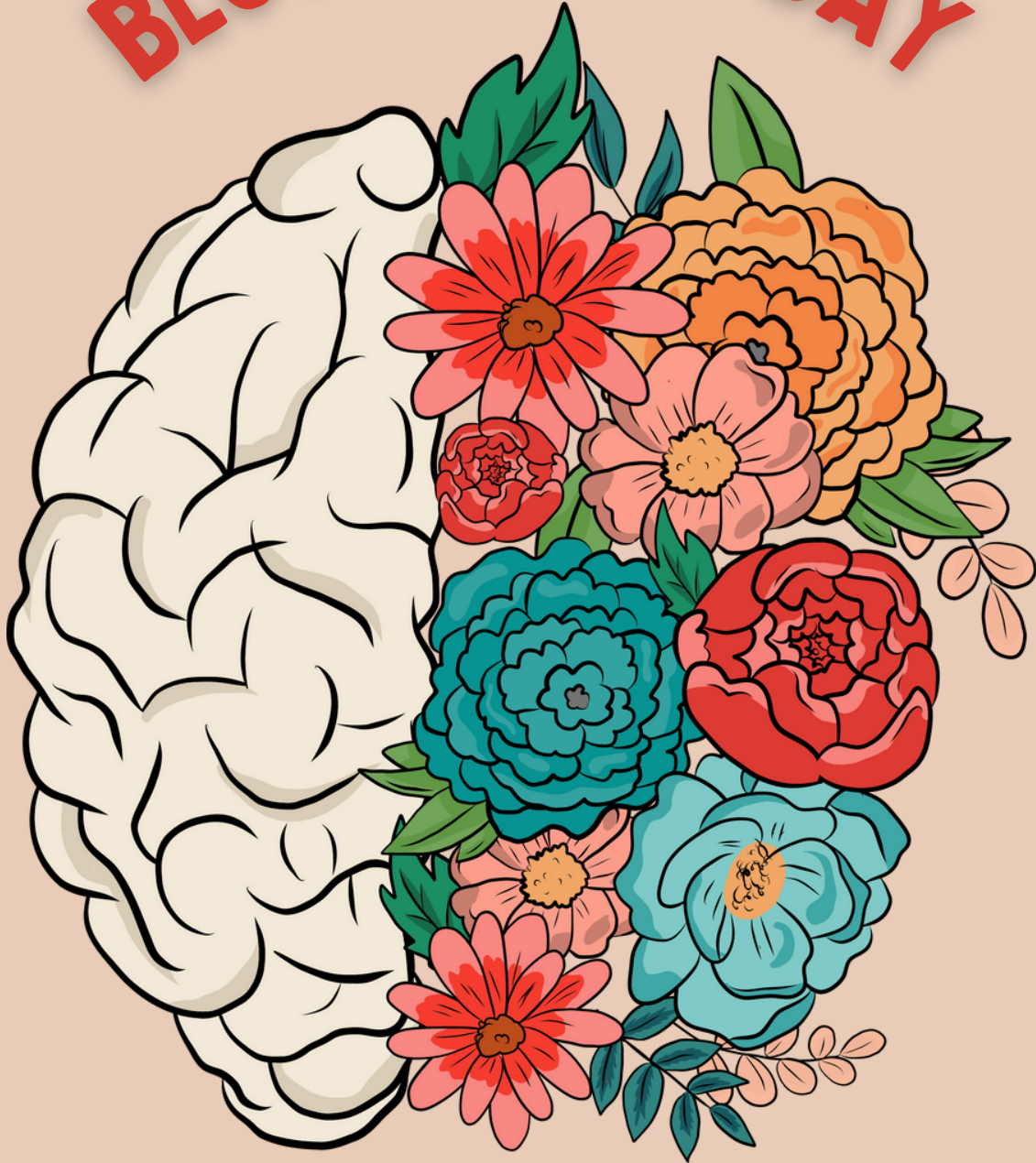


**BLOOM EVERYDAY**

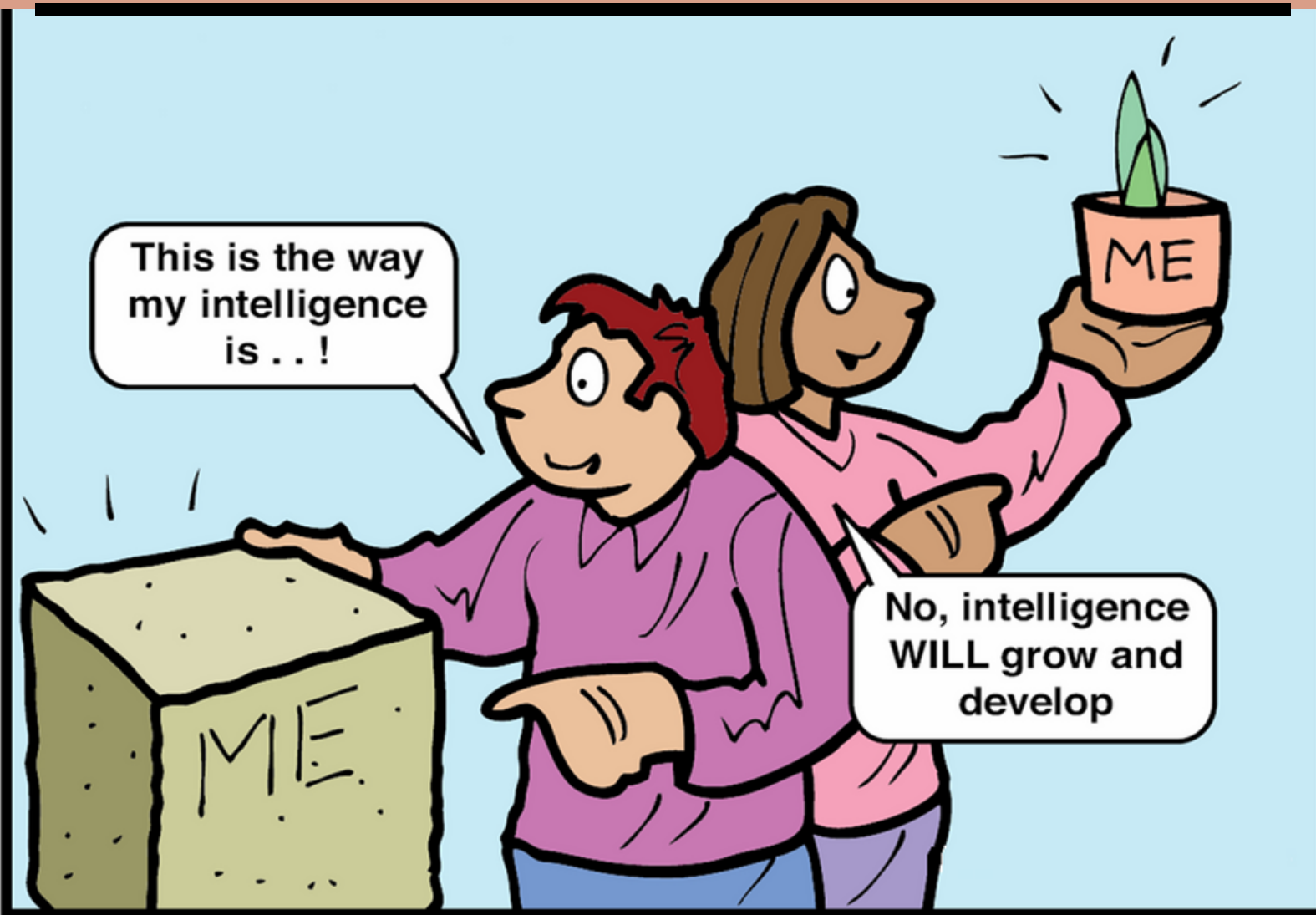


**CELEBRATE GROWTH WITH PROJECT MUMBAI  
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# WHAT IS MINDSET?

**“In one world, effort is a bad thing. It, like failure, means you’re not smart or talented. If you were, you wouldn’t need effort. In the other world, effort is what makes you smart or talented.” - Carol Dweck**

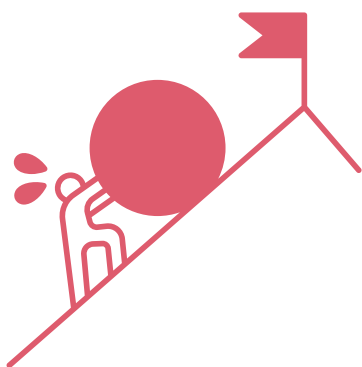


**Mindset is a concept introduced by World renowned psychologist Carl Dweck. She mentioned that its a set of beliefs and attitudes that helps in making sense of the world and yourself.**

**Mindsets can influence how people behave in a wide range of situations in life, for example, as people encounter different situations, their mind triggers a specific mindset that then directly impacts their behaviour in that situation.**

## WHAT IS THE GROWTH MINDSET?

The concept of mindset as a driver of motivation and success was introduced in 2006 by Carol Dweck, Dweck identified two attitudes or mindsets: **Growth and fixed mindset.**



A growth mindset is the belief that personal characteristics, such as intellectual abilities, can be developed through experiences, encounter with different challenges.

Research done in the area of growth mindset indicates that people who have a growth mindset are likely to **thrive better** in situations that are challenging with noticeable improvement.

Students with a growth mindset would perceive challenges as an essential part of learning and wouldn't view intelligence as a fixed trait.



## GROWTH MINDSET: THE EFFECT ON YOUR BRAIN

- **Neuroplasticity** is the brain's ability to form and reform new neural connections in response to experiences and exposures. Students become more interested in learning knowing they can get smarter by rewiring their brains through study and practice.
- **Dopamine and Learning:** Dopamine, a neurotransmitter associated with reward and motivation, plays a crucial role in learning. When people with a growth mindset achieve goals or overcome challenges, their brain releases dopamine, reinforcing the idea that effort and learning are rewarding experiences. This reinforcement encourages them to continue learning and embracing challenges.
- **Mindset and Stress Response:** Research has shown that individuals with a growth mindset may have a different physiological response to stress compared to those with a fixed mindset. Allowing better cognitive function and problem-solving skills.

# FIXED MINDSET

## V/S

# GROWTH MINDSET

ACCORDING TO CAROL DWECK, PEOPLE WITH A FIXED MINDSET ARE OF THE BELIEF THAT ONE'S INTELLIGENCE, TALENT AND OTHER ABILITIES ARE SET IN STONE AND UNCHANGEABLE. PEOPLE WITH SUCH A MINDSET MIGHT PREVENT THEMSELVES FROM TRYING OUT ACTIVITIES THAT ARE CHALLENGING AND THUS ENGAGE IN ONLY THOSE ACTIVITIES THAT THEY KNOW THEY CAN DO WELL & SUCCEED IN. MOREOVER, THEY ASSUME THAT FAILURE IS ATTRIBUTABLE TO SOMETHING THEY CANNOT CHANGE, AND FALL INTO A CYCLE OF HELPLESSNESS AND LOSS OF INTEREST IN LEARNING.

## FIXED MINDSET

Believe that intelligence is fixed and that it cannot be modified by time, persistence & effort.

Give up or choose an easy way out when faced with an obstacle.



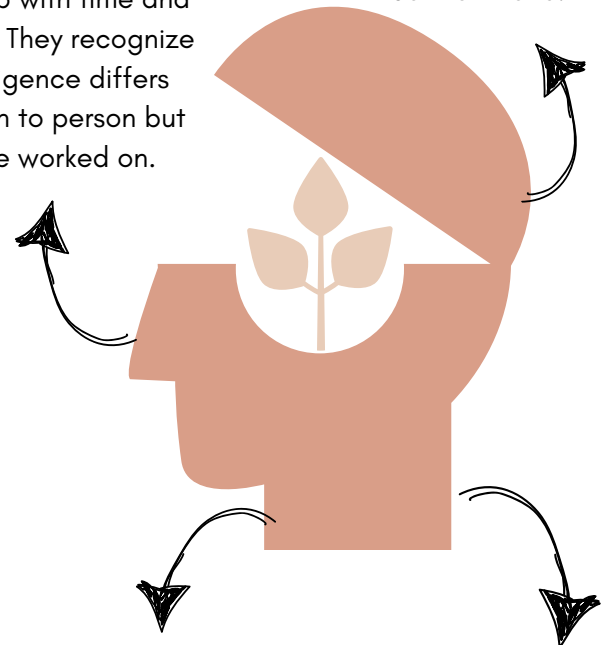
View effort as a sign of inadequacy. More focused on the outcome & have an 'all or nothing' mindset

Deterred by constructive feedback because they believe it is indicative of what they lack instead of how they can grow from it.

## GROWTH MINDSET

Always ready to tackle new challenges and step out of their comfort zone.

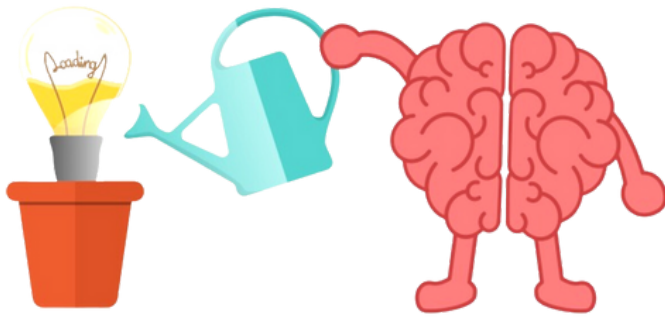
Believe that intelligence can develop with time and experience. They recognize that intelligence differs from person to person but still can be worked on.



Put extra effort & time into achieving their goals. Value the process of learning and trying out new things.

Constantly seek feedback and look forward to learning from it. They don't view it as a limitation of their abilities.

# HOW TO INCULCATE GROWTH MINDSET



## FOR PARENTS

- Praise the process: Instead of praising your child for being 'smart', try praising them for the process, their efforts and for working hard. The former can make a child think that innate talent is the reason for success, whereas focusing on the process shows them how their effort leads to success.
- Avoid labeling your child: The problem with assigning labels is that we tend to reinforce labels and begin to internalize them as true statements. Avoid labeling your child as 'smart' or 'dumb'. Emphasize that if they work hard, they can do well in life.
- Normalize learning from failure: When parents speak of failure or making mistakes in a positive way and normalize it, children will begin to think that mistakes are a natural part of the learning process.



## FOR YOURSELF

- Seek Feedback and Learn from It: Be open to feedback, both positive and constructive. Use it as a tool for improvement rather than a judgment of your abilities.
- Cultivate a Positive Inner Dialogue: Pay attention to your self-talk. Replace negative or limiting thoughts with positive and growth-oriented ones. Instead of saying, "I can't do this," say, "I can't do this yet, but I can learn."



## FOR EDUCATORS

- Focus on problem solving: Encourage students to engage in problem solving and critical thinking rather than rejecting solutions or fixing things for them.
- Employ various learning methods: Using different methods in class will show students that there are more ways than one to learn and accomplish goals.



## \* EXPERTS DIALOGUE \*

**NAME: DEEPTI ADSULE**

**DESIGNATION: ASSOCIATE DIRECTOR - SCHOOL OUTREACH SERVICES**

**ORGANIZATION: UMMEED CHILD DEVELOPMENT CENTER**

Believe you can and you are halfway there - Theodore Roosevelt

A lot of us believe that learning is an ongoing process and that it should never stop. Interestingly, our brain functions in a similar manner - the concept of brain plasticity says that our brain has the ability to change continuously and we are forever learning.

Our brain doesn't stop us from learning during our lifetime, our MINDSET plays a crucial role in deciding whether or not we want to learn anything new (or unlearn and re-learn). When we talk about mindsets, we look at the meaning they make, the narrative they construct and how it determines the behaviours in which we choose to engage.

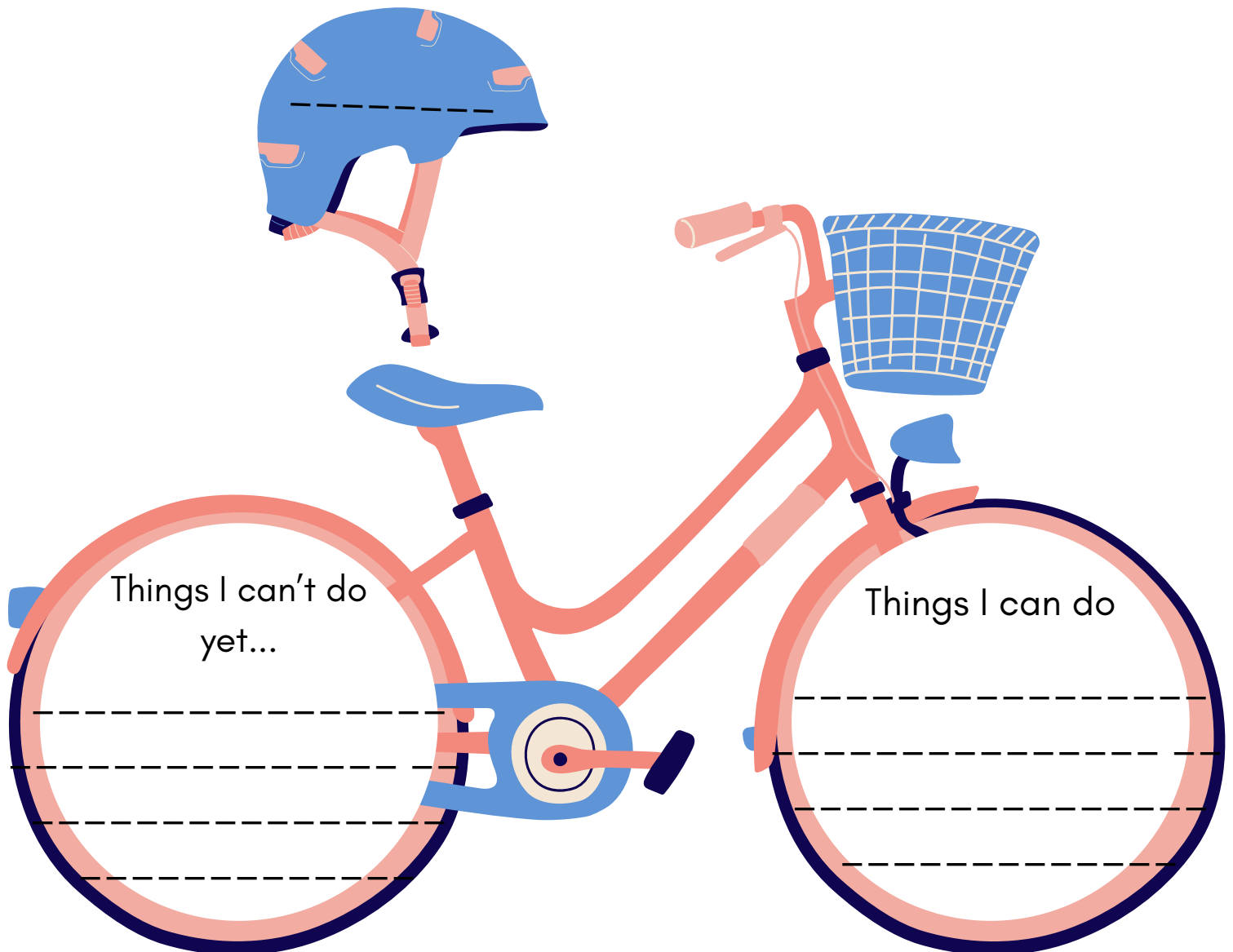
Fixed mindset makes us believe that we are born intelligent or talented and that it cannot be changed. On the other hand, a growth mindset pushes us to believe that we are constantly learning and we can grow by making the right efforts. Our approach to challenges, mistakes, appreciation and feedback changes when we operate from a growth mindset. We are open to putting in the efforts and work hard knowing it will lead to our growth. We are open to embrace the challenges even if they seem daunting, and persevere through the process. Mistakes are looked at as a source of learning and doing things differently the next time - "mistakes are proof that you're trying". A growth mindset makes us believe in the power of constructive and specific feedback. Feedback with clear next steps support an individual to learn and move in the right direction. Praising in the right manner for the right thing plays an equally important role. Feedback should include appreciation and praise for the work that is done well, along with what can be done differently. However, when we talk about praise, it's important to remember that it should be for the efforts and the process. Let me quote an example- in place of saying "good job" say "I have noticed that you've been practicing and that is paying off" or "I like how you've tried a new way to solve that". Being specific to also highlight what is going well and that one should continue to do that, at the same time focuses on the fact that we can always learn and grow if we have the belief and put in the right efforts.

Growth mindset is not just a concept; it's a way of life that can unlock untapped potential. It encourages individuals to embrace challenges, persevere through difficulties, and continuously learn and adapt.

## ACTIVITY- PEDALLING TOWARDS GROWTH

### INSTRUCTIONS

1. WRITE YOUR NAME ON THE HELMET
2. IN THE LEFT WHEEL, WRITE THINGS YOU CAN'T DO **YET**
3. IN THE RIGHT WHEEL WRITE THINGS YOU **CAN** DO
4. GO BACK AND THINK ABOUT THE COLUMN OF **THINGS YOU CAN'T DO YET**, AND HOW CAN YOU LEARN THEM BY MAKING NEW CONNECTIONS IN YOUR HEAD.



# Help is a call away!

## WE ARE HERE FOR YOU!

If you or someone you know is experiencing any mental or emotional distress, kindly call on our toll-free mental health helpline number:

**SAMVAAD**  
**1800-102-4040**

*This helpline is active from 8 am to 8 pm, seven days a week and is handled by counsellors with varied expertise.*

**In case of any mental health related concerns, please feel free to reach us on [mentalhealth@projectmumbai.org](mailto:mentalhealth@projectmumbai.org)**

- **ICALL HELPLINE (GENERAL COUNSELLING)- 02225521111 (MON-SAT, 8AM-10 PM)**
- **HUMSAFAR TRUST (LGBTQIA+)- 0226673800 (MON-FRI, 10 AM-8PM)**
- **ARPAN (CSA)- +91-9819086444 (MON-FRI, 9 AM-6PM)**
- **AASRA (SUICIDE PREVENTION)- +91-9820466726 (7 DAYS A WEEK, 24 HOURS)**

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## Content Curators

**Neha Kathuria, Shreya Nanduri, Isha Dhakan, Anindya Nagori and Sannya Singla**