become a math teacher for classes 6 to 10 in a government school in the next 10 years. She has started creating her action plan. Complete this table by filling out 'your' action plan. Choose one goal like Fathima. Consider some aspects and follow certain steps to create an action plan for yourself: See which goals need a longer time (1 year or more); see which ones need a shorter time (1 month or more); and these stepwise in the table below:



Diary 27 a		Diary 27	
My diary today		My diary today	
My Action Plans		My Action Plans	
Steps	What is your Target	What do you need to do to achieve your targets?	When can you reach these targets?
1.	To complete grade 12th with Mathematics and Science with 75% Marks	Develop clarity on concepts as per my syllabus	1 year
		Practice math sums 1 hour a day	10 months
		Read a variety of stories etc. to develop my reading and writing skills	3 months
2.	To clear entrance tests of graduation college/s	To find out dates of entrance tests of different exams and understand key details	
		To prepare for Entrance Test exams by revising syllabus covered in grade XII	
3.	To complete graduation with 60% marks in Mathematics		
4.	To complete grade 12th with Mathematics and Science with 75% Marks		
5.	To clear entrance tests of graduation college/s		

27. MY CHALLENGES AND SUPPORT SYSTEMS

Students, when we think about our goals, we also start seeing many barriers or challenges in front of us, which is normal. Some of us may think about college fees, economic conditions at home or expectations from family; while some may be worried about the format of examinations, competitions etc. Some of us may also be concerned about how selecting some options may affect others in their life. Some may be anxious as to how to communicate their preferred career options to their parents. They may feel a conflict between what they want to do and what their parents wish; and may also be thinking of forgoing their own dreams to give way to their parents' desires.



Diary

Students, think about some challenges that you perceive regarding continuing your education or prioritizing your career now. Remember that we can work together and handle our challenges. Also, if you feel that you are not able to articulate any such challenges now, it is okay.

Diary 28		Date.....
My diary today :		
My challenges and support systems		
28.0 Draw a big circle and a small circle inside it.		
<ul style="list-style-type: none"> In the outer big circle, note down all the challenges that you perceive but also consider outside your purview. For e.g.; There are too many candidates appearing in a particular competitive examination or some people around you have strong opinions about a particular profession etc. After you have completed the outer circle, start filling up the inner small circle - note down all the challenges that you can work on - by working hard, by seeking support etc. 		
28.1 How do you feel as you reflect on your challenges and ways of working on them?		

Facilitator Note:

→ **Our Challenges and Circle of Influence:** Many times, we get distracted by different circumstances or perceived challenges. At times we may feel like not pursuing our goals. But it is important to understand that we can work on 'some' aspects of our challenges. Here are two ways of doing the same: -

1. Prioritizing Goals: We can prioritize areas/skills that we want to develop and work on this one by one. This gives us focus and the ability to approach our goals with confidence. We practiced doing these in our previous units. Secondly, we need not worry in vain about things that are not in our hands. For example - for certain goals, we would need to appear in competitions where there will be several other participants. If we start worrying that more students will make the competition more difficult, it is going to be futile because we cannot change this situation. Some situations are in our hands, while some are not. **Remember: All that is important is to plan well, work on plans and keep our dreams and passions alive.**

2. Seeking Support: We need to seek support whenever required- For example if the format of a college's entrance examination is new or complex, then we can ask for support from our senior batch mates; take guidance from our teachers or neighbors and prepare for that exam with continuous practice. In the previous units, we learnt about how it is important to share our goals and plans with our family. Hope you were able to do this, if not- this is the time for that.

3. Structured Communication: At times, some of us may need to learn to adopt a structured approach to initiate communication with our family members, if we feel that our goals and family expectations do not align well and there is a conflict. Some ways of doing these are:

- a. Start by sharing your interests and achievements like your marks, prizes or even the appreciation that you often received from your teachers or others in the community. Relate these with your preferred career options.
- b. Share how you can relate your skills and values with your preferred career options.
- c. Tell them how aware you are of your inherent strengths and skills and have also learned a few ways to develop them. Tell them about some skills that you gained recently and how they are essential for any career in today's world. Example - Problem Solving, Planning, Critical Thinking etc. Refer these as Employability Skills or Transferable Skills and are valuable across various professions and industries. They can be applied to distinct roles in different occupations and contexts.
- d. Share scholarships and various other support systems available to you to pursue what you desire. Explore the following websites before you speak with your parents.

○ **Internships:** Undergraduate students enrolled in recognized universities or institutions can apply for the NITI Aayog Internship Scheme. <https://www.niti.gov.in/internship>.

○ **Uttar Pradesh Scholarship & Fee Reimbursement Online System:** Scholarships provided by the State Government, Pre- Matric and Post Matric Scholarships, Registration for scholarship. <https://scholarship.up.gov.in/>

○ **National Scholarship Portal:** Scholarships provided by the Central and State Governments. Applications for scholarships. <https://scholarships.gov.in/home>

○ **Buddy4Study:** Scholarships available from institutions and industries. <https://www.buddy4study.com/>

- e. Share your detailed plan and career pathways.
- f. Introduce your role models from whom you have learned how to navigate various complexities and tell them about a few of them who are always there to guide you.



Internships

Uttar Pradesh
Scholarship & Fee
Reimbursement
Online System

National Scholarship
Portal

Buddy4study

Remember: Sometimes, conversations do not reach anywhere in one single session, so do plan to initiate the conversations again as required.

Facilitator Note:

→ **My Support Systems:** We have several paths to increase the number of potential opportunities that we see now, and we will have multiple opportunities in the future too. We have many support systems that will help us achieve our goals.

a. Government and Civil Society Organisation: A range of resources are available for us to pursue our education and to approach our future with greater self-reliance. Our government provides us with several kinds of scholarships to pursue our education and our careers. Many universities also provide us with free ships and scholarships. Some universities charge exceptionally low fees.

- **The Ministry of Rural Development:** It supports us with several training and skilling programs like the one Kanchan was a part of - DDU-GKY skilling program. Programs like these in collaboration with Civil Society Organizations facilitate self-employment and enable us to visualize a future of becoming micro-entrepreneurs like Kanchan. <https://rural.nic.in/en>

b. Family and Community: Parents / guardians occupy a key role in our lives, and it is important to share our interests, aspirations, and efforts with them regularly. If they are aware of our plans, pathways, and support systems, they will be happy to be part of our dreams and aspirations. Besides family, our teachers, family, friends, and a few people in our community are important, and we need to acknowledge the trust between us and keep these networks growing. Sharing our plans and gathering suggestions from friends, teachers and family members is important at every stage of our careers or our lives. Always remember, **Family is Important!**

III - CONSOLIDATE

28. RECAP AND MOVING AHEAD

Students, ensure that you have completed all your previous diaries before you proceed to the concluding section of this chapter.



Small Group Work

Sit in a small group of 4-5 children. Do a recap with your peers: Refer to all your previous diary pages. Reflect on your varied experiences in chapter 6 such as - how did you identify your four Career Options or four Preferred Career Clusters, what are the Pathways to your Career Options; how did you Draft Goals and made Action Plans. Discuss what you are learning, why you are learning and how you are learning. Discuss how you will apply your learning in your education and other aspects of your life?



Diary

After you have completed your discussion, share your journey of this chapter in your diary

Diary 29 _____ Date.....

My diary today :

My Journey in Chapter 6

29.0 In this chapter you adopted a structured way of approaching your future and have arrived at some goals. If you had to make a daily routine to work on your goals, what would that be?

29.1 What were some goals that you made in your earlier chapters? Which goal have you realized successfully? How?

29.2 If you reflect on your journey in this program from day one, what has changed in you?

29.3 Do you view your current life and your future in a unique way? For example, do you feel responsible for your studies?

29.4 If you must describe "Svapoorna" program in one or two sentences, what would you say?

See you soon!

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CONTEXTS

Young adults are immersed in diverse environments that shape both their present experiences and future trajectories.



POSSIBILITIES

Varied contexts of young adults offer them unique opportunities and a sense of purpose - "Svapoorna".



