

# Adopt a Monument Guideline

**Aim:** The main aim of this activity is to create awareness among the students about the built heritage of our country and safeguarding it from natural calamities and human vandalism.

## **Definition of a Monument**

“Ancient Monument” means any structure, erection or monument, or any tumulus or place of interment, or any cave, rock-sculpture, inscription or monolith which is of historical, archaeological or artistic interest and which has been in existence for not less than 100 years and includes—

- i. remains of an ancient monument,
- ii. site of an ancient monument,
- iii. such portion of land adjoining the site of an ancient monument as may be required for fencing or covering in or otherwise preserving such monument
- iv. the means of access to, and convenient inspection of, an ancient monument; (The Ancient Monuments and Archaeological Sites and Remains Act, 1958) (No. 24 of 1958)

## **Target Group**

Students in the age group of 7-17 years.

## **Objectives**

In order to acquaint and inculcate in young students a feeling of pride for our built heritage, the CBSE desires of ‘**Adopt a Monument**’ activity in schools affiliated to the Board. The main goals of this activity are:-

- a) To sensitize the youth who are future decision makers and inculcate in them a healthy value system towards their own heritage.
- b) To encourage students to actively contribute by participating in the preservation of cultural heritage.
- c) To give students a platform to come out with new innovations and ideas in order to protect our cultural resources.



## **The activity has been divided into various phases with details below:-**

### Phase A -Pre Activity Guidelines

1. The school should first select a monument in their vicinity which they want to *adopt*. The monument should be a building of aesthetical, archaeological, social, historical and architectural value e.g. a religious structure, a fort, station, a tomb, a garden, an archaeological site or an industrial building.
2. The students can be divided into a group of 3 to 5 and they can start working on in class activities that involve several topics relating to monument like collection of literature such as archival documents, design, photographs, history, architecture, conservation, stories, myths and legends associated with the monument from different sources like museums and organizations like National Museum and Archaeological Survey of India etc. and the official websites of various organizations.
3. The school can make connections with the professionals in this field like a historian, an archaeologist, a conservationist, an art historian or a heritage consultant who are involved in the care of the monument, or other similar ones.
4. The schools should draft a list of activities that will be conducted year round and can set the timelines to complete the activity.

## **Phase B- During Activity Guidelines**

1. The teacher should talk to the class about the meaning of **monument** and **adoption** and discuss the meaning of ‘Adopt a Monument’ that it does not mean that the monument now belongs to your class, but the main aim is to study the monument, creating awareness among other people, to take care of it, to love it and to protect it.

2. Discuss the importance of different monuments and the reason why people build them. Try to relate a monument with different subjects like history of monument, geography- place where it is built-its geographical features and the material of which it is made should be discussed, science- the technique employed in building the monument, maths- the estimated cost in building the monument etc

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4. An oath should be taken by all the students before starting the activity, so they have a feeling of self consciousness and respect towards this goal. The text of the oath is given below:

I am proud of the rich culture and heritage of India.

I will respect all monuments which are a part of my country’s heritage.

I will not scribble, deface or encroach upon any monument.

I pledge to render all possible help to conserve and preserve our heritage.

I along with my school mates will endeavour to save and protect the heritage site at (.....)

5. Suppose a school has three sections each, then  $9 \times 3 = 27$  classes a school may have, they can then in rotation along with the teachers can visit the monument regularly on working days (except holidays, exams and other days). The turn of each class would not come more than four times a year.

6. A four hour stays at the monument for the students, to view the monument and having their Tiffin in the monument premises without littering garbage here and there. A teacher may take this up as an ‘out of class’ teaching on any subject.

7. Under the guidance of an expert the students can take up the work like removal of vegetation, encroaching, cleaning and dusting etc in and around the monument.

8. The school along with students can seek the help of local authorities and media in the protection and preservation of the monument.
9. The schools can create plays/skit for the general public relating to the conservation and preservation of monuments on different topics and issues.
10. Provision of on –site activities like painting competition, quiz, clay modelling, debates and extempore creative writing, poster making, photographic exhibition and competition, post card and brochure making competitions and storytelling competition relating to the monument and its environs. According to specific age group and general interest.
11. A set of 30-40 play cards can be prepared by the students and can be kept at the site and that can be used to create public awareness.
12. The monuments are very sensitive towards the environment and in this regard plantation of trees is very important around the monument with the prior permission of the authority concerned and their proper maintenance should be taken care off.

### **Phase C- Post Activity Guidelines**

There are a number of follow –up activities that can be taken up. Few of them are mentioned below:-

1. The students can develop a public questionnaire to see if their work has improved the condition of the monument and knowledge of the people about the monument
2. Students can act as student-guided tours for the tourists and general public but this should be carried out under the supervision of the teacher.
3. Students who performed extremely well in the activity may be given certificates for their efforts and support.

#### Sources

[http://www.iccrom.org/pdf/ICCROM\\_03\\_PublicAdvocacy\\_en.pdf](http://www.iccrom.org/pdf/ICCROM_03_PublicAdvocacy_en.pdf)

<http://www.incredibleindia.org/index.php/media-section/press-releases/1614-ministry-of-tourism-facilitates-adoption-of-ten-asi-manuments-under-campaign-clean-india>

[http://www.asi.nic.in/pdf\\_data/6.pdf](http://www.asi.nic.in/pdf_data/6.pdf)