

Thank you, uncle.
The tree must not remain in

Project

Introduction

Project has been a new addition to the Higher Secondary syllabus.

Reading a short story or a poem, or may be an unseen passage and answering questions from them have its own pattern. But creating something new, something unique from previous knowledge has a whole different framework. This has its own advantage. It creates an interest among students to be a part of something that is new and include their own perception. Along with a growth in theoretical knowledge, the project also leaves an impact in the minds of the children. The only aim behind the introduction of Project in the syllabus is to increase the involvement of all kinds of students in the various stages that the making of a project includes. From the planning stage to the final work, the involvement of students also reveal the thinking capability, the unique perspective and pressure handling ability of students.

The role of teachers in Project work is minimal. Providing the students with topics and few suggestions on how to carry out the work, is their only role. However, the student can approach the teacher any time for suggestions.

Project : Any individual or cooperative venture undertaken to find a solution to a given question or an attempt to make a new creation with artistic value is called project.

Definition : A project is not an individual undertaking but a group enterprise that involves idea, planning, design and thorough, articulate evaluation.

Purpose of Project work : To escalate students' participation, not out of compulsion but interest. To put into use one's knowledge i.e.

not only theoretical but practical and their creative abilities. The project work is a window to activity based learning, keeping aside for few moments the monotony of the classroom atmosphere. It awakens a true learning attitude.

Selection of a Project

: Specification of topics are there, from which the Project has to be completed by choosing any one of the topics.

Planning of the Project

: A proper planning on what topic or story has to be chosen, what sequence and framework needs to be followed must be chalked out.

Experimentation

of the Project : An appropriate execution after a detailed planning is necessary to get a desired result.

Points to be kept in mind while working on a Project

- 1 Careful selection of topic.
- 2 Proper collection of data and information.
- 3 To tally the authenticity of the findings with other books or sources.
- 4 To stay under continuous guidance of the teacher.
- 5 The attractiveness of the project must be enhanced by making use of photographs, paintings charts etc; to make the relevant information easily noticable. The presentation should be neat and tidy.
- 6 The project should be informative.



- ⑦ A bibliography must be prepared—a list of reference books and other sources that helped one to complete the project.
- ⑧ An acknowledgement is always due to people who with their suggestions helped in the successful completion of the project—so a thanking note to respective teachers, friends or parents must be given.

The Stages of a Project

- ① Introduction
- ② Procedure / Methodology
- ③ Observed / Collected data
- ④ Analysis
- ⑤ Conclusion

Introduction to Students

The West Bengal Council of Higher Secondary Education have narrowed down the vast areas and specified some topics that many be chosen by the students. Four kinds of project have been selected. They are :

- (a) Film/theatre script.
- (b) Fictitious interview of an eminent personality.
- (c) Changing the background/time/social context of a play/prose/short story.
- (d) Indianisation of an English novel / short story.

The teacher asks the students to complete their project on any one of the topics. As suggestions they also provide the students with idea on completing the project.

Film / Theatre Script

A unique project in its own way, this is a category in which one has to weave images to create a story. A film is usually of one and half or two hours. There are short films which are a trend now. So, while constructing the script one has to be careful enough to be able to deliver a clear and interesting story in a compact manner. Much like a drama, there are dialogues and soliloquies assigned to individual characters, and a properly organized plot. This project would also help

the students to prepare for a future profession. While writing a film script one would have to specify the mention of the time, setting, scene, characters, the appearance for each scene. Also, specifics like 'close shot' or 'long shot', 'medium shot' or 'close up' etc. must be mentioned. Description of sound too is required. A theatre show, though different from a film, follows quite similar techniques while script writing. It has to be very detailed with acute stage directions as it is performed live before audience without any cuts. Thinking of a proper concept is of utmost importance. Whether it is a film or theatre, it is necessary to watch good films or theatre shows to form a clear idea of how a script has to be written.

Fictitious Interview of an eminent personality

The basic rule before interviewing anybody is to collect all the facts about the personality—the important events in the life of that human being, his growth and the success he has achieved. The tone and attitude of the interviewer is also important. Before starting the interview, the interviewer must be ready with his or her set of questions and should not fumble before the personality. Also if the person refuses to answer any question, he or she should not be forced to answer. The sequence of questions, though not compulsory, must move from the lighter topics to the sensitive ones gradually.

While proceeding with the project one must provide photograph of the eminent personality to make it attractive.

Indianisation of an Indian Novel or Short story

An Indian and a foreign story or novel would have its obvious differences. The setting of an Indian writing would be Indian and so will be its language. For a foreign piece setting, background, characters would be foreign. The challenge here is to choose story or novel that is typically English and place it in an Indian context. We have been given choices, to select from the writings of Charles Dickens, Thomas Hardy, Jane Austen and Oscar Wilde. We have to change the context and scenario while keeping the story intact.

The key to successful completion of this project is to read numerous books, authored by both Indian and foreign authors; compare them and then create a story.



PROJECT : 1

Theatre Script based on Rabindranath Tagore's short story, 'Balai'

Scene-A

[Drawing room in Balai's uncle's house. Uncle is seen reading a newspaper. Balai enters the room.]

Uncle : Good morning, Balai! What's the matter? You look sad! Has anybody scolded you?

Balai : No, uncle. I'm fine. How beautiful nature is! The trees, birds, the blue sky—everything is very pleasing to look at.

Uncle : Have you taken your breakfast?

Balai : No.

Uncle : Not yet! Why? It's quite late. Go to your aunt and have your breakfast. One thing more. Don't sit alone in the room. Go to the playground and play with your friends.

Balai : I don't like to play with them. I love to watch the endless blue sky, the flying birds, the branches of trees shaking in gentle breeze. I want to listen to the song of the birds, rustling sound of leaves, murmur of the wind.

Uncle : Ok, Ok! Now go and have something.
[Balai leaves the room, his uncle seen to be thinking looking out of the window.]

Scene-B

[Balai's uncle's garden where Balai is standing and looking at the deodar grove.]

Aunt : [Within the room] Balai! Come in. Why are you standing under the tree. Are you feeling lovely?

[Balai comes in. He is in a reflective mood, wondering about the mystery of nature.]

Balai : The deodar tree called me. I clearly heard their call. I feel they too have souls. I just can't deny their call. I can't understand why other boys pluck the flowers and leaves from the trees. They also break the branches. They don't know the trees also feel pain. I don't know why the grasscutter mercilessly

kill the grass. They too have life. They can't express their pain. You must tell them not to do that.

[Balai is heart-broken at the pains that the boys of his age inflict on the plants and trees. He can feel those within himself.]

Scene-C

[Days pass. Balai's love for nature now seems like an obsession. He is desperate not to cut down any tree or leaf or flower that blooms in the garden. An otherwise companionless fellow, he finds company in nature.]

Aunt : Balai, what do the wind, the trees, the flowers and the sky tell you? Won't you tell me? I too want to know all about them.

Balai : They ask my name. They want to know where my parents are. They want to know about my sorrow and many more. But I can't answer all their questions.

Aunt : Don't be so upset, Balai. You will know everything when you grow up. What else do you tell them?

Balai : I tell them the stories of kings, princes, fairies and ghosts. They love to listen to my stories. They love me also.

Aunt : Will you not take me to your friends? I too want to talk to them.

[At that time, a grasscutter enters the house. Balai sees him and starts crying.]

Balai : Auntie, the grasscutter has come again.

Aunt : So what? He comes regularly to mow the grass.

Balai : Please tell him to go away. He will cut the grass and they will suffer from pain. He will also cut the small plants. They are my friends.

Uncle : [Tries to calm down Balai] But Balai, if he doesn't cut the grass our house will look bad. The unnecessary plants will grow all over and cover the house. The courtyard will be covered by weeds.

Balai : Let them do it. They are innocent plants.



- Uncle : The grasscutter helps us to keep the house neat and clean. Otherwise there will be a lot of insects in our house. How can I tell him to go away?
- Balai : Then I shall go away.
[He runs out of the house crying.]
- Aunt : Balai, don't go. Come back!
[Balai doesn't come back]

Scene-D

[A few days later, in the morning, Balai rushes into uncle's drawing room. Uncle seen reading the newspaper.]

- Balai : Uncle, a new plant has grown in the courtyard. I can't recognise it. Please come with me and tell me what it is.
[He drags his uncle to the garden.] What tree is it?
- Uncle : It is a silk cotton plant. How has it grown here? It has to be uprooted soon.
- Balai : No, uncle! Don't do that. It is my friend.
- Uncle : But Balai, when it grows up it will take a lot of space and cotton seeds will be scattered all over the courtyard. It will be very dirty.
- Balai : It is an innocent plant. It has done no harm to us. Why will you punish him?
[He starts crying. Uncle tries to pacify him.]
- Uncle : Balai, listen to me. It has grown in the middle of the courtyard. This is not a suitable place for such trees.
[Instantly Balai runs to the kitchen and tells aunt what uncle has said. Uncle goes back to the sitting room and starts reading the newspaper. Balai drags aunt to the sitting room.]
- Aunt : [To uncle] Are you really going to uproot the tree?
- Uncle : Obviously!
- Aunt : Can't it remain there, at least for a few days more?
- Uncle : You too?
- Aunt : It's for the sake of Balai. It will give him peace.
- Balai : Uncle, please!
- Aunt : Don't uproot it, please.
- Uncle : OK. Let the tree remain there for the time being.

Balai
Uncle

Balai
Uncle

Balai
Aunt
Balai

Aunt

Uncle

Balai's Father

Uncle

Balai's Father

Uncle

Balai's Father

Aunt

: [Excitedly] Thank you, uncle.

: But I think the tree must not remain in this place forever as it will occupy a lot of space and make the place dirty.
[Balai starts screaming and shivering in utter helplessness.]

: No, uncle that tree is my heart and soul. You must not cut it down.

: Balai, calm down. I will plant beautiful rose plants in its place. It will look wonderful. You can water them and take care of them in the same way as you do to this plant. If you don't like rose plants then I can plant silk cotton trees also but in some other place in the garden.

[Balai runs out of the room sobbing and his aunt follows him.]

Scene-E

[Some days later, Balai suddenly notices a man entering through the gate when he was watering the silk cotton tree.]

: [Running to his aunt] Come quickly, someone has come to our house.

: Who is he?

: I don't know. I haven't seen him before.

[Aunt comes out and recognises that the stranger is Balai's father.]

: Oh! How are you, brother? We haven't seen you for ten long years. Balai could not recognise you, even.

[To Balai] This is your father. Go touch his feet. [Balai touches his feet.]

Balai's Father : Come my son. Come to me. [Balai goes to his father and he lovingly hugs him.]
[Uncle enters the room.]

: Oh! When did you come, brother?

: Just a few minutes back.

: I hope now you will settle here.

: No, I'll leave for Shimla tomorrow and I'll take Balai with me this time.

: Tomorrow!

: Yes, from Shimla I'll take him to London.

[Uncle remains silent in bewilderment.]

Scene-F

[After a few days, in uncle's sitting room. Uncle reads a letter and calls aunt. She comes in.]

: What happened? Why are you so excited?



: Perhaps we will not see Balai for years. Brother is taking him straight to London from Shimla. *[He gives the letter to aunt.]*

: *[Reading the letter]* Please, immediately call in a photographer to take a photograph of the silk cotton plant. We must fulfil Balai's wish. There is not much time in our hand. We have to send the photograph to Shimla.

: *[Looking pale]* That's not possible.

: Why? Can't we fulfil such a small wish of Balai?

: No, not like that.

: Then?

: I've already uprooted the plant.

: What! Oh! What have you done? You have done it and haven't told me before! What shall I tell Balai now?

: Please forgive me. Now I feel that I have done a great blunder.

[Aunt doesn't say anything and starts crying clutching the letter in her hands.]

[The curtain falls]

Oral Questions

- 1 What is the definition of a project?
- 2 What is the definition of a film?
- 3 How does a film help us?
- 4 Why is a film created?
- 5 What is the process of film-making?
- 6 Name one of the most popular forms of fine art.
- 7 What do you find in a theatre?
- 8 What is a script?
- 9 How should a script be written?
- 10 What is a film script?
- 11 What are the main components of the structure of a film script?
- 12 What is a theatre script?
- 13 What are the different steps in writing a theatre script?
- 14 Name the original story on which you have written the script.
- 15 Name the author of the story on which you have written the script.
- 16 Name the characters of the story on which you have written the script.