MULTI-DIMENSIONAL ACTIVITIES FOR COGNITIVE AND CREATIVE DEVELOPMENT IN CIVICS CONTENT AREA

CONTENT NAME: (1) How people in cities meet their needs.
(2) Caring for things belonging to us all.

LOCAL SELF GOVERNMENT

<table>
<thead>
<tr>
<th>In Rural Areas</th>
<th>In Urban Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zilla Parisad</td>
<td>In small towns</td>
</tr>
<tr>
<td>Panchayat Samiti</td>
<td>In big cities</td>
</tr>
<tr>
<td>Gram Panchayat</td>
<td>Municipal Corporation</td>
</tr>
<tr>
<td></td>
<td>Nagar Panchayat</td>
</tr>
<tr>
<td></td>
<td>Municipal Board / Council</td>
</tr>
</tbody>
</table>

ACTIVITY NO. 1

Area – Differentiating between rural life and city life
Broad objective – Cognitive development
Materials required – Flash cards / pictures containing the activities / characteristics of rural life and city life, and two boxes
Strategy – Flash card sorting / picture sorting
Mode – Individualized

ACTIVITY FOLLOWED

Each student was given some pictures / flash cards relating to rural life as well as city life of the people. Two boxes were also given to them individually. One box named as rural life and another box named as city life. Each student was instructed to insert such flash cards / pictures in to the proper boxes. That means, the students were instructed to keep those cards in the rural life box which were related to the characteristics rural life and those cards in the urban life box which were related to the characteristics of city life. The outline of such pictures / flash cards as well as the boxes are given below:-
ACTIVITY NO. 2

Area – Differentiating between rural life and city life.
Broad objective – Creativity development
Strategy – Competition (Group competition) / game / play
Mode – Group learning

ACTIVITY FOLLOWED

In the present activity, the entire class was divided into two groups. One group was in support of rural life and another group was in support of city life. The students of each group was instructed in the following way:

'The supporters of city life would say one nature / characteristic of city within half minute. Thereafter, the supporters of rural life would say one nature / characteristic of rural life within half minute. This process would continue till half an hour. In a clear way one can say- at first the supporters of city life would say one characteristic of the city life within half minute, then the supporters of rural life would say one characteristic of rural life within half minute then further the supporter of city life would say one characteristic of city life within half minute, and like this the process would continue till half an hour. If any group fails to say the characteristics of its respective area within the time limit, then the group would lose its points. The entire session would be guided by teacher with certain rules and regulations. The teacher also would have to judge which natures / characteristics aren’t much effective or not coming under the specified / target area or coming under both the area. The teacher would have to recommend whether a particular point has to be rejected or accepted. The teacher would note down all the characteristics in the specified areas told by the specified groups. If any problem would be created, such problems would be clarified by the teacher. The teacher would clarify which are relevant / irrelevant points for either city life or rural life or both. In this way competition would continue between the two groups. At last the teacher would reward the winner group.'

ACTIVITY NO. 3

Area – City area / urban area and rural area / village area – a comparison
Broad objective – Creativity development
Materials required – Two pictures (one related with city / urban area and the other is related with rural / village area)
Strategy – Brain storming
Mode – Individualized

ACTIVITY FOLLOWED

The teacher showed two pictures to the students. One concerned with characteristics relating to urban / city area and the other concerned with the characteristics related to rural / village area. By showing these two pictures, the teacher asked so many divergent thinking questions to the students. The students wrote the
answers in the answer sheets. After the answers were written by the students, the
teacher told each student to read the answers question wise. The teacher compared the
answers given by all the students question wise and provided many valuable suggestions
with regard to such questions, which would ultimately lead to the divergent thinking of the
students. Such questions are given below :-
A. What are the differences you find between rural area and urban area (write as
many as differences) ?
B. Why the density of population in cities is more than rural area (write as many as
causes you can guess) ?
C. More population in cities creates a lot of problems, what are those problems
(write as many as problems that you can find out) ?
D. Why life in cities is more faster than the life in rural areas (write as many as
causes for it) ?
E. What are the problems that rural people face (suggest as much as problems) ?

ACTIVITY NO. 4

<table>
<thead>
<tr>
<th>Area – City life Vs rural life</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Broad objective</strong> – Creativity development</td>
</tr>
<tr>
<td><strong>Strategy</strong> – Logical contradiction, open ended essay, direct analogies, attribute / strategy listing, and observation and reporting</td>
</tr>
<tr>
<td><strong>Mode</strong> – Individualized</td>
</tr>
</tbody>
</table>

ACTIVITY FOLLOWED

In the present activity, the students were given a few tasks following the different approaches of teaching learning. The students were instructed to complete such tasks in their home and submit in the class for discussion and analysis. The tasks with the strategies are given below.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical contradiction</td>
<td>Contradict the statement – &quot;City life is better than village life&quot;.</td>
</tr>
<tr>
<td>Logical contradiction</td>
<td>Contradict the statement – &quot;Village life is better than city life.&quot;</td>
</tr>
<tr>
<td>Open ended essay</td>
<td>Compose an essay on the topic- &quot;Present day city life is polluted&quot;.</td>
</tr>
<tr>
<td>Direct analogies</td>
<td>List down the similarities between city life and rural life.</td>
</tr>
<tr>
<td>Attribute / strategy listing</td>
<td>List down as many as strategies through which urban / city life can be properly maintained.</td>
</tr>
<tr>
<td>Observation and report</td>
<td>Go to the nearby slum area of your residence, observe what are the conditions of the people living in that slum area and report their conditions of living.</td>
</tr>
</tbody>
</table>

ACTIVITY NO. 5

| Area – Population growth is creating more problems and making life faster in cities. |
| **Broad objectives** – Cognitive and creativity development |
| **Materials required** – Some of the pictures relating to heavy population in cities |
| **Strategy** – Listing the problems |
| **Mode** – Individualized |
ACTIVITY FOLLOWED

Here is given a number of pictures relating to heavy population in cities.

The student were instructed to list the problems create in daily lives by seeing these pictures.

Pictures relating to the heavy populations in cities

Problems created in daily lives

\[
\begin{array}{c}
\text{Picture 1} \\
\text{Picture 2} \\
\text{Picture 3}
\end{array}
\]
ACTIVITY NO. 6

Area – Differentiating between NAC, Municipality and Corporation

Broad objective – Cognitive development

Materials required – A board (just like ludo board) containing the written materials concerning the functions of NAC, Municipality and Corporation.

Strategy – Ludo activity

Mode – Individualized

ACTIVITY FOLLOWED

For the present activity, the students were instructed in the following ways:

Here is represented a board and the board is just like Ludo board. This board has a number of boxes. In each box one function / thing / quality of city life is written. The students are told to read those functions / things / qualities of city life and differentiate them on the basis of NAC, Municipality and Corporation. That means, which functions / things / qualities are coming under only NAC, which functions / things / qualities are coming under only Municipality, which functions / things / qualities are coming under only Corporation, which functions / things / qualities are coming under both NAC & Municipality, which functions / things / qualities are coming under Municipality & Corporation, which functions / things / qualities are coming under NAC & Corporation, and at last which functions / things / qualities are coming under all the bodies simultaneously like NAC, Municipality and corporation. The functions / things / qualities of different city bodies (both individual & group bodies) are represented through the following numbers.....

<table>
<thead>
<tr>
<th>Name of the bodies</th>
<th>Indicative point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions / things / qualities of only NAC</td>
<td>A</td>
</tr>
<tr>
<td>Functions / things / qualities of only Municipality</td>
<td>B</td>
</tr>
<tr>
<td>Functions / things / qualities of only Corporation</td>
<td>C</td>
</tr>
<tr>
<td>Functions / things / qualities of both NAC &amp; Municipality</td>
<td>D</td>
</tr>
<tr>
<td>Functions / things / qualities of both Municipality &amp; Corporation</td>
<td>E</td>
</tr>
<tr>
<td>Functions / things / qualities of both NAC &amp; Corporation</td>
<td>F</td>
</tr>
<tr>
<td>Functions / things / qualities of all the Urban bodies including the NAC, Municipality &amp; Corporation</td>
<td>G</td>
</tr>
</tbody>
</table>

The students are instructed to write the appropriate numbers in appropriate boxes referring to the functions / things / qualities of a single group of city body / bodies. One example is given here – “the smallest unit of urban population” given in box-1 is only related to NAC. So this box will be assigned ‘A’ only. The Ludo band is given here.
### ACTIVITY NO. 7

**Area** - Differentiating the nature of activities and functions of NAC, Municipality and Corporation.

**Broad objective** - Cognitive development.

**Strategy** - Role modelling.

**Mode** - Group learning

**ACTIVITY FOLLOWED**

The entire class was divided into three groups, i.e., Group – A, Group – B and Group – C. The members of Group – A were assigned the different roles concerning the nature of activities and functions of NAC, the members of Group – B were assigned the different roles concerning the nature of activities and functions of Municipality, and the members of Group – C were assigned the different roles concerning the nature of activities and functions of Corporation. Each group was cared by a group leader. In the open stage of the class each group performed their roles. All the roles were evaluated by the teacher and necessary suggestions were given by the teacher in this regard.

### ACTIVITY NO. 8

**Area** - Concept, nature and functions of Municipality.

**Broad objective** - Cognitive development.

**Strategy** - Project work.

**Mode** - Group learning
ACTIVITY FOLLOWED

The whole class was divided into four groups. Groups were A, B, C and D. Each group was given a project relating to the Municipality. The nature of the project of one group was somewhat different from others. The groups completed the projects in time and submitted to the teacher. The teacher analyzed such reports and gave the necessary directions / suggestions regarding the content matters of such project. The projects which were given to different groups are given below.

Project for Group – A
Project name – ‘The election procedure in Municipality.’

In this project the students were instructed to go to their word counsellor / competent authority and collect the necessary data regarding –

• Necessary qualifications required in order to be a voter in Municipal Council.
• Qualifications necessary in order to contest in Municipal election.
• For whom the seats are reserved in Municipal Council and how much percentage of seats are reserved for them and why.

Project for Group – B
Project name – ‘The developmental activities of Municipal Council.’

In this project, the students were instructed to observe or ask to their parents and others regarding what are the developmental activities that the Municipal Council is doing in their city and what more are needed from the Municipal Council.

Project for Group – C
Project name – ‘Sources of funding and means of expenditure of Municipal Council.’

In this project the students were instructed to collect the necessary data regarding the sources from which Municipal Council is getting fund and the means through which Municipal Council is spending the money in different heads.

Project for Group – D
Project name – ‘Municipal Council areas in the State of Orissa.’

For this project, the students were instructed to ask others as well as collect data from the reference sources / books etc. regarding how many municipal council areas are found in the state of Orissa and note down the same in the project.

| Area – Activities relating to NAC, Municipal Council and Corporation. |
| Broad objective – Creativity development. |
| Strategy – Asking questions having divergent answers followed by discussion. |
| Mode – Group learning |

ACTIVITY FOLLOWED

In the present activity, the students were asked certain divergent thinking questions relating to the activities of NAC, Municipal Council and Municipal Corporation. These divergent thinking questions were followed by discussion in the common class. Such divergent thinking questions are given below.

Questions related to Nagar Panchayat-

(i) State / Say the different developmental works that we expect from Nagar Panchayat.
(ii) Nagar Panchayat provides a number of civic amenities like supply of drinking water, supply of electricity etc. What would happen if such activities would not be done by Nagar Panchayat?

Questions related to Municipal Council
(i) Point out as many as ways through which Municipal Council is different from Nagar Panchayat.
(ii) Municipal Council is keeping the records of birth and death of the people of the city. In which ways these records would be helpful to us?
(iii) What would happen, if the Govt. would not assist the Municipal Council?

Questions related to Municipal Corporation
(i) What would happen, if election would not be done in metro cities?
(ii) Madhuri is a person but she could not vote in the Municipal Corporation election in Mumbai. What might be the reasons for it?

ACTIVITY NO. 10

| Area – District administration. |
| Broad objective – Cognitive development. |
| Strategy – Role playing. |
| Mode – Individual. |

ACTIVITY FOLLOWED
Some students were selected from the class to perform the roles of different district officials like Chief Medical Officer, District Planning Officer, District Inspectors of Schools, Executive Engineer, Chief of Urban Local bodies, Chief of Panchayat Raj Institutions etc.

One by one the role players of the class performed their roles. While performing their roles, the role players were directed to touch at least the following points:

(i) Which role s/he is performing.
(ii) What are his / her functions referring to his / her role.
(iii) What is his / her relation with Collector who is the head of the district.

All other students (the students who were not performing the roles) were free to ask different kinds of questions to the role players. The teacher acted as the guide of the whole session of the role playing.

ACTIVITY NO. 11

| Area – How Collector / Deputy Commissioner is assisted by other officials. |
| Broad objective – Cognitive development. |
| Materials required – A diagram relating to how collector is assisted by other officials. |
| Strategy – Fill in the blanks given in diagram in hierarchical order. |
| Mode – Individualized. |

ACTIVITY FOLLOWED
The students were given some blank diagrammes relating to how different officials help the Collector / Deputy Commissioner in different developmental works. Under each category of blanks, the names of a group of officials were given. The students were instructed to fill up the blanks of each category taking the names of the officials given under them. The names of the officials were given in a jumbled way. Therefore, the students were instructed to fill up such blanks in hierarchical way starting from higher official to lower officials. That diagram is given below:
Chairman ZP
Chairman PS
Sarpancha
Deputy-Mayor
Vice-Chairman
Chairman
Chairman
Vice-Chairman
Rural local bodies
Urban local bodies
Executive Engineer
Junior Engineer
Chief Engineer
Corporation
Municipal
OVN
Id
IS
10
CDMO
Medical officer
Doctor

Civic development
COLLECTOR
Maintenance of record & realisation of land

Health
Education
Planning and development

District Planning Officer

Engineering

Urban local bodies
NAC
Municipal
Corporation

Executive Engineer
Junior Engineer
Chief Engineer
Chairman
Vice-Chairman
Chairman
Vice-Chairman
Chairman
Deputy-Mayor

Chairman ZP
Chairman PS
Sarpancha

Tahsildar
Lekhapal
Kanungo
Naib-Tahsildar

SP
DSP
SI
Inspector
ASI
Chaupidar
Constable
Head-Constable
# ACTIVITY NO. 12

**Area** – Differentiating between personal property and public property  
**Broad objective** – Cognitive development  
**Materials required** – Some pictures relating to personal property and public property  
**Strategy** – Placing pictures in appropriate places  
**Mode** – Individualized

## ACTIVITY FOLLOWED

Some pictures of different things / articles / places belonging to personal property and belonging to public property were given to the students. The students were instructed to categorize such pictures on the basis of personal property and public property; and keep them separately in the two columns given below.

<table>
<thead>
<tr>
<th>Personal Property</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Personal Property Images]</td>
<td>![Public Property Images]</td>
</tr>
</tbody>
</table>
ACTIVITY NO. 13

Area – Developing knowledge about persona property and public property. And, differentiating between personal and public property

Broad objectives – Creativity development

Strategy followed – Group competition

Mode – Group

ACTIVITY FOLLOWED

In the present activity, the students of the class were instructed in the following way:

All the students of the class are divided into two groups i.e. Group - A and Group - B. At first, Group - A students are instructed to tell the name of either a personal property or a public property within a stipulated time. Then the Group – B - students are asked to tell the name of either a personal property or a public property within a stipulated time. But the name of that personal property or public property which would be told by group - B should start from the ending letter of the personal property or public property told by Group – A. Then, the Group – A students are asked to tell the name of a personal property or public property within a stipulated time but that name should start from the ending letter of personal property or public property stated by Group – B. Like this, the process would continue till half an hour. Within the stipulated time, if a group says the name of public property then the group will get 2 mark but if the group says personal property, then the group would get 1 mark. This rule is applicable to both the groups. If any group is not able to construct the item / say the name of the item (either name of personal property or public property) within the stipulated time, then the next group would be given chance to say the name and the former group will lose points. In this way, the session is being headed by teacher and the winner group is given the reward.

ACTIVITY NO. 14

Area – How to take care of public property

Broad objective – Cognitive development

Materials required – Some pictures relating to taking care of the public property

Strategy – Putting right (II) or cross (x) in appropriate places

Mode – Individualized

ACTIVITY FOLLOWED

The students were instructed in the following way for the present activity.

Here is given a number of pictures relating to our public property. Choose the appropriate pictures which show the safetyness of public property and put tick mark (II) in right side of those pictures and put cross mark (x) in the right side of those pictures which are not related to safetyness of public property. Such pictures are given below.
ACTIVITY NO. 15

Area – How to take care of public property
Broad objective – Creativity development
Strategy followed – Suggesting as many as ways / means for caring public property
Mode – Group

ACTIVITY FOLLOWED

The entire class was divided into five groups. And, each group was assigned a public property. The assigned public property of one group was different from the assigned public properties of others. The public properties assigned to different groups are given below:

Groups → A B C D E
Assigned Public Properties
School Railway Road Park Hospital

The members of each group were instructed to suggest the different ways through which they can take care the respective public properties assigned to them. For example, all the members of Group-A would suggest the different ways / means through which they can take care of the school. They would suggest about the school because school was assigned to them. So as the other groups would suggest about the other respective public properties.

The students were also given some sorts of hints to touch certain sub-areas under the respective areas of public property while they suggest the strategies for caring the public properties. Some of the stated sub-areas are given below.

AREAS

<table>
<thead>
<tr>
<th>SUB-AREAS</th>
<th>School</th>
<th>Railway</th>
<th>Road</th>
<th>Park</th>
<th>Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Equipment of school</td>
<td>Platform</td>
<td>While walking / driving</td>
<td>Beauty</td>
<td>Rule</td>
</tr>
<tr>
<td>Classroom</td>
<td>Ticketing</td>
<td>Journey</td>
<td>Cleanliness</td>
<td>Rule</td>
<td>Neatness</td>
</tr>
<tr>
<td>School discipline</td>
<td></td>
<td></td>
<td>Rules and regulations</td>
<td></td>
<td>Time</td>
</tr>
<tr>
<td>Library</td>
<td>Discipline</td>
<td></td>
<td></td>
<td></td>
<td>Equipments</td>
</tr>
</tbody>
</table>

ACTIVITY NO. 16

Area – Knowledge about the cultural heritage of the country
Broad objective – Cognitive development
Materials required – Some pictures (such pictures are given below) relating to the cultural heritage of our country
Strategy – Identifying the places where the stated / targeted architects exist
Mode – Individualized

ACTIVITY FOLLOWED

The following pictures relating to architects of Indian culture were given to the students. The students were instructed to write the names of the states / union territories to which such pictures are belong to. They were instructed to write the name of the appropriate state / union territory under appropriate picture. Such pictures are given below.
ACTIVITY NO. 17

Area – Protection of our cultural heritage
Broad objective – Creativity development
Strategy followed – Suggesting the methods
Mode – Group guided

ACTIVITY FOLLOWED

The students were told to suggest the different methods through which the cultural heritage of the country can be protected. The teacher acted as the leader of the whole class and he wrote all the methods suggested by the students of the class. The methods suggested by students were analysed in the class on the following basis:

(i) How many methods were suggested
(ii) What were the different categories of methods suggested
(iii) How many and what were such new methods suggested

Some sorts of hints regarding such methods are given below:

Methods
(i) Voluntary effort
(ii) Civic sense
(iii) Scientific method of preservation
(iv) Preparing the museum
(v) Opening the dept. of archaeology.
(vi) Making separate ministry
(vii) Special finding for it.
(viii) Formulating strict rules and regulations for it.
(ix) Making the people duty conscious