

NATIONAL CADET CORPS

HEAD QUARTERS DG NCC

National Cadet Corps

Edition 2017, HQ DG NCC, India

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Published By: The Director General, National Cadets Corps
Delhi-110030

Design, Layout: NCC OTA, Kamptee

Printed By: Shri Sai Enterprises
RZ-147, Street-3, Dabri Indl. Area,
New Delhi-110045
Ph. : 011-52381787, 9810274844

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, Having Solemnly Resolved To Constitute India Into A [1][SOVEREIGN SOCIALIST

SECULAR DEMOCRATIC REPUBLIC] And To Secure To All Its Citizens :

JUSTICE, Social, Economic And Political;

LIBERTY Of Thought, Expression, Belief, Faith And Worship;

EQUALITY Of Status And Of Opportunity; And To Promote Among Them All

FRATERNITY Assuring The Dignity Of The Individual And The[2] [Unity And Integrity Of The Nation];

IN OUR CONSTITUENT ASSEMBLY This Twenty-Sixth Day OfNovember, 1949, Do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

[1]Subs, By The Constitution (Forty-Second Amendment) Act.1976, Sec.2, For "Sovereign Democratic Republic" (W.E.F. 3.1.1977)

[2]Subs, By The Constitution (Forty-Second Amendment) Act. 1976, Sec. 2, For "Unity Of The Nation" (W.E.F. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It Shall Be The Duty Of Every Citizen Of India-

To Abide By The Constitution And Respect Its Ideals And Institutions, The National Flag And The National Anthem;

To Cherish And Follow The Noble Ideals Which Inspired Our National Struggle For Freedom;

To Uphold And Protect The Sovereignty, Unity And Integrity Of India;

To Defend The Country And Render National Service When Called Upon To Do So;

To Promote Harmony And The Spirit Of Common Brotherhood Amongst All The People Of India Transcending Religious, Linguistic And Regional Or Sectional Diversities;

To Renounce Practices Derogatory To The Dignity Of Women;

To Value And Preserve The Rich Heritage Of Our Composite Culture;

To Protect And Improve The Natural Environment Including Forests, Lakes, Rivers, Wild Life And To Have Compassion For Living Creatures;

To Develop The Scientific Temper, Humanism And The Spirit Of Inquiry And Reform;

To Safeguard Public Property And To Abjure Violence;

To Strive Towards Excellence In All Spheres Of Individual And Collective Activity So That The Nation Constantly Rises To Higher Levels Of Endeavour And Achievement;

[1](K) Who Is A Parent Or Guardian To Provide Opportunities For Education To His/Her Child Or, As The Case May Be, Ward Between Age Of Six And Forteen Years.

[1]Ins. By The Constitution (Eighty - Sixth Amendment) Act, 2002 S.4 (W.E.F. 12.12.2002)

NATIONAL ANTHEM

Jana Gana Mana Adhinaayak Jaya Hey,

Bhaarat Bhaagya Vidhaataa

Panjaab Sindhu Gujrat Maraatha

Draavid Utkal Banga

Vindhya Himaachal

Yamuna Ganga,

Uchchhal Jaladhi Taranga

Tav Shubh Naamey Jaagey

Tav Shubh Aashish Mange

Gaayy Tav Jaya gaathaa

Jana Gana Mangal Daayak

Jaya Hey Bhaarat

Bhagya Vidhaataa

Jaya Hey, Jaya Hey,

Jaya Hey, Jaya Jaya Jaya, Jaya Hey.

Preface

1. National Cadet Corps (NCC) came into existence on 15 July 1948 under an Act of Parliament. Over the years, NCC has spread its activities and values across the length and breadth of the country; in schools and colleges in almost all the districts of India. It has attracted millions of young boys and girls to the very ethos espoused by its motto "unity and discipline" and molded them into disciplined and responsible citizens of the country. NCC has attained an enviable brand value for itself in the Young India's mind space.

2. National Cadet Corps (NCC) aims at character building and leadership in all walks of life and promotes the spirit of patriotism and National Integration among the youth of the country. Towards this end, it runs a multifaceted training; varied in content, style and processes with added emphasis on practical training, outdoor training and training as a community.

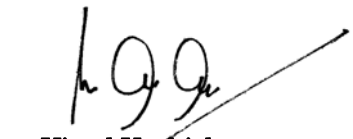
3. With the dawn of Third Millennia, there have been rapid strides in technology, information, social and economic fields bringing in a paradigm shift in learning field too; NCC being no exception. A need was felt to change with times. NCC has introduced its New Training Philosophy, catering to all the new changes and developments taking place in Indian Society. It has streamlined and completely overhauled its training objectives, syllabus, methodology etc thus making it in sync with times. Subjects like National Integration, Personality Development and Life skills, Social Awareness etc have alsobeen given prominent thrust.

4. The new syllabus has been in force for the last five years. The feedback, suggestions and various limitations have been brought out by different stake holders. This new edition being the outcome of these suggestions.

5. For the ease of both Trainers and Trainees alike, a summary and a list of various types of questions concerning the unit have been added at the end of each unit. The syllabus has been revised to make it cadet friendly, colourful with large number of photographs, charts, pictures etc and visually appealing. It is hoped that this will facilitate better assimilation and increased interest among the cadets.

6. The book has been the outcome of sincere devotion and relentless effort of the team Officers Training Academy, Kamptee duly steered by the Commandant. Our sincere gratitude and compliments to them. Any suggestions are welcome for its improvement in the future editions.

7. Contents of this hard work must form the basis of Institutional Training with explicit commitment.



Vinod Vashisht
Lieutenant General
Director General
National Cadet Corps

Acknowledgement

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UNIT 1: THE NCC

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UNIT 1: THE NCC

Content	Comprehension	Analysis	Synthesis	Evaluation
Aims and objectives of NCC	To gain an insight into the aims and objectives of NCC.	To explore the importance of NCC in nation building.	To appreciate the spirit of patriotism of NCC.	Worksheets, comprehension questions, discussion and activities.
Organisation, training and NCC song	Understand the organisational hierarchy and inculcate feeling of patriotism for motherland.	Assess the different functional bodies and their roles in the organisation.	Appreciate the systematic organisational structure and the NCC song.	Worksheets, comprehension questions, discussion and activities.
Incentives to Cadets	Acquire knowledge about the incentives offered by centre and different states in India.	Compare the state-wise incentives.	Appreciate the efforts of the individual states to promote NCC.	Worksheets, comprehension questions, discussion and activities.
Duties, responsibilities and conduct by NCC cadets	Gain knowledge of duties, responsibilities and conduct by NCC cadets.	To be aware of the duties, responsibilities and conduct by NCC cadets.	To appreciate the visible outcome in a trained NCC cadet.	Comprehension questions.
NCC Camps: Recce, selection of camp site, camp hygiene and camp routine	Acquire knowledge of various aspects of siting a camp location, camp and personal hygiene and routine followed during a camp.	To analyse the factors for recce and selection of camp site and importance of camp and personal hygiene.	To appreciate the importance of selecting precise location for camp and follow camp and personal hygiene during the conduct of camp.	Worksheets, comprehension questions, discussion and activities.

LESSON PLAN: N-1

AIMS AND OBJECTIVES OF NCC

Period - One
Type - Lecture
Term - I (SD/SW)

Training Aids

1. Computer slides, Projector, Black board, easel, chalk, and duster.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Aims of NCC	-	15 Min
	(c)	Objectives of NCC	-	15 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. With an aim for raising a second line of defence and to create a large pool of trained youth available for Armed Forces during the First World War, University Corps was conceptualized by the British Government. In India, NCC was raised with an aim of grooming both the boys and the girls, nurture them and direct their energy towards nation building by making them responsible citizens.

4. After independence, the present day NCC formally came into existence on 15 July 1948 through XXXI Act of Parliament. The Girls Division of the NCC was raised in July 1949. On 01 April 1950, Air Wing was raised, with one Air squadron each at Bombay and Kolkata. The Naval Wing of the NCC was raised in July 1952, thus representing all three services in the Corps.

5. Today the NCC has an enrolled strength of more than 13 Lakhs cadets and consists of two divisions of all the three Services i. e, the Senior Division / Senior Wing for boys/girls from colleges and the Junior Division / Junior Wing for boys/girls from schools. The Motto of NCC is ‘Unity and Discipline’.

AIM

6. To acquaint the cadets about the Aims and Objectives of the NCC.

PREVIEW

7. The lecture will be conducted in following parts:-

(a) Part I - Aims of NCC.

(b) Part II - Objectives of NCC.

PART I: AIMS OF NCC

8. **Aim**. The aims of NCC are mainly three folds:-

(a) To develop following qualities in the cadets :-

(i) Character.

(ii) Comradeship.

(iii) Discipline.

(iv) Secular Outlook.

(v) Spirit of Adventure.

(vi) Ideals of selfless service among the youth of the country.

(b) To create a human resource of Organised, Trained and Motivated youth, to provide leadership in all walks of life and be always available for the service of the nation.

(c) To provide a suitable environment to motivate the youth to take up a career in the Armed Forces.

PART II: OBJECTIVES OF NCC

9. **Objectives**. The objectives of the NCC are:-

(a) Reach out to the maximum youth through various institutions.

(b) Make NCC as an important part of the society.

(c) Teach positive thinking and attitude to the youth.

(d) Become a main source of National Integration by making NCC as one of the greatest and strong united forces of our nation irrespective of any caste, creed, religion or region.

(e) Mould the youth of the entire country into a united, secular and disciplined citizens of the nation.

(f) Provide an ideal platform for the youth to showcase their ability in nation building.

(g) Instill the spirit of secularism and united India by organizing National Integration Camps all over the country.

(h) Reach out to the youth of friendly foreign countries through Youth Exchange Programmes.

CONCLUSION

10. In today's developing and fast paced environment, NCC has a pivotal role to play as an organisation. In order to groom the youths to be leaders of tomorrow, NCC strives to meet all its objectives by bringing together the vibrant youths of entire country. NCC instills qualities like nationalism, patriotism, discipline, team spirit, esprit-de-corps, leadership and self confidence and promotes overall personality development. NCC gives a tremendous opportunity to one and all for betterment, irrespective of caste, creed, religion or economic status.

LESSON PLAN: N-2

ORGANISATION, TRAINING AND NCC SONG

Period - One
Type - Lecture
Term - I (SD/SW)

Training Aids

1. Computer slides, Projector, Black board, easel, chalk, and duster.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Organisation of NCC	-	10 Min
	(c)	Training in NCC & NCC Song	-	20 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. To teach military training and recruit more Indian officers for the British Army University Corps was set up by Britishers during First World War (1917), it was used as the second line of defence and NCC in India was established and raised before independence, mainly with an aim of grooming both the boys and the girls, nurture them and direct their energy towards nation building by making them responsible citizens.

4. After independence, the present day NCC formally came into existence on 15 July 1948 through XXXI Act of Parliament. The Girls Division of the NCC was raised in July 1949. On 01 April 1950, Air Wing was raised, with one Air squadron each at Bombay and Kolkata. The Naval Wing of the NCC was raised in July 1952, thus representing all three services in the Corps.

5. Today the NCC has an enrolled strength of more than 13 Lakhs cadets and consists of two divisions of all the three Services i. e, the Senior Division / Senior Wing for boys/girls from colleges and the Junior Division / Junior Wing for boys/girls from schools. The Motto of NCC is ‘Unity and Discipline’.

AIM

6. To acquaint the cadets about the Organisation, training and NCC Song.

PREVIEW

7. The lecture will be conducted in following parts:-

(a) Part I - Organisation of NCC.

(b) Part II - Training in NCC & NCC Song.

PART I: ORGANISATION OF NCC



Organisation

8. The NCC is a voluntary organisation which is administered through the Ministry of Defence. The Defence Minister is overall in charge, and responsible to the Government of India for efficient functioning of the NCC and other matters.

9. The NCC Headquarters is situated in New Delhi, headed by an officer of the rank of Lieutenant General who is responsible for the smooth functioning of the NCC in the country.

NCC Air Wing

10. There are 17 Directorates located in the state capitals headed by an officer of the rank of a Major General / Brigadier or equivalent from the three Services. According to the size of the state and growth of NCC in the states, Directorates have up to 14 Group Headquarters under them through which they exercise their command and control over the organisation in the state. Each group is headed by an officer of the rank of Brigadier /Colonel or equivalent known as Group Commander.

11. Each NCC Group Headquarters controls 5-7 NCC units / battalions, commanded by Colonel / Lieutenant Colonel or equivalent. Each battalion consists of companies which are commanded by the Associate NCC Officers (ANO) of the rank of Lieutenant, Captain or Major. In all, there are 96 Group Headquarters in the country who exercise control over a network of 667 Army Wing Units (including technical and girls unit), 60 Naval Wing Units and 61 Air Squadrons.

12. There are two training academies namely Officers Training Academy, Kamptee for gents and Officers Training Academy, Gwalior for ladies where professors and teachers from colleges and schools are specially trained to impart training to the cadets as Associate NCC Officers (ANOs).



NCC Training

Organisation and structure of NCC is as under:-

Head Quarters Director General NCC

Director General NCC (Lieutenant General)

2 x Additional Director (Major General /Equivalent) and 5x Deputy Director General (Brigadier/Equivalent)

17 State Dtes

Army - 12

Navy - 02

Air force- 03



OTA GWALIOR



OTA KAMPTEE

96 – GP HQs

Army - 86

Navy -04

Air Force- 06

814 Units

Army -684

Infantry- 432

Girls -118

Armoured -24

Artillery - 23

Signals- 14

Engineers- 13

Medical-13

Remount & Veterinary-21

Electronics & Mechanical Engineers -08

Compo-23

Navy - 60

Technical -01

Medical -01

Dockyard-01

Non-Technical -66

Air Force - 61

Flying -50

Technical-11

NCC Staff. NCC is staffed by the following:-

(a) Regular officers drawn from the three services.

(b) Whole Time Lady Officers (WTLO), who are from NCC.

(c) Associate NCC officers (ANOs), who are professors and teachers.

(d) Girl Cadet Instructors (GCI), who are from NCC.

(e) Permanent Instructional (PI) Staff from Army, Navy and Air Force.

(f) Civilian Gliding Instructors.

(g) Civilian Staff.



NCC Girls Cadets

PART II: TRAINING IN NCC AND THE NCC SONG

15. Good and organized training is an important part of NCC and hence it is given due importance. The corps has achieved success through its well regulated system of rigorous training which includes Basic, Advanced and Specialized training, with more stress on training camps.

16. **Training Activities**. Training activities of NCC can be broadly divided as under:-

(a) **Institutional Training**. Training organized in schools and colleges as parades on aweekly / monthly basis.

(b) **Camp Training**. Formal training organized as camps of 10-12 days duration.

(c) **Attachment Training**. Formal training organized by attachment with Army/ Naval/Air Force units or with officer training academies like Indian Military Academy (IMA) and Officers Training Academy (OTA).



Attachment Training

(d) **Naval Wing Activities**. Seamanship, Navigation, Communication, Naval Warfare are taught to cadets. Swimming, Scuba Diving and Wind Surfing are other interesting activities.



Naval Wing Training

(e) **Air Wing Activities**. Airmanship, Aero modeling, Navigation, Air Frames, Aero Engines and Microlite Flying are taught to cadets.



Air Wing Training

(f) **Remount & Veterinary Activity**. This activity is primarily meant for horsemanship and riding.

17. **Types of Camps**.

(a) **Annual Training Camps (ATC)**. These are held within the state under the aegis of respective NCC Directorates and are of **12 days** duration for senior boys / girls and **10 days** for junior boys / girls.



ATC



Army Attachment Camp

(b) **Centrally Organized Camps (COC)**. These camps are being held at all India level and are planned by HQ DGNCC in consultation with the Directorates nominated to conduct them. The centrally organized camps are:-

(i) Leadership Camps (Basic and Advance).

(ii) Thal Sainik Camp (TSC).

(iii) Vayu Sainik Camp (VSC).

(iv) Nau Sainik Camps (NSC).

(v) Rock Climbing Camp.

(vi) National Integration Camps (NIC) & Special NIC.

(vii) RDC and PM's Rally.



Rock Climbing

(a) **Adventure Training and Sports Camps**. These include mountaineering, sailing, para sailing, rafting, trekking, Valley of Flowers expedition, cycle expedition, desert safari, shooting and show jumping activities.



Adventure Activity

18. **Youth Exchange Programme (YEP).** The aim of YEP is a country to country exchange of cadets belonging to NCC/equivalent Government / Youth Organisations of friendly countries and participation in various activities and appreciation of each other's socio-economic and cultural realities.



YEP

19. **NCC Song.** The official song of the NCC – **"Kadam Mila Ke Chal"** was adopted in 1963. However, in 1974, a change was felt to catch the imagination of the youth that describes the true feelings of NCC. As a result the song was replaced by **"Hum Sab Hindi Hain"** which kept on playing in RDCs till the word **'Hindi'** was replaced by **'Bhartiya'** in 1980. The NCC song expresses the feelings of unity in diversity and urge everyone to march towards the single goal – all being INDIANS.

NCC SONG

Hum Sab Bhartiya Hain, Hum Sab Bhartiya Hain.
Apni Manzil Ek Hai, Ha, Ha, Ha, Ek Hai, Ho, Ho, Ho, Ek Hai
Hum Sab Bhartiya Hain
Kashmir Ki Dharti Rani Hai,
Sartaj Himalaya Hai,
Sadiyon Se Hamne Isko Apne Khoon Se Pala Hai
Desh Ki Raksha Ki Khatir, Hum Shamshir Utha Lenge,
Hum Shamshir Utha Lenge,
Bikhre –Bikhre Tarey Hain Hum Lekin Jhilmil Ek Hai
Ha, Ha, Ha Ek Hain
Hum Sab Bhartiya Hain
Mandir Gurudware Bhi Hai Yahan
Girija Ka hai Ghadiyal Kahin
Mullah Ki Kahin Hai Ajaan
EK Hi Apna Ram Hai, Ek Hi Allah Taala Hai,
EK Hi Allah Taala Hai, Rang Birange Deepak Hai Hum
Lekin Jagmag Ek Hai, Ha, Ha, Ek Hai, Ho, Ho, Ho, Ek Hai
Hum Sab Bhartiya Hain, Hum Sab Bhartiya Hain.

CONCLUSION

20. NCC as an organisation has unified the youth, not only of our country, but has made significant efforts to interact with the youth of other countries through YEP (Youth Exchange Programme), thus expanding the scope of its training and the ultimate goal of Unity.



NCC Cultural Activity

LESSON PLAN: N-3

INCENTIVES TO CADETS

Period - Two
Type - Lecture
Term - I (SD/SW)

Training Aids

1. Computer slides, Pointer, Charts, Black board & Chalk.

Time Plan

2. (a) Introduction - 05 Min

(b) Incentives by Centre - 15 Min

(c) Incentives by States - 15 Min

(d) Conclusion - 05 Min

INTRODUCTION

3. Apart from training and preparing the youth for future challenges in NCC, cadets are given various benefits in terms of job opportunities, scholarships and financial aid in time of any tragedy while doing any NCC related activities. These incentives are announced from time to time both by the Central and State Governments. These incentives are in the field of employment as well as academics and personal including medals, trophies, cash award etc. The best incentive being the vacancy reserved for 'C' certificate holders cadets for the commission as officer in the Indian Army.

AIM

4. To acquaint cadets about the Incentives given to the NCC Cadets by Centre and State Governments.

PREVIEW

5. The class will be conducted in following parts:-

(a) Part I - Incentives given by the Centre.

(b) Part II - Incentives given by the State.

PART-I: INCENTIVES BY THE CENTRAL GOVERNMENT

6. (a) **For 'C' Certificate Holders**. Specific vacancies in the Army, Air Force and Navy are allotted for **NCC 'C'** certificate holders. For officers there is **no UPSC written exams**. After application, the cadet is called directly for **SSB interview**, which he/she has to clear before final selection as per the merit list. The following vacancies are reserved by each service as officers :-

(i) **Army**. 64 seats per year at IMA & 100 seats per year at OTA.

(ii) **Navy**. 06 seats per course through Naval SSB.

(iii) **Air Force**. 10% vacancies in all courses through Air Force SSB.



Training Activity at OTA, Chennai



Women Officers of Indian Army

(b) **5-10% bonus** marks for recruitment in ranks in Army, Navy and Air force.

(c) **Bonus marks** for employment in **CAPF**/ **Para Military Forces** and **Department of Telecommunication.**

(d) Can apply for gazetted post in CRPF if the cadet is a graduate.

(e) Preference in State Services and also in private sectors.

(f) Employment within NCC as Whole Time Lady Officer, Girl Cadet Instructor, Aero and Ship Modeling Instructor.

(h) In Air Force Academy 5% seats are reserved for Girls candidates holding NCC 'C' certificate.

(j) In OTA Chennai, seats are reserved for Girls candidates holding NCC 'C' certificate (Seats are notified every year).



BSF Soldiers on Duty

Financial Assistance / Scholarships

7. Financial aid and relief to cadets is provided by Cadet Welfare Society (CWS) in case of any injury to the cadet or to the NOK, in case of any fatality during NCC related activities. Details of the financial assistance are:-

	NCC Activities	Death Cases	Permanent Disability	Temporary Disability
(a)	High Risk	5,00,000/-	upto 4,00,000/-	upto 1,75,000/-
(b)	Other Activities	4,50,000/-	upto 3,50,000/-	upto 1,75,000/-

8. Other benefits provided by the CWS are:-

(a) **CWS awards scholarship** of **Rs 6000/-** per cadet for**1000** NCC cadets every year to academically brilliant students.

(b) Grant **of Best Cadet Award** of **Rs 3500**/- and **2nd Best Cadet** Award of **Rs 2500/-** at each Group level.

(c) Conduct sports and adventure activities.



PM Rally 2017 – Prime Minister with Award Winners

PART-II: INCENTIVES BY STATE GOVERNMENTS

Employment Concession

9. Preference is given by various state governments to the NCC 'B'/ 'C' certificate holders for Recruitment in following departments:-

(a) Police Service.

(b) Transport Department.

(c) Forest Department.

(d) Excise Department.

(e) Preference to the Girl Cadets as nurses, receptionists and telephone operators.

10. State wise **incentives*** provided by various state governments are:-

Ser No	State	Employment Benefits	Admission in Educational Institutions
(a)	Andhra Pradesh and Telangana	Preference for NCC 'B'/'C' Certificate holders for recruitment in Police Service and Transport Department.	One seat reserved in degree and diploma courses and 5% seats for LLB course in Osmania University. Seats in Government Polytechnics, PG Degree/Diploma in Engineering Colleges. 0.25% seats in Medical colleges.
(b)	Bihar and Jharkhand	Bonus marks to NCC 'B' /'C' certificate holders in the Police and Forest Department.	Bonus marks are awarded to NCC Certificate holders for admission in various courses in the Universities of Patna, Ranchi, Mithila and Bhagalpur.
(c)	Jammu and Kashmir	10% or one seat reserved in non-gazetted service in Police, Home Guards, Forest and Excise Department for NCC 'C' certificate holders. Similar reservations are for Girl Cadets in Police and as nurses, receptionists and telephone operators	
(d)	Karnataka and Goa		10% seats in Medical, 5 in Non-Allopathic, 50 in Engineering, 10 in Technical, 8 in B.Ed., 3 in Post-Graduation and 47 in Polytechnic Colleges for outstanding NCC Cadets.
(e)	Kerala and Lakshadweep		Seats in Engineering Colleges, Polytechnics, Ayurveda Medical and Nursing Colleges. Bonus marks for Pre-Degree,Degree Courses, Post Graduate Courses, B.Ed. Courses and Teachers raining Course. Weightage for admission to higher studies.

(f)	Madhya Pradesh	Preference given to NCC 'C' certificate holders for recruitment in all state jobs.	Preference for admission to the post graduate/ professional/ degree colleges. 10 marks being added to final marks to NCC cadets selected for participation in Republic Day Camp.
(g)	Maharashtra		Ten grace marks to NCC cadets appearing in various degree examinations by University of Mumbai. 2% marks to NCC cadets by Maharashtra University. Three marks given for admission in medical colleges. Ten seats reserved in Engineering colleges for NCC cadets representing State in the All-India Competition. Weightage of four marks for admission in ITI.
(h)	North Eastern Region – Assam	Preference given to NCC 'B'/'C' certificate holders for recruitment in Police Service and Government Jobs.	Two seats reserved in diploma and certificate courses in engineering and technology. One seat each in Assam and Jorhat Engineering College.
(j)	Arunachal Pradesh	Preference in recruitment to the State Police Service.	Relaxation of 5% marks for admission to educational institutions.
(k)	Manipur	Reservation of 10% posts in the Police Department.	
(l)	Meghalaya	Posts of women constable in state police force.	
(m)	Nagaland	Preference to NCC 'B' and 'C' certificate holders in State Police Force.	Relaxation of 5% marks for admission to educational institutions including technical institution under State Govt.
(n)	Tripura	Preference to NCC 'B' and 'C' certificate holders in Police service and Government jobs.	
(o)	Orissa	Preference for recruitment to the State Police Force.	Additional weightage of marks over and above the aggregate marks obtained for admission in various colleges.
(p)	Haryana	Preference in Home Guard Department and State Police Force.	
(q)	Himachal Pradesh		Weightage for admission to various courses of study in Himachal Pradesh University.
(r)	Punjab		Weightage of marks given for admission in various courses in State Goverment Polytechnics, Colleges and Universities.
(s)	Rajasthan	Preference in State Police Force.	Weightage for the purpose of admission to various courses.
(t)	Tamil Nadu and Andaman	Consideration by Tamil Nadu Public Commission in	One seat reserved in Under Graduate Course in each college

	Nicobar Islands	Civil Services, exams. Out of twelve marks for the oral test in the B.T. and P.G. Assistant recruitment/ appointment in Tamil Nadu, half NCC activities.	and one seat in any Post Graduate Course and Polytechnic, where NCC Scheme is available.
(u)	Pondicherry	Preference in all Departments of Pondicherry, especially in Police.	A weightage of 2% of marks for B.A./B.Sc./B.Com. courses.
(v)	Uttar Pradesh	8% posts are reserved in State Government for part time NCC officers and NCC cadets who become disabled during the course of training.	Bonus marks/weightage by various Universities for admission in various Degree, B.Ed. and Post-Graduation courses.
(w)	Uttarakhand		One seat in each branch in Kumaon Engineering College, GB Pant Engineering College and Govt. Polytechnic Colleges and two seats each in Kumaon University and Garhwal University for B.Ed.
(x)	West Bengal and Sikkim	Weightage being given for enrollment in Police. 20% weightage is given to NCC cadets for recruitment in Home Guard.	

*** Subject to change**

Admission in Educational Institutes

11. Many educational institutes have allotted special quota to the certificate holders from NCC. Preference is given in following fields:-

(a) Degree and diploma courses.

(b) LLB courses.

(c) Govt. Polytechnics and Engineering Colleges.

(d) Medical Courses.

12. The incentives keep changing from time to time. Hence, the cadets must keep themselves aware of the incentives published in various Central / State Government orders.

CONCLUSION

13. The youth of Independent India are indeed fortunate to have such an organisation existing in the country which spends vast amount of financial and physical resources towards their personality development, and thus is indeed a nursery for grooming of future leaders in various walks of life. The NCC offers relaxation in the selection standard for employment in various armed forces, para-military forces as well as state government jobs; provides opportunities to work for NCC either in the form of GCI (Girl Cadet Instructor) or WTLO (Whole Time Lady Officer).

LESSON PLAN: N-4

DUTIES, RESPONSIBILITIES AND CONDUCT BY NCC CADETS

Period - One
Type - Lecture
Term - I (SD/SW)

Training Aids

1. Computer slides, Pointer, Charts, Black board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Who is a Cadet?	-	05 Min
	(c)	Duties, and Responsibilities	-	15 Min
	(d)	Conduct by NCC Cadets	-	10 Min
	(e)	Conclusion	-	05 Min

INTRODUCTION

3. NCC is the largest youth organisation in the world with an enrolled strength of more than 13 lakhs Cadets. The aim of NCC is to train the young boys and girls to be better citizens and future leaders of our great country in all walks of life, including defence forces. NCC strives to be and is one of the strongest unifying forces of our nation, bringing together the youth hailing from different parts of our country and molding them into united, secular and disciplined citizens of our nation. Any student joining the ranks of NCC must know his/her duties and responsibilities as a cadet and he/she must maintain a conduct expected of a trained youth leader of the country.

AIM

4. To acquaint the cadets about the duties, responsibilities, and conduct by NCC Cadets.

PREVIEW

5. The lecture will be conducted in three parts:-

(a) Part I - Who is a cadet and what are the advantages of being a cadet?

(b) Part II - Duties and responsibilities of the cadet.

(c) Part III - Conduct by NCC cadet.

PART-I: WHO IS A CADET?

6. The term Cadet stands for “trainee”. It is generally used as a military term. Cadets are the integral part of NCC and they are divided into two divisions i.e. SD/SW and JD/JW. SD/SW represents cadets from colleges and universities where as JD/JW represents only schools.

7. Any volunteer citizen of India or Nepal who is of good character and on the roll of schools or colleges; fulfilling the age, medical and other criteria can be enrolled into NCC. He/she has to undergo the stipulated training; both at their institution as well as at a training camp. He/she is called a cadet of NCC.



8. **Advantages of being a Cadet**. The advantages of being a NCC cadet are many fold. NCC as an organisation plays an active role in shaping the character and outlook of the cadet through its training and strict day today schedule. A NCC cadet wearing a uniform and seen around is envy to the society especially youth. The main advantages of being a NCC cadet are enumerated below:-

(a) Being part of **13 lakhs** strong and the **largest youth organisation** in the world.

(b) Being moulded into a disciplined and motivated youth.

(c) Chance to take part in disaster relief tasks.

(d) Opportunity to attend NCC camps like ATC, CATC, NIC, COC etc.

(e) Wear the uniform and lead a life style akin to military.

(f) Opportunity to visit foreign countries as part of YEP.

(g) Opportunity to take part in social awareness programs.

(h) Preference for joining armed forces and other forces.

(j) Preference in higher studies.

PART-II: DUTIES AND RESPONSIBILITIES OF CADETS

"To obey God's order as delivered by conscience - duty". "To obey man's order as issued by rightful authority - discipline"

9. A NCC cadet once enrolled has certain duties and responsibilities unlike his/her peers in the institution. The duties and responsibilities are towards nation, society at large, his institution, NCC organisation and to his fellow cadets too.

10. Duties of NCC cadets during parades and camps are as under:-

(a) Self discipline is the most basic trait of a NCC Cadet.

(b) He/she has to be punctual during parade and roll call.

(c) Obeying the orders of higher ranks is yet another important duty of NCC Cadet.

(d) Every cadet should participate in camp activities with complete enthusiasm.

(e) Always take proper hair cut and wear clean and correct pattern of uniform. Polishing of shoes, pressing of uniforms and wearing of beret in correct manner should be followed.

(f) Take part in the cultural activities organized by the NCC.

(g) Attend all NCC parades regularly without fail.

(h) Participate in the team work.

(j) Extend complete cooperation to the seniors.

(k) Pursue the adventure activities.

11. **Responsibilities of a Cadet**. A NCC cadet by the very fact of being an active cadet has to shoulder extra responsibilities unlike his fellow classmates who are not members of NCC. His responsibilities are nowhere written but obligatory as an outcome of his training. Thus he or she fulfills the main aims of NCC i.e, becoming a potential leader with character qualities and responsible citizen. He has separate responsibilities to his NCC unit, organisation, his institution, society at large and to the country. That includes active participation in social awareness initiatives, environmental issues, disaster relief, adventure and sports activities and other nation building efforts. It doesn't end with his NCC training at his institution, but has to be carried forward to all the fields where he is going to be engaged in the future too. Thus with passage of time, country would have had past NCC cadets occupying leadership positions in all walks of life espousing the noble values and objectives on NCC.

12. **Cadets Commandments**. Director General, NCC has given out a list of 'Cadets Commandments' for all NCC cadets to follow in their life. They are given below:-

(a) **I will ensure construction of toilet in my house and motivate at least 10 persons for the same.**

(b) **I will be an 'Aadhar' Indian and would motivate 10 more persons to be one.**

(c) **I will donate blood at least once every year.**

(d) **I will make only digital transactions wherever possible and motivate others for the same.**

(e) **I will plant minimum two trees in a year and care for the same.**

(f) **I will obtain my voter and PAN Card once I have crossed 18 years of age.**

(g) **I will ensure garbage segregation in my house and within 100 m of my neighborhood.**

(h) **I will undertake 100 hours of shramdaan for social service.**

(i) **I will help physically-challenged persons to live their dreams.**

(j) **I will be a role model for gender sensitivity, secular outlook and spirit of nationalism without any regional bias.**

(k) **I will rush to help any accident victim.**

(l) **I will always uphold motto of NCC - 'Unity and Discipline'. I will be equally disciplined when not under observation.**



PART-III: CONDUCT BY NCC CADETS

13. A trainee or a trained cadet of NCC is expected to conduct himself/herself in a manner befitting the noble values championed by NCC. It is expected both at on and off parades or when he is not under supervision too; in short in his entire life. A cadet must imbibe the spirit of NCC i.e, a Youth leader and responsible citizen in any walk of life. He should be a witness to the high ideals of NCC and a role model for rest of the society.

(a) Certain do's and don'ts in the conduct of a NCC cadet is given below in a tabular form:-

Ser No	Do's	Don'ts
(i)	Be an example for your peers by your conduct and turnout	Do not admonish a junior cadet. Praise in public, admonish in private
(ii)	Be a strong leader. Work towards becoming future leaders. Delegate responsibilities. Brief your group well in advance what is expected out of them.	Do not be late for your pardes and discharge of your duties**.**
(iii)	Be positive and be a motivating factor.	Do not blame the organisation (NCC) for the deficiencies in any field. It reflects your poor image.
(iv)	Remember your entire institution observes you. You have to be upright in your conduct while on or off parade.	
(v)	Be a master guide to poor and junior cadets.	Do not procastinate.
(vi)	Volunteer and use your talents during organized NCC activities, (Music, academics, Dance, Sports, Dramatics)	Do not shy away from taking the initiative.
(vii)	Feel proud of your uniform and always salute smartly.	Do not be worried about criticism, look for silver line in the dark clouds.
(viii)	Given due respect to all NCC staffs, civilians including PI, ANO and officers.	Do not get pally with them to get undue favours.

(b) General conduct expected of NCC cadets in the society are as under:-

(i) **A sense of patriotic commitment to contribute to national development.**

(ii) **Respect for diversities in religion, language, culture, ethnicity, life style and habitat to instill a sense of National unity and social cohesion.**

(iii) **Abiding commitment to learn and adhere to the norms and values enshrined in the Indian Constitution; especially the fundamental duties as given in Article 51-A.**

(iv) **Understanding the value of a just and impartial exercise of authority.**

(v) **To participate in community development and other social awareness programmes.**

(vi) **Lead a healthy life style free of substance abuse and other unhealthy practices.**

(vii) **Be sensitive to the needs of poor and socially disadvantaged fellow citizens.**

(viii) **Inculcate the habits of restraint and self-awareness.**

(ix) **Uphold the values of honesty, truthfulness, self-sacrifice, perseverance and hard work.**

(x) **Respect for knowledge, wisdom and the power of ideas.**

CONCLUSION

14. There are a number of examples of persons whose names have become immortal in history through devotion to duty and sense of discipline. *Bhagwan Ram* is the greatest of them all. ***Shivaji, Rana Pratap, Tipu Sultan, Mahatma Gandhi, Sardar Patel and Rani of Jhansi*** to name only a few. The young generation of today is the future leaders of India. The NCC cadets of today should endeavor to be good citizens of tomorrow and motivate others to emulate them. NCC cadets should understand their duties completely so that both, the nation as well as the society benefit from them.

LESSON PLAN: N-4
NCC CAMPS: RECCE, SELCETION OF CAMP SITE, CAMP HYGIENE AND CAMP ROUTINE

Period - Two
Type - Lecture
Term - I/II (JD/JW)

Training Aids

1. Computer slides, Projector, Black board. Easel, chalk and duster.

Time Plan

2.

(a)	Introduction	-	05 Min
(b)	Recce & Selection of Camp Site	-	25 Min
(c)	Camp Hygiene	-	25 Min
(d)	Camp Routine	-	10 Min
(e)	Cadet Appointments	-	10 Min
(f)	Conclusion	-	05 Min

INTRODUCTION

3. The aim of Camps is to impart collective training to the cadets with special emphasis on the development of qualities of leadership. Special emphasis is laid on Development of **Team Spirit** and **Leadership Qualities** and comprehensive training in **Drill**, **WT**, **Hygiene** and **Sanitation**, **Social Service** etc.

4. It is imperative that all camps be planned in consultation with all agencies including Educational institutions, District Administration and the Director of Public Instruction / Education well before the commencement of the year and all concerned be intimated of date and location well in advance.

5. Camp is an important place which must be established with utmost care and deliberation. The standard of any camp in terms of hygiene and sanitation can be judged by the standard of Camp Cook House and personal hygiene of the cadets. The cleanliness maintained in the Cook House directly affects the health of cadets and other personnel in the camp, and is therefore of utmost importance. It is therefore imperative that the state of cleanliness in and around the camp, to include cook house, living area, administrative area, office area etc and above all the personal hygiene of cadets in the camp, must be of highest order.

6. **Types of Camps**.

(a) Annual Training Camp (ATC).

(b) Centrally Organised Camps (COC).

(i) Thal Sena Camp/Nau Sena Camp/Vayu Sena Camp.
(ii) Pre Republic Day Camp (PRDC).
(iii) Republic Day Camp.
(iv) Basic Leadership Camp.
(v) Advanced Leadership Camp.
(vi) National Integration Camp & Special National Integration Camp.

AIM

7. To acquaint the cadets with the aspects of Recce, Selection and siting of camp including Camp Hygiene, Camp routine and Cadet appointments.

PREVIEW

8. The lecture will be covered under following parts:-

(a) Part I - Recce for Selection of Camp Site.

(b) Part II - Camp Hygiene and Camp Routine

(c) Part III - Cadet Appointments.

PART I: RECCE FOR SELECTION OF CAMP SITE

9. Preliminary Recce must be carried out about four months before a camp is due to start. This should be done by the Camp Commandant assisted by the Senior JCO. Points to be kept in mind while selecting a camp site are as follows :-

(a) The Camp site must be preferably accessible by Road and Rail.

(b) The Camp site is bereft of flies and mosquitoes.

(c) The Camp area should be on a level ground and it should not require too much labour to make it fit for camping.

(d) It should have an adequate slope to drain out water from the camp area.

(e) The site should not be in the proximity of lakes, rivers and canals.

(f) The Civil Government should have no objection in establishing a camp in that area.

(g) Reasonable amount of shade should be available for rest hours.
(h) Water supply during summers be available for both drinking and washing purposes.

(j) The area must not be infested with snakes, scorpions etc.

(k) The area must not be under cultivation during the camp.

(l) There should be no disease prevailing in the area especially of epidemic nature.

(m) Enough area for Parade Ground, Range Facility and built up accommodation for stores should be available.

(n) The site must be away from populated areas.

(o) Adequate space must be available for Camp layout.

(p) Documentation includes following:-

(i) Recce report to Group/Directorates.

(ii) Budget proposal.

(iii) Information to all concerned.

(iv) Individual documents.

(v) Check lists.

10. **Move to Camp Area**. The Advance party should reach camp site four days prior to the commencement of the camp to ensure:-

(a) General cleanliness of the area.
(b) Marking general layout of the camp.
(c) To establish water points for bathing and washing purpose.
(d) Digging latrines.
(e) Establishing Cookhouse, Office, Quarter Guard, Kote, MI room.
(f) Arrangements for Reception.

11. **Priority of Work**.On reaching the Camp site, the following work is carried out by cadets under the supervision of regular staff :-

(a) Pitching of living tents.
(b) Digging snake trenches.
(c) Establishment of fire points.
(d) Digging Drains.
(e) Improving existing roads and tracks.
(f) Sign post Erection.

12. **Training**. Training team consist of:-

(a) Training Officer, 1 NCC Officer (per unit) as Assistant Training Officer.
(b) Senior JCO.
(c) One JCO or NCC officer for platoon Weapons course.

13. **Training Activities During Camp**.

(a) PT/Yoga.
(b) Drill.
(c) Games.
(d) Guest Lectures.
(e) Line Area maintenance.
(f) Map Reading.
(g) Night Navigation.
(h) Obstacle Training.
(j) Firing.

14. **Other Activities During Camp**. The other activities carried out by the cadets are:-
(a) Social Service Work/Rally.
(b) Visit to places of Historical interest.
(c) Cultural activities.
(d) Organizing sports and other competitions.

15. **Camp Administration**.

(a) **Medical Cover**.

(i) State Government provides Medical cover provided liaison is carried out with the Chief Medical Officer in advance.
(ii) The duties of Sanitary Squad must be clearly defined.
(iii) Procedure of Sick Report must be correctly implemented.

(b) **Interior Economy**.

(i) Composition and functioning of Messing committee.
(ii) Composition and functioning of Purchase committee.
(iii) Procedure for cooking and serving the cadets.

(iv) Arrangement of Messes for:
(aa) NCC Officers.
(ab) PI Staff.
(ac) Civilian Staff.

PART II : CAMP HYGIENE & CAMP ROUTINE

Camp Cook House Hygiene

16. The points that are required to be considered are as follows:-

(a) Persons who are suffering from diarrhoea, dysentery, or any other communicable disease including typhoid must not be employed in the cook house.

(b) Medical fitness certificate of the Cook House staff must be obtained.

(c) An apron should always be worn during cooking by the cooks and food handlers. These should be kept neat and clean.

(d) Soap, water, nail brush and a clean towel to be kept in the cook house for use by pers.

(e) Fly proofing of cook house & dining hall must be ensured.

(f) Separate establishment of the following:-

(g) Washing Point cleaning utensils.

(h) Drinking Water Point.

(j) No personal clothing of employees to be kept in cook house.

(k) Smoking and chewing paan in cook house must be forbidden.

(l) All utensils, cutlery, crockery should be made free from grease, cleaned, dried after every meal and placed on raised platform.

(m) All the kitchen waste must be collected and deposited in a bin provided with a lid. This should be later deposited in the soakage pit.

(n) Food must be protected from flies and rats and preserved properly.

(o) Drainage facilities to be catered for.

General Aspects of Hygiene and Sanitation

17. Cleanliness of cook house, latrines and living areas should be ensured every day.

18. Proper drainage should be ensured and all the drains must be kept clean.

19. Strict water discipline must be ensured. Drinking and cooking water should be obtained only fro authorised sources.

20. Food should not be kept uncovered.

21. Latrines should be smoked regularly with limestone and hygiene chemicals sprinkled daily.

22. No one suffering from contagious disease should be employed in the cook house.

23. All waste food should be burnt/ buried in Refuse Pits away from cook house.

24. **Personal Hygiene and Sanitation.**

(a) Anti-malaria precautions must be followed.

(b) All cadets must be inoculated and immunised.

(c) Water must be consumed only from authorised source.

(d) Personal crockery and cutlery to be washed and cleaned properly.

(e) Bath should be taken every day.

(f) Clothes especially socks and undergarments to be changed and washed every day.

(g) Nothing should be eaten from unauthorised sources.

(h) Hands should be washed with soap and water before and after the meal.

Camp Cleanliness

25. The following aspects must be followed regarding the hygiene and sanitation of camp as a whole:-

(a) General cleanliness of camp area to be maintained on daily basis.

(b) The cook house must be away from the living area. It must be ventilated, kept clean and hygienic.

(c) The latrines i.e. DTL and STL must be away from cook house and living area. The direction of wind should be kept in mind. The foul smell should not flow with the direction of the wind towards Camp area.

(d) Digging of drains and regular cleaning of drainage system of the camp must be ensured.

(e) Cleanliness of water points.

(f) Refuse should be regularly disposed by burning in trenches.

(g) As far as possible, water point should be near the cook house to provide fresh water supply.

Camp Routine

26. Routine followed by cadets during the camp is as under:-

(a) Reveille.
(b) Physical Training.
(c) Breakfast break.
(d) Training periods with timely breaks.
(e) Lunch break.
(f) Rest Period.
(g) Tea.
(h) Game.
(j) Washing/Bathing.
(k) Retreat.
(l) Roll Call Parades.
(m) Cultural Activities/Recreation.
(n) Dinner
(o) Private Study.
(p) Lights Out

PART III : CADET APPOINTMENTS

27. The various cadets appointments and their duties are as under:-

(a) **CSUO**.

(i) Acts as link between cadets and ANO.

(ii) Assists in organising various activities such as organising adventure training, sports issue of clothing etc.

(iii) Prepares parade state of the cadets.

(b) **JUO**.

(i) Assist CSUO in carrying out day to day duties.

(ii) Understudy to CSUO.

(c) **CSM**.

(i) Acts as Company sergeant major.

(ii) Controls the company and passes the order received

(iii) Maintains parade state.

(d) **CQMS**.

(i) Acts as Company Quartermaster.

(ii) Assists ANO in issue /receipt of store and equipment.

(e) **Sergeant**. Responsible for controlling his platoon.

(f) **Corporal**. He is responsible for controlling his section.

(g) **Lance Corporal**. Assists corporal in his duties.

CONCLUSION

25. Camps must be so organized and conducted that by the end of the camp all participants have a sense of achievement. Camps should be an experience of a lasting nature and should endeavour to inculcate a spirit of self improvement in physical fitness, mental robustness, discipline and team work. Each and every individual participating in the camp must be made aware of the importance of hygiene and sanitation so that high standards can be maintained throughout the duration of camp.

SUMMARY

- The University Corps was created by Britain during the First World War.
- Its objective was to train young boys and girls for Armed Forces.
- After Independence, the NCC was formed on 16 April 1948 through XXXI Act of Parliament.
- The Girls Division, the Air Wing and the Naval Wing were added in year 1949, 1950 and 1952 respectively.
- Today the NCC comprises the senior division from colleges and the Junior Division from schools.
- NCC is the largest youth organization in the world.
- The NCC aims to organise, train and motivate the youth of our country.
- The Defence Secretary is responsible for efficient functioning of the NCC.
- At the state level, the Directorates and Group Headquarters control the organisation.
- There are various training activities to sharpen the skills of the cadets.
- Training camps are held periodically.
- By being associated with NCC related activities, the cadets get various benefits given by Central Government in terms of job opportunities, scholarships and financial assistance.
- The State Government also gives incentives in the form of employment benefits as well reservation in educational institutions.
- In the states of Delhi, Gujrat, Chattisgarh and Dadra Nagar Haveli and Mizoram, incentives a given in the form of scholarships and cash awards instead of concessions in employment.
- The details of incentives is published by the organization in various orders released from time time.
- Conduct of NCC cadets should always be above board both on and off parades.
- As a cadet, he or she has to perform well all his/her duties and responsibilities.
- Cadet's Commandments are a guiding light to a NCC cadet.
- Preliminary recce for the camps must be carried out four months before a camp is due to start.
- Advance party should reach camp site four days prior to the commencement of the camp.
- On reaching the camp site, the work should be prioritise.
- The standard of any camp in terms of hygiene and sanitation can be judged by the standard camp cook house and personal hygiene of the cadets.

- **Camp Routine**

  - Reveille.
  - Physical Training.
  - Breakfast break.
  - Training periods with timely breaks.
  - Lunch break.
  - Rest Period.
  - Tea.
  - Game.
  - Washing/Bathing.
  - Retreat.
  - Roll Call Parades.
  - Cultural Activities/Recreation.
  - Dinner.
  - Private Study.
  - Lights Out.

- Various Cadet appointments are as under:-

  - CSUO, JUO & CSM.
  - CQMS, Sergeant.
  - Corporal & Lance Corporal.
  -

Comprehension Questions

Q1. Answer the following in about 15 words:

(a) Why was University Corps formed?

(b) When was NCC formally inaugurated in India and when was girls division of the NCC raised?

(c) In which year and where were the Air wing and the Naval wing of the NCC raised?

(d) What is the present enrolled strength of NCC cadets and what does it basically comprise?

(e) How is NCC administered?

(f) Who heads the NCC at the Headquarters DG NCC?

(g) Who heads the Group Headquarters and how many Group Headquarters are there in the country?

(h) What is the full form of WTLO?

(j) What is the duration of Annual Training Camp for senior boys/ girls and for junior boys/girls?

(k) Which state provides the maximum benefits in admission in various courses?

(l) How many seats are reserved for NCC 'C' certificate holders in OTA Chennai?

(m) What incentives are given in admission in educational institutions in Madhya Pradesh?

(n) Which states do not provide any incentives in admission to educational institutions?

(o) What other benefits apart from financial assistance are provided by the CWS (Cadet Welfare Society)?

(p) When was NCC formally inaugurated in India?

(q) Who is a cadet?

(r) What are the responsibilities of a NCC cadet?

(s) Which all committees will be formed during camps?

(t) What are the duties of CSUO and CSM?

Q2. Answer the following in about 50 words:

(a) Which qualities does NCC aim to develop among the cadets?

(b) Write about any two objectives of the NCC.

(c) Write about the two objectives that aim at promoting National Integration.

(d) List out those who comprise of NCC staff.

(e) What are Centrally Organized Camps? Give three examples.

(f) What kind of activities are included in adventure training and sports?

(g) Who are GCIs?

(h) What type of employment benefits are provided by the government of Uttarakhand to NCC cadets?

(j) Name the states that provide no incentives in the form of concessions for employment and education? How do they compensate?

(k) What are the duties and responsibilities of a NCC cadet?

(l) What are the advantages of being a NCC cadet?

(m) On what all occasions do the NCC cadets wear their uniforms?

Q3. Answer the following in about 75 words:

(a) What was the objective of the NCC in India, before independence? And what kind of a human resource does NCC want to create?

(b) How does NCC helps in all round development of the cadets? Explain with examples?

(c) What qualities can NCC instill among youth?

(d) What kinds of activities are undertaken by the Naval and Air wings of the organization?

(e) Write a note on Attachment training, Remount and Veterinary activities in NCC.

(e) What do you understand by institutional training?

(f) What is the aim of Youth Exchange Programmer (YEP)?

(g) What employment and educational benefits are provided by the states of Assam, Arunachal Pradesh, Manipur, Meghalaya, Nagaland and Tripura?

(h) What role do the incentives given by NCC play in the life of the cadets?

(j) What are Cadet's Commandments?

(k) What points will be borne mind during the preliminary recce of camp site?

(l) What will be the priority of work on reaching the camp site?

Q4. Answer the following in about 150 words:

(a) Write a note on the aims of the NCC in modern times.

(b) Write a note on the NCC as an organization.

(c) Write in detail about the Organizational structure of NCC?

(d) Write a note on the evolution of NCC song.

(e) What are the benefits of organizing camps?

(e) Make a Comparative study of the incentives provided by the states of North India and South India.

(g) How will you maintain Camp Cook House hygiene?

Q5. Answer the following in about 250 words:

(a) How are the objectives of NCC relevant for the progress of the Nation in the present times?

(b) Explain in detail, any five qualities that NCC aims to develop among the cadets.

(c) What are the three wings of NCC? Write in detail about the NCC staff.

(d) Write in detail about the centrally organized camps.

(e) How will you maintain personal hygiene and camp cleanliness during the camp.

Let's Discuss

Q.6 HOTS (Higher Order Thinking Skills)

(a) What is the need and relevance of NCC in today's world? How can youth contribute in the progress of the Nation?

(b) Make a flow chart of various life skills, a student can learn through different NCC camps with examples.

(c) After analyzing various incentives provided by different states, which state would you like to be in NCC and why? Substantiate your answer with examples.

Group Activities

(d) You are a NCC cadet. Imagine you have gone on a Youth Exchange Programme (YEP) to Srilanka. You meet cadets/students from Maldives, Nepal, Singapore, Bangladesh and Srilanka. They have also joined NCC activities in their school.

(e) In groups of six (where each student represents the aforesaid countries), share your experiences of how NCC is conducted in your country, what NCC means to you and how it will help in Nation building (each group will be given two days to find out information of how NCC is conducted in the country they have selected).

Other Suggested Activities

(a) Draft an oath for yourself as a NCC cadet.

(b) Watch a documentary film on 'NCC' A Cadet Diary.

(c) Organise a talk by an NCC officer.

(d) NCC provides a lot of incentives in terms of job opportunities, academics and personal research. Draw a comparative analysis of the above mentioned facilities and identify three states and one union territory offering the maximum incentives.

(e) Write an essay on topic "Me the NCC cadet as a leader in my field of activity and a responsible citizen".

UNIT 2: NATIONAL INTEGRATION AND AWARENESS

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8.	NI 8	Role of NCC in Nation Building	81	84
9.	NI 9	NCC and National Integration	85	89

UNIT 2 : NATIONAL INTEGRATION

Content	Comprehension	Analysis	Synthesis	Evaluation
Heritage of India	The cadet will get a detailed insight about the Heritage of India by learning different religions, culture and important festivals and important days celebrated in India.	The cadet will analyse the religion and cultural diversities existing in our country and based on that how important festivals and days are celebrated at national and locallevel.	Cadets will be able to learn and appreciate the rich culture and heritage of India. He/she will be proud in knowing the years old evolution of rich heritage of the country.	Comprehension questions, activities, work sheets and assignments.
Freedom Struggle & Nationalist Movements in India	The cadet will know about the freedom struggle and various Nationalist movements by the famous leaders that resulted in the independence of India.	The cadet will analyse the sacrifices and role of prominent personalities and people of India in getting Independence.	The cadet will be able to learn and appreciate the role of different freedom fighters and what it takes to build a sovereign state.	Activities, work sheets, discussions and mock exercises.
Introduction to Indian Constitution	The cadet will get a detailed insight about the Indian constitution to include the Preamble, Fundamental rights and duties, Directive Principles, National symbols like National Flag, National Emblem, National Anthem and National Song.	The cadet will analyse the various provisions enshrined in the Constitution of India through Fundamental Rights & duties and Directive Principles. He/She will realize the significance of National Flag, National Anthem and National Song.	The cadet will be able to learn the importance of Indian Constitution and the various provisions enshrined in it. This in turn, will develop the spirit of nationalism among students.	Discussion, activities, work sheets and assignments.
National Integration : Importance and Necessity	The cadet will understand the meaning and essence of National Integration.	The cadet will be able to analyse the importance of National Integration and the requirement of National Integration for Nation building.	Cadets will understand the importance of National Integration and develop spirit of oneness.	Comprehension questions, work sheets and assignment.
Factors affecting National Integration	The cadet will know about the various factors affecting the National Integration.	The cadet will be able to analyse the various factors and measures to achieve National Integration.	The cadet will understand the various factors involved for National Integration and how National Integration can be achieved at national level.	Comprehension questions, work sheets and assignment.
Unity in diversity	The cadet will know the various geographical, political, religion and cultural diversities existing in the country. He/she will know the	The cadet will analyse how diverse our country is geographically and culturally. Inspite of that how India is	The cadet will be able to learn and appreciate the geographical and cultural diversity of the country and	Comprehension questions, work sheets and assignment.

	basic fundaments of unity required for acquiring Unity at national level.	united as a Nation.	how these diversities contribute in binding the country as one Nation.	
Slogans and Images of National Integration	To know about the national slogans given by famous leaders and the images that aimed at achieving National Integration.	The cadet will be able to analyse the importance of the national slogans and images and their impact of the public.	The cadet will know about the slogans given by famous leaders and how it contributed in inspiring people for achieving the aim. They will also learn how images help in spreading the positive message of National Integration.	Comprehension questions, work sheets and assignment.
Role of NCC in Nation Building	Cadets will be able to know the role of youth and NCC as an organisation towards Nation Building.	The cadet will analyse the various ways and methods in which they can contribute towards the Nation Building.	The cadet will understand how the youth and NCC as an organisation can play a major role in different spheres for contributing towards Nation Building.	Comprehension questions, work sheets and assignment.
NCC and National Integration	The cadet will be able to know about The Republic Day, Republic Day Camp and National and Special National Integration camps conducted at national level.	The cadet will analyse various activities involved in Republic Day, Republic Day Camp and National Integration camps that promote Nation Integration among people.	The student will learn and understand the significance of Republic Day and various activities carried out during Republic Day Camp and Special National Integration Camps by the NCC cadets for promoting National Integration.	Comprehension questions, work sheets and assignment.

LESSON PLAN: NI 1

HERITAGE OF INDIA

Period - **Three**
Type - **Lecture**
Term - **I (SD / SW)**

Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Heritage of India	-	55 Min
	(c)	Festivals of India	-	55 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. Indian civilization is one of the oldest civilizations in the world. It is a very colourful country with a rich history starting from ancient civilizations, dating back to 5000 years. In the past people belonging to different races and religions came and settled here. They brought along their distinctive languages, culture and life styles. Different tribes with their distinct languages intermingled with various tribes of our country.

4. In ancient times, people from all over the world were keen to come to India. The Aryans came from Central Europe and settled down in India. The Persians followed by the Iranians and Parsis immigrated to India. Alexander the Great too, came to conquer India but went back after a battle with Porus. Hue-en Tsang from China visited the ancient Indian universities of Nalanda and Takshila. Chengis Khan, the Mongolian, invaded and looted India many times. Then came the Moghuls and they settled permanently in India. Columbus wanted to come to India, but instead landed on the shores of America. Vasco da Gama from Portugal came to trade his country's goods in return for Indian spices. The French came and established their colonies in India. That is why our culture is described as an example of composite culture. It is made up of numerous communities, races and religions.

AIM

5. To acquaint the cadets about the rich Heritage of India.

PREVIEW

6. The lecture will be conducted in following parts:-

	(a)	Part I	-	Heritage of India
	(b)	Part II	-	Festivals of India

PART - I : HERITAGE OF INDIA

7. It is a known fact that certain beliefs and inner attitudes are more conducive to spiritual growth than others. Our scriptures teach us to lead a pure and virtuous life. As within every religious system, there are practical means of attaining the purity, the knowledge and the serenity of life by observing the laws of virtue and the code of ethics. There are various scriptures in the Indian culture that have helped us to formulate the value system for the Indian society. Some of them are as under:-

(a) **Vedas.** The Vedas are the four holiest books of the Hindu religion. They are believed to be one of the oldest books ever made by mankind. They are written in an earlier Indian language called Sanskrit. They have phrases (called mantras) which are chanted at the religious ceremonies. Although they were finally written down around 1,500 BC, they are actually much much older. They were passed down orally from one generation to the next, perhaps over thousands of years. The Vedas have stories about the Hindu gods, instructions for rituals, hymns, poetry, and prayers. The word "Vedic" means something about the Vedas. The language of the Vedas is called Vedic Sanskrit. The four Vedas are:

(i) The Rigveda.

(ii) The Yajurveda.

(ii) The Samaveda.

(iv) The Atharvaveda.

(b) **Ramayana.** The Ramayana is one of the largest ancient epics in world literature. It consists of nearly 24,000 verses (mostly set in the Shloka meter), divided into seven Kandas (books) and about 500 sargas (chapters). In Hindu tradition, it is considered to be the adi-kavya (first poem). It depicts the duties of relationships, portraying ideal characters like the ideal father, the ideal servant, the ideal brother, the ideal wife and the ideal king. The Ramayana was an important influence on later Sanskrit poetry and Hindu life and culture. Like the Mahabharata, the Ramayana is not just a story: it presents the teachings of ancient Hindu sages in narrative allegory, interspersing philosophical and ethical elements. The characters Rama, Sita, Lakshmana, Bharata, Hanuman and Ravana are all fundamental to the cultural consciousness of India, Nepal, Sri Lanka and south-east Asian countries such as Thailand, Cambodia, Malaysia and Indonesia.

(c) **Bhagwat Gita.** The Bhagwat Gita often referred to as simply the Gita, is a 700-verse Hindu scripture in Sanskrit that is part of the Hindu epic Mahabharta (chapters 23–40 of the 6th book of Mahabharata). The Gita is set in a narrative framework of a dialogue between Pandava prince Arjuna and his guide and charioteer Lord Krishna. Facing the duty as a warrior to fight the Dharma Yudhha or righteous war between Pandavas and Kauravas, Arjuna is counselled by Lord Krishna to "fulfill his Kshatriya (warrior) duty as a warrior and establish Dharma. Inserted in this appeal to kshatriya dharma is a dialogue between diverging attitudes concerning methods toward the attainment of liberation (moksha). The Bhagwat Gita was exposed to the world through Sanjaya, who senses and cognises all the events of the battlefield. Sanjaya is Dhritarashtra's advisor and also his charioteer. The Bhagwat Gita presents a synthesis of the concept of Dharma, theistic bhakti, the yogic ideals of moksha through jnana, bhakti, karma, and Raja Yoga (spoken of in the 6th chapter) and Samkhya philosophy. The Bhagwat Gita's call for selfless action inspired many leaders of the Indian independence movement including Bal Gangadhar Tilak and Mohandas Karamchand Gandhi. Mahatma Gandhi referred to the Gita as his “spiritual dictionary”.

(d) **Quran.** The Quran is the central religious text of Islam, which Muslims believe to be a revelation from God (Allah). It is widely regarded as the finest work in classical Arabic literature. The Quran is divided into chapters (surah in Arabic), which are then divided into verses (ayah). Muslims believe that the Quran was verbally revealed by God to Muhammad through the angel Gabriel (Jibril), gradually over a period of approximately 23 years, beginning on 22 December 609 CE, when Muhammad was 40, and concluding in 632, the year of his death. Muslims regard the Quran as the most important miracle of Muhammad, a proof of his prophethood, and the culmination of a series of divine messages that started with the messages revealed to Adam and ended with

Muhammad. The word "Quran" occurs some 70 times in the text of the Quran, although different names and words are also said to be references to the Quran.

(e) **Guru Granth Sahib.** Guru Granth Sahib is the central religious scripture of Sikhism, regarded by Sikhs as the final, sovereign and eternal living Guru following the lineage of the ten human Gurus of the religion. Guru Granth Sahib is predominantly composed by six Sikh Gurus: Guru Nanak, Guru Angad, Guru Amar Das, Guru Ram Das, Guru Arjan, and Guru Teg Bahadur. The Adi Granth, the first version, was compiled by the fifth Sikh Guru, Guru Arjan (1563–1606). Guru Gobind Singh, the tenth Sikh Guru, did not add any of his own hymns; however, he added all 115 hymns of Guru Tegh Bahadur, the ninth Sikh Guru, to the Adi Granth and affirmed the text as his successor. This second rendition became known as Guru Granth Sahib. The text consists of 1430 Angs (pages) and 6,000 sabads (line compositions), which are poetically rendered and set to a rhythmic ancient north Indian classical form of music. The vision in the Guru Granth Sahib, states Torkel Brekke, is a society based on divine justice without oppression of any kind. It is installed in a Sikh gurdwara (temple); many Sikhs bow or prostrate before it on entering the temple. The Granth is revered as eternal gurbani and the spiritual authority in Sikhism.

(f) **Bible.** The Bible is a collection of sacred texts or scriptures that Jews and Christians consider to be a product of divine inspiration and a record of the relationship between God and humans. Many different authors contributed to the Bible. What is regarded as canonical text differs depending on traditions and groups; a number of Bible canons have evolved, with overlapping and diverging contents. The Christian Old Testament overlaps with the Hebrew Bible and the Greek Septuagint. Roman Catholics, Anglicans and Eastern Orthodox Christians stress the harmony and importance of the Bible and sacred tradition, while Protestant churches focus on the idea of sola scriptura, or scripture alone. This concept arose during the Protestant Reformation, and many denominations today use the Bible as the only source of Christian teaching.

8. India has provided peaceful atmosphere for the development of many religions. Indian culture and customs are influenced by these religions. The customs of India depict a very colourful panorama:-

(a) Indian customs are mostly related to local customs, caste customs and family customs. There are different customs of Hindu marriage as compared to a Muslim marriage or a Sikh marriage. Similarly, there are different customs of celebration of festivals. All these customs have been protected by law.

(b) Certain religious customs pertain to a particular religion only, like Mundan ceremony in Hindus, Baptisam in Christains and Naming ceremony in Sikhs. These customs have religious value and are a means of brotherhood too.

(c) There are some customs regarding dresses and ornaments of women. These are associated with particular regions. It gives a very colorful dimension to Indian customs and traditions. Similarly, all regions have their distinctive ornaments.

(d) India being a big country with different races and religions, has rich customs related to festivals, religious ceremonies, dresses, marriages, architecture, painting, song, dance, food habits etc. The customs and traditions of India though varied, has a binding force in them, which ultimately serves as a binding factor of United India.

Culture of India

9. **Dimensions of Indian Culture.** Various races migrated India from time immemorial. The civilizations of these races differed from one another. On entering India, they had conflicts with the people of the country. These conflicts affected their respective cultures. The process of synthesis of Indian culture is very strong:-

(a) **Negrito Race**. According to J H Huntton, the oldest race reaching India was Negrito. They did not know how to make use of the instruments made of stones and bones. They taught how to cultivate the land and how to build houses. They are now found only in Andaman Islands. This race reached India 6000 years ago.

(b) **Proto-Australiod Race.** At present they are found in Central India and parts South East India. They are also called Austric in English and Agneya in Hindi. The people of Australoid race influenced the material and religious life in India. Indians learnt how to cultivate the land with the help of pick axe. Indians learnt how to grow rice, bananas, coconuts, brinjals, lemons and cotton from them. Indians started belief in rebirth, existence of god in Stones, the origin of creation etc from this race. The interesting stories in Mahabharat and Ramayan about Vasuki, the ruler in Patal Lok, the origin of the creation from snakes and eggs, interesting stories about Ganesh, etc have been taken from the myths of this race. Perhaps, this race taught the Indians, how to count the dates according to moon phases and fixation of festivals.

(c) **Dravidian Race.** They were more civilized than the people of both the races which came to India earlier. Under their influence new Gods and new methods of worship came to India. The word 'Pooja' (worship), belongs to Dravidian language. The new Gods created under the influence of Dravidians were Shiva, Uma, Kartikeya, Hanuman etc. Under the Dravidian influence, the number of Gods increased. Gods and Goddesses, village God, family God and other Gods of Hindu religion are all the result of their influence. The importance of the sacred places of worship increased. They also preached the worship of trees, like worship of tulsi, banyan, peepal, and many others. It was the Dravidians who gave Indians the festivals of Holi and Basant.

(d) **Aryan Race.** Aryans made the greatest contribution towards the development of Indian culture. It is their mother tongue which is in use today in major parts of India. Their Vedas are the main roots of Indian culture. Fixation of adjustment among different castes through their principle of Varna system and the spread of civilization among the demons and wild tribes through Tapovan system were the contribution of Aryans.

(e) **Muslim Race.** Muslims came to India after the Aryans. The influence of Muslims on various parts of Indian life has been very great. This influenced the Hindu customs, too in varied fields like dress, cooking methods, marriage traditions, festivals, fairs etc. Establishment and functioning of the Maratha, Rajput and Sikh courts is the contribution of this race.

(f) **Influence of the British.** The British deeply influenced all aspects of Indian culture. The spread of English language brought hundreds of English words into the Indian languages. The influence of western culture on the prose, novel, one-act plays and poetry etc. in Indian literature is clearly visible. Western education created a wave of reformation in the whole country. The present form of administration is the outcome of the great influence of the British ideology. The present economic organisation, joint stock companies, managing agencies, big factories, production through machines, railways, telegraphs, telephone, aero planes and other means of communication were brought to India from the west.

Religions of India



10. **Hinduism.** Religion for the Hindus is experience or attitude of mind. It is not an idea but a power and a life conviction. It is consciousness of ultimate reality. Man becomes aware of God through experience. The source of Hindu thought is the Vedas. The Hindus believe in meditation and yoga. The goal of religious quest is earned by intellectual and moral discipline. The Hindus believe in re-birth, spirit and salvation. Perfection in life as per Hinduism is attained through knowledge of truth. The theory of Hinduism lays stress on Bhakti, Karma and Re-birth.



11. **Islam.** Islam means Submission to Allah (God). The Quran, the holy Book of Muslims is revealed and created being the eternal word of God incarnate. All the prophets from Adam to Mohammad and the books revealed to them are regarded as religious heritage of Islam. Muslims have to bear witness to the oneness of God. Message of Quran to observe prayer five times daily with a weekly Juma prayer on Friday noon. They keep dawn to dusk fast for purity

of soul in the ninth month of Ramzan of the Islamic year. Muslims, who can afford, make pilgrimage of Haj once in life time. The Islamic teaching highlights the purity of life, charity to the poor and spread of brotherhood. Islam came to India in the 7th Century AD.



12. **Christianity.** Christianity was founded by Jesus Christ. It is the largest religion in the world. Christ was born in 4 BC in Judaea. He started preaching about the kingdom of God when he was thirty. His activities roused the opposition of the Jewish high priests who accused him of blasphemy. He was crucified on the orders of Pontius Pilate, the Roman Governor. Christianity preaches charity, love and peace. The teachings of Jesus Christ is given in the Holy Bible. Christianity is not a religion but a way of life. It guides the actions and life for mental peace and love of humanity. Christianity came to India in the 1st century AD through St. Thomas, one of the 12 disciples of Christ.



13. **Jainism.** Jainism derives its name from Jaina (the Conqueror). Mahavira belonged to a princely family in Vaishali. Jainism was established at 8th century BCE. At the age of 30 Mahavira renounced the world and spent 12 years in austerity and meditation in search of truth. At the age of 47, while meditating, he received enlightenment. As per Jainism teachings, anger, pride, deception and greed must be counteracted by the ten best virtues namely forgiveness, humility, straight forwardness, contentment, truthfulness, restraint, austerity, purity, chastity and renunciation. To destroy karma, a monk has to bear all the trouble that might cause him pains. It is pure meditation which ultimately leads to liberation.



14. **Buddhism.** Buddhism was founded by Gautam Buddha who was son of Indian Prince Suddhodan. Budhism originated in the 5th century BCE. The sorrow and suffering of the world tormented his heart and he abandoned his house and started his pursuit for enlightenment. Gautam found enlightenment while meditating under a Pipal tree at the age of 42. Buddha preached that emancipation from the cycle of re-birth i.e. Nirvana can be attained by the path of self-purification, with doctrine of love and mercy. Buddhism is a religion of kindness, humanity and equality. It denounces all claims to superiority on grounds of birth or caste.



15. **Sikhism.** God the original Guru imparted his message to his disciple Nanak, who having absorbed the divine spirit became the Guru himself. The message is known as Gurmat. He who follows the teaching of Gurmat is a pure person and is known as Sikh. The same spirit was passed on to the successive Gurus and ultimately the divine spirit has been passed onto the sacred script; the Guru Granth Saheb. The teachings of Sikhism say that God is one, equality in society and leading a life of purity are important. The institution of Gurudwara and common kitchen (langar) are noble examples of equality in Sikhism. Sikhism as a religion was established in the 15th century AD.

PART- II : FESTIVALS OF INDIA

16. Broadly, all the festivals belong to one of the following groups, though with time these may be associated with more than one: -

(a) **National Festivals** These generally pertain to certain historical events or personalities. If celebrated in right earnest and with a national perspective, the celebration of these National days can help in National Integration which in any case should be the aim of such festivals. Some of the national days of India are:

(i) **Republic Day.** Republic Day marks the date on which the Constitution of India came into effect on 26 January 1950 replacing the Government of India Act (1935) as the governing document of India. The Constitution was adopted by the Indian Constituent Assembly on 26 November 1949, and came into effect on 26 January 1950 with a democratic government system, completing the country's transition towards becoming an independent republic. 26 January was chosen as the Republic day because it was on this day in 1930 when Declaration of Indian Independence (Purna Swaraj) was proclaimed by the Indian National Congress as opposed to the Dominion status offered by British Regime. Ceremonial parades are held in all capital cities, the biggest is organised in New Delhi showcasing the might of the nation.

(ii) **Independence Day.** Independence Day, is annually observed on 15 August and celebrated as a National Day of India commemorating the nation's independence from the British Empire on 15 August 1947. India attained independence following an Independence Movement noted for largely nonviolent resistance and civil disobedience led by the Indian National Congress (INC). On 15 August 1947, Jawaharlal Nehru, who had become the first Prime Minister of India that day, raised the Indian national flag above the Lahori Gate of the Red Fort in Delhi. Independence day is celebrated throughout India with flag-hoisting ceremonies, parades and cultural events. There is national celebration and schools and government offices distribute sweets and the country adorns a patriotic fervour.

(iii) **Gandhi Jayanti.** Gandhi Jayanti is celebrated yearly on 2 October to mark the occasion of the birthday of Mohandas Karamchand Gandhi. It is one of the three official declared National Day of India, observed in all of its states and union territories. Gandhi Jayanti is marked by prayer services and tributes all over India particularly at Gandhi's memorial in New Delhi where he was cremated. Popular activities include prayer meetings, commemorative ceremonies in different cities by colleges, local government institutions and socio-political institutions. Painting and essay competitions are conducted and best awards are granted for projects in schools and the community on themes of glorifying peace, non-violence and Gandhi's effort in Indian Freedom Struggle. Gandhi's favourite bhajan (Hindu devotional song), Raghupathi Raghava Rajaram, is usually sung in his memory. The United Nations General Assembly announced on 15 June 2007 that it adopted a resolution which declared that 2 October will be celebrated as the International Day of Non-Violence.

(b) **Religious Festivals.** These pertain to popular religious beliefs, customs and practices as applicable to each religion. The festivals revolve around the deity God and His worship. Some of the major religious festivals celebrated in India are:-



(i) **Diwali.** The festival of lights**, Deepawali is one of the most widely celebrated cultural festivals** in India, marked across communities and regions. The festival of light marks the home coming of Lord Ram from his exile to his kingdom. The festival sees households decorated in beautiful electronic lights along with *diyas* and rangolis. In the evening there is a grand puja of Goddess Laxmi the harbinger of wealth with crackers burnt after it to mark the end of the festival**. Deepawali celebrations are best seen in the northern parts of the country**



(ii) **Gurpurab.** Gurpurabs are festivals that are associated with the lives of the Gurus. They are happy occasions which are celebrated most enthusiastically by Sikhs. Gurdwaras are decorated with flowers, flags and lights and Sikhs dress up in new or smart clothes and join together for special services. Hymns are sung from the Guru Granth Sahib, poems are recited in praise of the Gurus and there are lectures on Sikhism. Food is important part of this festival. People come together to eat special food such as Karah Parasaad, a sweet-tasting food

which has been blessed and is served warm. Free meals (*langars*) are served at the Gudwaras.



(iii) **Eid-ul-Fitr.** One of the **biggest religious festivals** in India, Eid and the month long fasting prior to that which is known as **Ramzan** is fervently celebrated by millions of Muslims all across the country. It is a great advantage to have Muslims friends around this time as you get to enjoy the Iftar Parties every evening during Ramzan and gorge upon some delicious sweet dishes on the day of Eid. Cities such as Lucknow, Delhi and Hyderabad as see joyous celebrations and fanfare during Eid. The festival is also symbolic of the brotherhood and cultural uniqueness of India.



(iv) **Dussehra.** Dussehra is a Hindu festival that is celebrated as god Rama's victory over the demon king Ravana and the triumph of good over evil. Many people of the Hindu faith observe Dussehra through special prayer meetings and food offerings to the gods at home or in temples throughout India. They also hold outdoor fairs (melas) and large parades with effigies of Ravana. Performances of the Ramlila (a short version of the epic Ramayana) are also conducted in Northern India. The effigies are burnt on bonfires in the evening. Dussehra is the culmination of the Navaratri festival.



(v) **Budh Purnima.** It is the biggest day in the life of a Buddhist. **Buddha Purnima** is celebrated across the Buddhist world as the day of birth, enlightenment and death of Gautam Buddha. India, the land of Gautam Buddha's enlightenment and death sees great celebration of his life and teachings by the Buddhist temples and followers in the country. Devout Buddhists gather around at their nearest temples with flowers and candle sticks, offering prayers and singing hymns. Bodh Gaya in Bihar is **the best place to witness the enchanting celebrations** of Buddha Purnima in India.



(vi) **Christmas.** Christmas marks the birth of Jesus Christ, celebrated on 25 December Perhaps the one of the biggest and widely celebrated as cultural as wells as religious festivals in the world, Christmas is also celebrated with the same zeal and zest in India too. The decorated churches, the Santa Claus and the Christmas Eve gifts are part of the whole experience of celebrating Christmas by not only Christians but people from other religion too. The **best place to experience the beauty of Christmas** is in Old Goa, Meghalaya and Cochin where one can visit beautiful churches and witness the excitement on the streets which is usually missing in northern and western parts of the country.



(vii) **Mahavir Jayanti.** Mahavir Janma Kalyanak, also known as Mahavir Jayanti, is the most important relig ious festival for Jains. It celebrates the birth of Mahavira, twenty-fourth and the last Tirthankara of Avasarpi□i. The idol of Mahavira is carried out on a chariot, in a procession called rath yatra. On the way stavans (religious rhymes)

are recited. Local statues of Mahavira are given a ceremonial bath called the abhisheka. During the day, most members of the Jain community engage in some sort of charitable act. Many devotees visit temples dedicated to Mahavira to meditate and offer prayers. Lectures by monks and nuns are held in temples to preach the path of virtue as defined by Jainism. Donations are collected in order to promote charitable missions like saving cows from slaughter or helping to feed poor people.

(c) **Social Festivals.** These are generally connected with the social customs and traditions, with their base in agricultural activities and changes in the seasons. These may also pertain to the profession of the people. Eg animal rearing, soldiering, industrial workers or labourers and so on. Over a period of time, some of these festivals have come to be combined with the religious festivals and are celebrated in different parts of the country. There are many such festivals in different parts of country. Few of the social festivals celebrated in India are:-



(i) **Holi.** Also known as the festival of colors holi signifies the victory of good (Prince Prahlad) over evil (Holika) and the arrival of spring. Holi is one of the famous festivals of India, celebrated with a lot of fervor across the country. On the eve of Holi, people make huge Holika bonfires and sing and dance around it. On the day of Holi, people gather in open areas and apply dry and wet colors of multiple hues to each other, with some carrying water guns and colored water filled balloons.



(ii) **Raksha Bandhan.** One of the famous festivals of India, Rakhi is celebrated to symbolise the strong bonding of a brother and sister. Signifying the brother-sister bonding, during Rakhi, the sister performs Aarti (prayer), applies tilak, and ties rakhi (a sacred thread) on the brother's wrist wishing his well being. The brother, in return, vows to protect the sister. Another festival which has strong similarity to Rakhi is Bhaidooj which comes just after Diwali.



(iii) **Lohri.** Lohri is a popular winter time Punjabi folk festival, celebrated primarily by Sikhs and Hindus from the Punjab region of Indian subcontinent. The significance and legends about the Lohri festival are many and these link the festival to the Punjab region. Many people believe the festival commemorates the passing of the winter solstice. Lohri marks the end of winter season, and is a traditional welcome of longer days and sun's journey to the northern hemisphere by Sikhs and Hindus in the northern regions of the Indian subcontinent.



(iv) **Onam.** Onam is among the important festivals of India, wherein people wear traditional wear, adorn houses with Pookalam (floral designs), and prepare Onasadya (elaborate meal of 11/13 dishes). Events such as Vallamkali (snake boat race), Kaikottikali (clap dance), Kathakali dance, Pulikali procession (artists dressed and painted like tigers and hunters) and elephant procession are held. It celebrates the homecoming of the legendary king Mahabali.



(v) **Bihu.** Popular among the festivals of India celebrated in the North East, Bihu is the harvest festival of Assam. It's the traditional new year celebration of Assamese. During the month-long celebrations, young men and women wear

their traditional clothes and perform the Bihu dance in the village fields and courtyards. A community feast is held with a lot of fanfare.

17. **Important Days** Our National Days remind us of one or the other historical personage or event of great importance. These are chosen and declared by the Government of India. The list of some of our National Days is as under: -

(a) **National Youth Day (12 January)**. It is celebrated on 12 January; on the birthday of Swami Vivekananda. In 1984, the Government of India declared the day as the National Youth Day.

(b) **Army Day (15 January)** It is celebrated on 15 January every year recognition of Lieutenant General K. M. Cariappa taking over as the first native Commander-in-Chief of the Indian Army from General Sir Francis Butcher, the last British Commander-in-Chief of India, on 15 January 1949.

(f) **Teacher's Day (05 September).** An eminent educationalist and the second President of India, Dr.Sarvepalli Radhakrishnan's birthday is celebrated as Teacher's day in India.

(h) **Unity Day (31 October).** National Unity Day is celebrated on the birth anniversary of Sardar Vallabhbhai Patel. During his term as Home Minister of India, he is credited for the integration of over 550 independent princely states into India from 1947-49 by Independence Act (1947).

(i) **Children's Day (14 November).** The birthday of Pandit Jawaharlal Nehru (the first Prime minister) who was very fond of children is celebrated as children's day.

(j) **Flag Day (07 December).** The Armed Forces Flag Day or the Flag Day of India is a day dedicated towards collection of funds from people of India for the welfare of the Indian Armed Forces personnel. It has been observed annually in India on December 7 since 1949.

(k) **Vijay Diwas (26 July).** 26 July is observed as Vijay Diwas to commemorate the success of Operation Vijay at Kargil in 1999.

CONCLUSION

18 India being a multi religious at the same time a secular society, has a rich heritage which is incomparable in the history of world. It has a vast pool of religions, festivals, customs and traditions. India has accepted all the incoming cultures from different parts of the world. Today, the modern thinking has broken almost all barriers in society and people have become more tolerant and celebrate most festivals, even if they happen to belong to other religions.

LESSON PLAN : NI 2

FREEDOM STRUGGLE AND NATIONALIST MOVEMENT IN INDIA

Period - **Three**
Type - **Lecture**
Term - **SD/SW**

Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	05 Min
	(b)	First War of Independence	40 Min
	(c)	End of rule of East India Company	20 Min
	(d)	Indian Nationalist Movements	50 Min
	(e)	Conclusion	05 Min

INTRODUCTION

3. Right from ancient times, people from all over the world were keen to come to India. Vasco Da Gama came to trade his country's goods in return for Indian species from Portugal. The French came and established their colonies in India to trade with the country. Similarly the East India Company came to India to trade and establish their factories in India. However, they established their rule in many parts of the country, which began with the battle of Plassey 1757, when the Nawab of Bengal surrendered his dominion to the company.

4. The British parliament put an end to the rule of East India Company; post first war of independence fought in 1857 and transferred its functions directly under the British crown by the Government of India Act, 1858.The British ruled India from 1858 to 1947. During this period India as a nation witnessed the struggle for freedom through various nationalist movements.

AIM

5. To acquaint the cadets about the Freedom Struggle and Nationalist Movement of India.

PREVIEW

6. The class will be conducted in the following parts:-

(a) Part I - First war of Independence, 1857.

(b) Part II - End of rule of East India Company.

(c) Part III - Indian Nationalist Movements.

PART - I : FIRST WAR OF INDEPENDENCE 1857

7. The British conquest of India, began with the Battle of Plassey in 1757. It was practically over by the end of Lord Dalhousie's tenure in 1856. But many localized revolts started in various parts of the country. However, the Mutiny of 1857, which began with a revolt of soldiers at Meerut, soon became widespread. It posed a serious challenge to the British rule. Even though the British succeeded in crushing it within a year, it was certainly a popular revolt. The Indian rulers, the masses and the militia participated in the revolts, that it came to be regarded as the First War of Indian Independence.



Battle Of Plassey: 1757

Causes of the Great Revolt of 1857



8. **Political Cause**. Major political cause for the outbreak of the Revolt was the policy of annexation followed by Dalhousie. The British policy of territorial annexations led to the displacement of a large number of rulers and chiefs. The vigorous application of the policies of Subsidiary Alliance and Doctrine of Lapse angered the ruling sections of the society. The Nawabs of Awadh had always been loyal to the British. The annexation of Awadh, on grounds of misgovernance, was greatly resented and the annexation was widely seen as a blatant act of back-stabbing by the British. It deeply hurt the sentiments of the Company's sepoys because most of them came from Awadh. Moreover, even under the new regime, the people of Awadh got no relief from oppression. Peasants had to pay even higher revenue and additional taxes were imposed. The British provided no alternative source of employment to the people who lost their jobs due to the dissolution of the Nawab's administration. His maltreatment towards the Mughal emperor Bahadur Shah-II hurt the sentiment of the Muslim community. Discontinuation of the pension of the Peshwa Nana Sahib shocked the Marathas. Rani Lakshmi Bai and Nana Sahib and other such rulers became bitter enemies of the British and led to the revolt in their respective territories

9. **Economic Cause.** The Great Revolt of 1857 was also an outburst of grievances due to the economic exploitation by the company. India's traditional economy collapsed as a result of the British 'investment' policies and revenue administration. The most important cause of discontentment among the people was the British policy of economically exploiting India. This hurt all sections of society. The peasants suffered due to high revenue demands and the strict revenue collection policy. Artisans and craftsmen were ruined by the large-scale influx of cheap British manufactured goods into India which, in turn, made their hand-made goods uneconomical to produce. People who made a living by following religious and cultural pursuits lost their source of livelihood due to the withdrawal of royal patronage caused by the displacement of the old ruling classes. A corrupt and unresponsive administration added to the miseries of the people.

10. **Military Cause.** The Sepoys of the company regiment were feeling dissatisfied with the British for various reasons:-

(a) There was a great disparity in salaries between the Indian and European soldiers.

(b) The Indian sepoys were treated with contempt by their European officers.

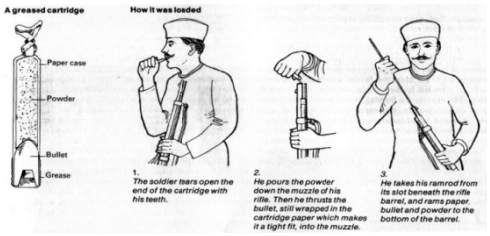
(c) The sepoys were sent to distant parts of the empire, but were not paid any extra allowance.

(d) Indian sepoys were refused promotion in service unlike their European counterparts. This discontentment led the Indian sepoys to a mutiny.

11. **Social Cause**. The social reforms introduced by the British were looked upon with suspicion by the conservative sections of the Indian society. Reforms such as abolition of 'sati', legalization of widow remarriage and extension of western education to women were looked upon as examples of interference in the social customs of the country. The social discrimination faced by the Indians due to the British attitude of

racial superiority also led to much resentment. The British could not establish any social relationship with the Indians. The racial arrogance of the British created a difference between the rulers and the ruled. Educated Indians were denied promotions and appointments to high office. Enactment of some Acts greatly offended the sentiment of the people. This turned them against the British.

12. **Direct Cause.** Discontent and resentment against British rule had been growing among the Indians for a long time. By AD 1857, the stage was set for a massive revolt. Only a spark was needed to set the country ablaze. That spark was provided by as small a thing as a rifle cartridge.



13. At this time, the Enfield rifle was introduced in the army. Its cartridges were covered with a greased paper cover. This greased cover had to be bitten off before the cartridge could be loaded into the rifle. The news spread that the grease was made of cow and pig fat. As the Hindus consider the cow sacred and the Muslims do not eat pig's meat, both these communities were enraged at such a blatant attempt to harm their religion. This incident, popularly known as the Greased Cartridges Incident, became the immediate cause of the revolt.



Mangal Pandey

14. The first soldier to protest against using the greased cartridges was Mangal Pandey. He belonged to the 34th Infantry stationed at Barrackpore. He refused to use the cartridges and was subsequently hanged. On 24 April 1857, some soldiers stationed at Meerut also refused to use the cartridges. On 9 May 1857, they were severely punished for this. This incident sparked off a general mutiny among the sepoys of Meerut. On 10 May 1857, these rebel soldiers killed their British officers, released their imprisoned comrades and hoisted the flag of revolt. This was the official beginning of the 'Great Revolt'. The soldiers then set off for Delhi. On 11 May 1857, they reached Delhi. Here, they were joined by the local infantry. The rebels seized Delhi and declared the Mughal emperor, Bahadur Shah Zafar as the emperor of India.

15. The rebel forces soon captured Delhi and the revolt spread to other parts of the country. The toughest battles were fought in Delhi, Awadh, Rohilkhand, Bundelkhand, Allahabad, Agra, Meerut and western Bihar. The rebel forces under the commands of Kanwar Singh in Bihar and Bakht Khan in Delhi gave a stunning blow to the British. In Kanpur, Nana Sahib was proclaimed as the Peshwa and their brave leader Tantya Tope led his troops. Rani Lakshmibai was proclaimed the ruler of Jhansi who led her troops in the heroic battles with the British. The Hindus, Muslims, Sikhs and all the other brave sons of India fought shoulder to shoulder to throw out the British. The revolt was controlled by the British within one year; when it ended in Gwalior on 20 June 1858. Jawaharlal Nehru, the first Prime Minister insisted on using the term first war of Independence to refer to the event, and the terminology was adopted by the Government of India.



Rani Laxmibai

16. **Reasons for the Failure of the Revolt.** There were several reasons behind the failure of this revolt:-

(a) There was no unified action as there was no central organisation of the sepoys. Bahadur Shah, Nana Saheb, Lakshmi Bai, no one had acceptance as a real leader. They had different goals and at times they had contradictions.

(b) The British had a huge number of forces. New groups of soldiers were sent to India after the end of Crimean war. Fresh army men came from Singapore. As a result of these, in the middle of the revolt the strength of the British force was doubled and the chances of the revolt to be successful reduced.

(c) The sepoys did not have improved arms with them. On the other hand, the British force had huge and improved armory. They could not match improved guns and rifles with their old model musket, spears and swords. So the defeat was almost certain.

(d) Further the leaders of this revolt could not get the support of several native states like Holker, Scindia and Rajput sardars and kings. They supported the British. Educated middle-class people also were behind the British power.

PART - II : END OF RULE OF EAST INDIA COMPANY

17. Consequent to the failure of the Revolt of 1857 rebellion, one also saw the end of the East India Company's rule in India and many important changes took place in the British Government's policy towards India which sought to strengthen the British rule through winning over the Indian princes, the chiefs and the landlords. Queen Victoria's Proclamation of 1 November 1858, declared that thereafter India would be governed by and in the name of the British Monarch through a Secretary of State.



East India Company

18. The Governor General was given title of Viceroy, which meant the representative of the Monarch. Queen Victoria assumed the title of the Empress of India and thus gave the British Government unlimited powers to intervene in the internal affair of the Indian states. In brief, the British supremacy over India, including the Indian States, was firmly established. The British gave their support to the loyal princes, zamindars and local chiefs but neglected the educated people and the common masses. They also promoted the other interests like those of the British merchants, industrialists, planters and civil servants. The people of India, as such, did not have any say in running the government or formulation of its policies. Consequently, people's disgust with the British rule kept mounting, which gave rise to the birth of Indian National Movement.

19. The leadership of the freedom movement passed into the hands of reformists like Raja Rammohan Roy, Bankim Chandra and Ishwar Chandra Vidyasagar. During this time, the binding psychological concept of National Unity was also forged in the fire of the struggle against a common foreign oppressor. Raja Rammohan Roy (1772-1833) founded the Brahmo Samaj in 1828 which aimed at purging the society of all its evil practices. He worked for eradicating evils like sati, child marriage and purdah system, championed widow remarriage and women's education and favoured English system of education in India. It was through his effort that sati was declared a legal offence by the British. Swami Vivekananda (1863-1902) the disciple of Ramakrishna Paramahamsa, established the Ramkrishna Mission at Belur in 1897. He championed the supremacy of Vedantic philosophy. His talk at the Chicago (USA) Conference of World Religions in 1893 made the westerners realize the greatness of Hinduism for the first time.



Raja Rammohan Roy

PART - III : NATIONALIST MOVEMENTS IN INDIA

20. Nationalist movements consist of all movements started in different parts of the country to mobilize people based on different ideologies. Most of the movements had a common ideology of sending back the British to achieve freedom.

Formation of Indian National Congress (INC)

21. The foundations of the Indian National Movement were laid by Suredranath Banerjee with the formation of Indian Association at Calcutta in 1876. The Indian Association was the forerunner of the Indian National Congress, which was founded, with the help of A.O. Hume, a retired British official. The birth of Indian National Congress (INC) in 1885 marked the entry of new educated middle-class into politics and transformed the Indian political horizon. The first session of the Indian National Congress was held in Bombay in December 1885 under the presidentship of Womesh Chandra Banerjee.

22. The freedom movement reached out to the common man through the launching of "Swadeshi Movement" by leaders such as Bal Gangadhar Tilak and Aurobindo Ghose. The Congress session at Calcutta in 1906, presided by Dadabhai Naoroji, gave a call for attainment of 'Swaraj' a type of self-government elected by the people within the British Dominion. Subsequently, King George V made two announcements in Delhi; firstly, the partition of Bengal.



Indian National Congress: 1885

23. Meanwhile, in 1909, the British Government announced certain reforms in the structure of Government in India which are known as Morley-Minto Reforms. But these reforms came as a disappointment as they did not mark any advance towards the establishment of a representative Government. The provision of special representation of the Muslim was seen as a threat to the Hindu-Muslim unity on which the strength of the National Movement rested. So, these reforms were vehemently opposed by all the leaders, including the Muslim leader Muhammad Ali Jinnah. Subsequently, King George V made two announcements in Delhi: firstly, the partition of Bengal, which had been effected in 1905, was annulled and, secondly, it was announced that the capital of India was to be shifted from Calcutta to Delhi.



Swadeshi Movement

24. The dissatisfaction with the reforms announced in 1909 led to the intensification of the struggle for Swaraj. The activists led by leaders like Bal Gangadhar Tilak, Lala Lajpat Rai and Bipin Chandra Pal waged a virtual war against the British. On the other side, some revolutionaries stepped up their violent activities. There was widespread unrest in the country. Rowlatt Act was passed in 1919, which empowered the government to put people in jail without trial. This led to massive demonstrations, which the Government repressed with brute force leading to incidents like the Jallianwala Bagh massacre. Thousands of unarmed peaceful people were gunned down on the order of General Dyer.

Jallianwala Bagh Massacre

25. Jallianwala Bagh massacre of 13 April 1919 was one of the most inhuman acts of the British rulers in India. The people of Punjab gathered on the auspicious day of Baisakhi at Jallianwala Bagh, adjacent to Golden Temple (Amritsar), to lodge their protest peacefully against ill treatment by the British Indian Government. General Dyer appeared suddenly with his armed police force and fired indiscriminately at innocent and unarmed people, leaving hundreds of people dead, including women and children.



Jallianwala Bagh Massacre

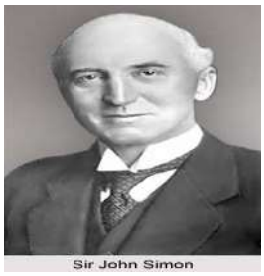
The Non-Cooperation Movement

26. The Non-Cooperation Movement started under the leadership of Mahatma Gandhi and Indian National Congress from September 1920 and lasting till February 1922. It marked a new awakening in the Indian Independence Movement. After a series of events including the Jallianwala Bagh massacre Gandhiji realized that there was no prospect of getting any fair treatment at the hands of British. He planned to withdraw the nation's co-operation from British Government. He launched the Non-Cooperation Movement thereby disrupting the administrative set up in the country. This movement was a great success as it got massive support from millions of Indians.



Non-Cooperation Movement

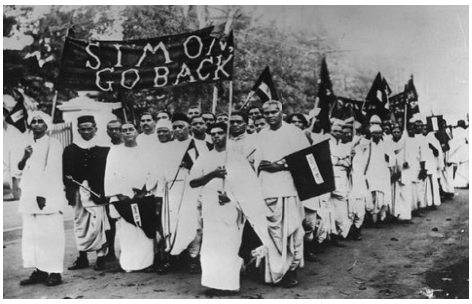
Simon Commission


Sir John Simon

27. The Government of India Act 1919 had introduced the system of diarchy to govern the provinces of British India. The Indian public clamoured for revision of this form of government, and the Government of India Act 1919 itself stated that a commission would be appointed after ten years to investigate the progress of the governance scheme and suggest new steps for reform. **Also** Indian nationalists had declared the constitutional reforms of 1919 as inadequate. They had been demanding for an early reconsideration of the constitutional question. In the late 1920s, the Conservative government then in power in Britain feared imminent electoral defeat at the hands of the Labour Party, and also feared the effects of the consequent transference of control of India to such an "inexperienced" body. Hence, the British government **appointed the Simon Commission of seven MPs in 1927** for enquiry into the working of the Montagu-Chelmsford Reforms (Mont-Ford Reforms).

28. The commission headed by Sir John Simon, had no Indian member. It was a shock to India.Some people in India were outraged and insulted that the Simon Commission, which was to determine the future of India, did not include a single Indian member. The Indian National Congress, at its December 1927 meeting in Madras (now Chennai), resolved to boycott the Commission and challenged Lord Birkenhead, the Secretary of State for India, to draft a constitution that would be acceptable to the Indian populace. Resentment and suspicion were not confined to the Congress circles alone. The call for boycott of the Commission was supported by the Hindu Mahasabha and a faction of the Muslim League, led by Mohammed Ali Jinnah, also decided to boycott the Commission. Muhammad Ali Jinnah said, 'Jallianwala bag was a physical butcher. The Simon Commission is the butchery of our soul'.

29. **Boycott turned into popular movement** the action began as soon as Simon and other members of the Commission landed at Bombay on 3 February 1928. That day, complete strike was observed in all the major cities and towns. People participated in procession and black flag demonstrations. The popular slogan 'Simons Go Back' was raised everywhere. Similar protests occurred in every major Indian city that the seven British MPs visited. One protest against the Simon Commission became infamous. On 30 October 1928, the Commission arrived in Lahore where it was met by protesters waving black flags. The protest was led by Indian nationalist Lala Lajpat Rai, who had moved a resolution against the Commission in the Legislative Assembly of Punjab in February 1928. In order to make way for the Commission, the local police force began beating protestors on 17 November 1928 in which Lala Lajpat Rai sustained serious injuries and later died.



Civil Disobedience Movement

30. Gandhi led the Civil Disobedience Movement that was launched during the Congress Session of December 1929. The aim of this movement was to observe complete disobedience of the orders of the British Government. During this movement it was decided that India would celebrate 26th January1930 as Independence Day all over the country. On that day, meetings were held all over the country and the Congress tricolour was hoisted. The British Government tried to repress the movement and resorted to brutal firing, killing hundreds of people. Thousands were arrested along with Gandhiji and Jawaharlal Nehru.


Civil Disobedience Movement

31. But the movement spread to all parts of the country forcing the British to call for a Round Table Conference with the Congress. Gandhiji attended the same at London. But nothing came out of the conference and the Civil Disobedience Movement was revived. During this time, Bhagat Singh, Sukhdev and Rajguru were arrested on the charges of throwing bombs in the Central Assembly Hall (which is now Lok Sabha) in Delhi. It was to demonstrate against the autocratic and alien rule. They were hanged to death on 23March, 1931.

Quit India Movement



Quit India Movement

32. In August 1942, Gandhi started the 'Quit India Movement' by launching a mass civil disobedience movement through 'Do or Die' call and forced the British to leave India. The movement was followed by large-scale violence directed at railway stations, telegraph offices, government buildings and institutions of colonial rule. There were widespread acts of damage and the government held Gandhi responsible for these acts of violence. All the prominent leaders were arrested, Congress was banned and the police and army were brought out to suppress the movement. Meanwhile, Netaji Subhash Chandra Bose, who escaped from the British detention in Calcutta, reached foreign lands and organized the Indian National Army (INA) to militarily overthrow the British from India.

Independence of India

33. At the end of the Second World War, a Cabinet Mission was sent to India in March 1946. It proposed the formation of an interim government and convening of a Constituent Assembly comprising members elected by the provincial legislatures and nominees of the Indian states. An interim government was formed headed by Jawaharlal Nehru. Lord Mountbatten, the Viceroy of India, presented a plan for the division of India into India and Pakistan and the Indian leaders had no choice but to accept the division.

34. Thus, India became free at the stroke of midnight on 14 August 1947. Since then, every year India celebrates its Independence Day on 15th August. Jawaharlal Nehru became the first Prime Minister of free India and continued till 1964. Giving voice to the sentiments of the nation, Prime Minister Nehru said, “Long years ago we made a tryst with destiny, and now the time comes when we will redeem our pledge, not wholly or in full measure, but very substantially”.

35. Earlier, a Constituent Assembly was formed in July 1946 to frame the Constitution of India and Dr Rajendra Prasad was elected its president. The Constitution of India was adopted by the Constituent Assembly on 26th November 1949. On January 26, 1950, the Constitution came into force and Dr Rajendra Prasad became the first President of India.

CONCLUSION

36. The Indian Independence Movement encompassed activities and ideas aiming to end the East India Company rule (1757–1858) and the British Indian Empire (1858–1947) in the Indian subcontinent. The movement spanned a total of 190 years (1757-1947). The early part of the 20th century saw a more radical approach towards political self-rule proposed by leaders such as the Lal, Bal, Pal and Aurobindo Ghosh. Nationalists like Netaji Subhash Chandra Bose and Bhagat Singh preached armed rebellion to achieve self-rule. The last stages of the self-rule struggle from the 1920 onwards saw Congress adopt Gandhi’s policy of nonviolence and civil resistance, and several other campaigns which finally brought the curtains down on the British rule in India in 1947. India's freedom struggle has been able to unite the entire country irrespective of caste, creed, religion, ethnicity, language, age, gender or any other differences and fight for their independence unitedly as one nation.

LESSON PLAN : NI – 3

INTRODUCTION TO CONSTITUTION OF INDIA

Period - - Three
Type - - Lecture
Term - - I (SD / SW)

Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Preamble to the Indian Constitution	-	20 Min
	(c)	Fundamental Rights and Duties & Directive Principles	-	40 Min
	(d)	National Flag, Emblem, Anthem and National Song	-	40 Min
	(e)	Other National Symbols	-	10 Min
	(f)	Conclusion	-	05 Min

INTRODUCTION

3. The constitution of India is the supreme law of India. It establishes the structure, powers, procedures and duties of government institutions. It defines fundamental rights, fundamental duties and directive principles. The nation is governed by it. B R Ambedkar is the architect of Indian constitution. It was created and adopted by the constituent assembly on 26 November 1949, and came into effect on 26 January 1950.

AIM

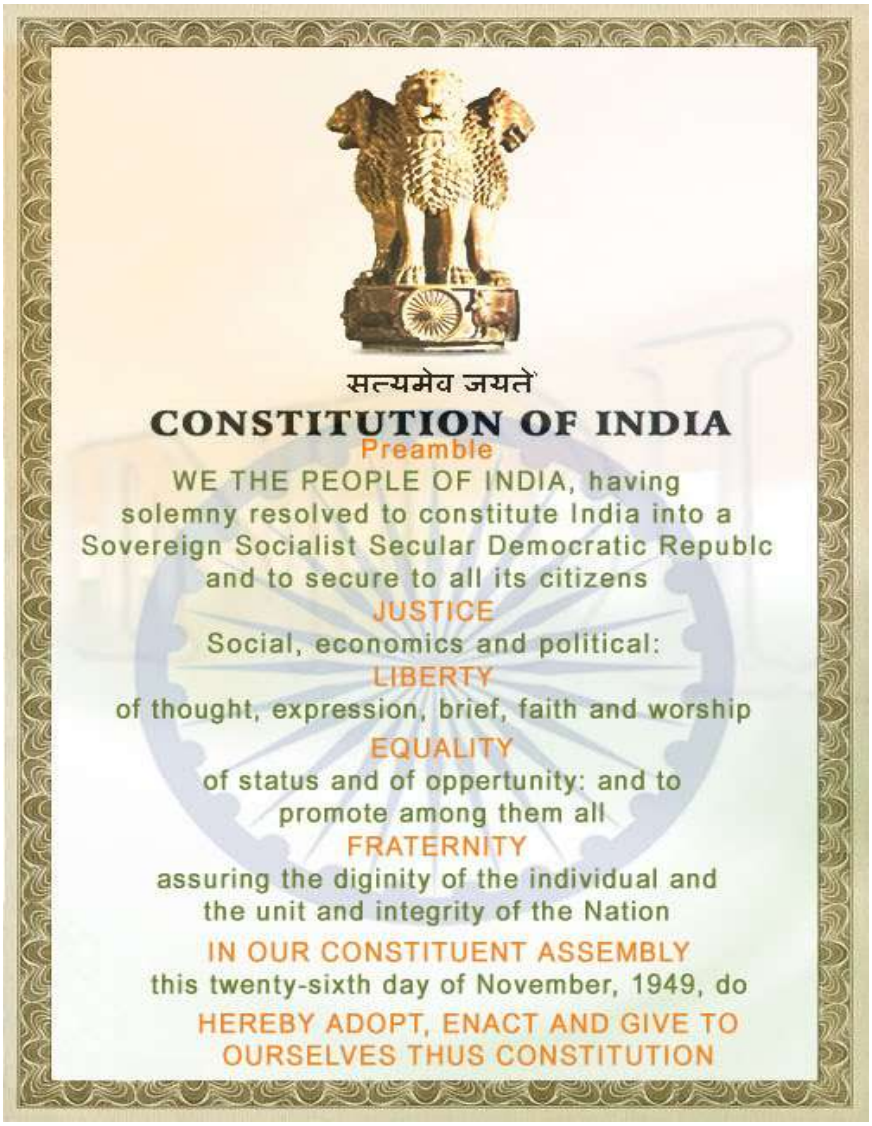
4. To acquaint the cadets about Constitution of India, National Flag, National Anthem and National Song of India.

PREVIEW

5. The Lecture will be conducted in following parts:-

(a)	Part I	-	Preamble to the Indian Constitution
(b)	Part II	-	Fundamental Rights and Duties & Directive Principles
(c)	Part III	-	National Flag, National Emblem, National Anthem and National Song.
(d)	Part IV	-	Other National Symbols.

PART – I: PREAMBLE TO THE CONSTITUTION OF INDIA



Preamble of Indian Constitution

Description of the Preamble

7. The constitution of India begins with a preamble which describes the nature of the Indian state and the objectives it is committed to secure. It is regarded as the political horoscope of the constitution. It is the most precious part and the soul of the constitution. The preamble states the philosophical foundations of the constitution and enumerates the objectives of constitution. It is a part of the basic structure of the constitution. The constitution through its preamble commits itself to democracy, republicanism, socialism, secularism and liberalism.

(a) **We, the people of India**. The constitution has been drawn up and enacted by the people through their representatives, and not handed down to them by a king or any outside powers.

(b) **Sovereign**. People have supreme right to make decisions on internal as well as external matters. No external power can dictate the government of India.

(c) **Socialist**. Wealth is generated socially and should be shared equally by society. Government should regulate the ownership of land and industry to reduce socio-economic inequalities.

(d) **Secularism.** Citizens of India have complete freedom to follow any religion. But there is no official religion. Government treats all religious beliefs and practices with equal respect.

(e) **Democratic**. A form of government where people enjoy equal political rights, elect their rulers and hold them accountable. The government is run according to some basic rules.

(f) **Republic**. The head of the state is an elected person and not a hereditary position.

8. The preamble lists four objectives which are to be secured by the state for all its citizens.

(a) **Justice**. Citizens cannot be discriminated on the grounds of caste, religion and gender. Social inequalities have to be reduced. Government should work for welfare of all especially of the disadvantaged groups.

(b) **Liberty.** There are no unreasonable restrictions on the citizens in what they think, how they wish to express their thoughts and the way they wish to follow up their thoughts in action.

(c) **Equality**. All are equal before the law. The traditional social inequalities have to be ended. The government should ensure equal opportunity for all.

(d) **Fraternity**. All of us should behave as if we are members of the same family. No one should treat a fellow citizen as inferior.

PART – II: FUNDAMENTAL RIGHTS AND DUTIES

Fundamental Rights.

9. Part (iii) of the constitution of India gives a detailed description on a charter of rights called the 'Fundamental Rights'. These Fundamental Rights guarantee civil freedom to all the citizens of India to allow them to live in peace and harmony. These are the basic rights that every Indian citizen has the right to enjoy, irrespective of their caste, creed and religion, place of birth, race, color or gender. Fundamental Rights for Indians aim at narrowing down the inequalities of pre-independence social practices, especially the system of untouchability etc. They also guarantee the protection of cultural and educational rights of religious minorities by granting them the liberty to conserve their languages and educational institutions.

10. **Right to Equality (Article 14-18)**.

(a) Equality before the law (Article 14).

(b) Prohibition of discrimination on ground only of religion, race, caste, sex or place of birth (Article 15).

(c) Equality of opportunity in matters of public employment (Article 16).

(d) Abolition of untouchability (Article 17).

(e) Abolition of titles (Article 18).

11. **Right to Freedom (Articles 19 & 358)**.

(a) Freedom of speech and expression.

(b) Freedom of assembly.

(c) Freedom of forming associations or unions.

(d) Freedom to move freely throughout India.

(e) Freedom to reside and settle in any part of India.

(f) Freedom to acquire, hold and dispose off property.

(g) Freedom to practise any profession.

12. **Right Against Exploitation (Articles 23-24)**.

(a) Traffic in human beings, begging and other similar forms of forced labour are prohibited and made an offence, but the State can impose compulsory service for public purposes.

(b) However, in imposing such service, the State cannot make any discrimination on grounds of religion, race, caste or any of them (Article 23).

13. **Right to Freedom of Religion (Articles 25-28)**.

(a) Freedom of conscience and free profession of religion (Article 25).

(b) Freedom to manage religious affairs (Article 26).
(c) Freedom from payment of taxes for promotion of any particular religion (Article 27).

(d) Freedom to attend religious instructions (Article 28).

14. **Cultural and Educational Rights (Articles 29-30).**

(a) Protection of interests of minorities (Article 29).

(b) Rights of minorities to establish and administer educational institutions (Article 30).

15. **Right to Constitutional Remedies (Articles 32-35 & 359)**.

(a) The Constitution guarantees the right to move the Supreme Court for the enforcement of the fundamental rights (Article 32(1)).

(b) The Supreme Court has the power to issue directions or orders or writs, including writs in the nature of habeas corpus, mandamus, prohibition, quo warn to and certiorari, whichever may be appropriate, for the enforcement of any of the Fundamental Rights discussed above (Article 32(2)).

(c) The powers mentioned in Art 32(2) above can be exercised by any other Court empowered by Parliament (Article 32(3)).

Fundamental Duties (Article 51A)

16. List of Fundamental Rights are immediately followed by a list of Fundamental Duties. It is clearly asserted that the enjoyment of Fundamental Rights is conditional on the satisfactory performance of Fundamental Duties. It was on this Soviet Model that Fundamental Duties were added to the Indian Constitution by 42nd Amendment of the Constitution in 1976. The Fundamental Duties are contained in **Article 51A**.

17. The following duties need to be adhered to by all citizens: -

(a) To abide by the constitution and respect its ideal and institutions;

(b) To cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) To uphold and protect the sovereignty, unity and integrity of India;

(d) To defend the country and render national service when called upon to do so;

(e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional diversities, to renounce practices derogatory to the dignity of women;

(f) To value and preserve the rich heritage of our composite culture;

(g) To protect and improve the natural environment including forests, lakes, rivers, and wild-life and to have compassion for living creatures;

(h) To develop the scientific temper, humanism and the spirit of inquiry and reform;

(j) To safeguard public property and to abjure violence;

(k) To strive towards excellence in all spheres of individual and collective activity, so that the nation constantly rises to higher levels of endeavor and achievement.

(l) Who is a parent or guardian, to provide opportunities for education to his child or as the case may be, ward between the age of six and fourteen years.

Directive Principles of State Policy in the Indian Constitution

18. The Directive Principles of state policy contained in part IV of the constitution ranging from Articles 36 – 51. It constitutes the most interesting part of the constitution. The Directive Principles contain the philosophy of the constitution. The idea of directives being included in the constitution was borrowed from the constitution of Ireland. The directive principles are broad directives given to the state in accordance with which the legislative and executive powers of the state are to be exercised. The Directive Principles may be classified into 4 broad categories:-

(a) Socialistic principles

(b) Gandhian principles

(c) Liberal principles

(d) General principles

9. **Socialistic Principles.** These Directives are meant for the purpose of establishing a welfare state. This principle is meant to provide adequate means to livelihood, to reduce the concentration of economic wealth, equal pay for work for both men and women. It ensures right to work and right to education. It provides for humane conditions of work and for maternity relief. It states that improvement of public health is the responsibility of State.

20. **Gandhian Principles.** The framers of the constitution are greatly influenced by the Gandhain ideology. As per this the villages must be enabled to function as units of self-government. The state must promote the educational and economic interests of Harijans. The state shall promote cottage industries in rural areas. The state shall prohibit the consumption of drugs which are injurious to health. The state shall preserve cattle including cows and calves. In 1993 Panchayat Raj system got statutory status.

21. **Liberal Principles.** The state shall secure uniform civil code throughout the territory of India. The state shall organize agriculture on modern and scientific lines. The state shall maintain international peace and security. The state shall respect international laws and obligations. The state must encourage settlement of international disputes by arbitration.

22. **General Principles.** These are principles not included in above mentioned three categories. The state must protect the places of historical interests. The state must develop scientific temper among its citizens. The state must ensure that minorities are taught in their mother tongue. The state shall promote Hindi language throughout India to promote unity and diversity.

PART – III: NATIONAL FLAG, NATIONAL EMBLEM, NATIONAL ANTHEM AND NATIONAL SONG

National Flag

23. The Indian flag was designed as a symbol of freedom. The late Prime Minister Nehru called it a flag not only of freedom for us but a symbol of freedom to all people. The design of the National Flag of India was adopted by India's Constituent Assembly on 22 July 1947.

24. The National Flag is a horizontal tri-colour of deep saffron at the top, white in the middle and dark green at the bottom in equal proportion. The ratio of the width to the length of the flag is two is to three. The flag was designed by freedom fighter **Pingali Venkayya** from Krishna district of Andhra Pradesh.

	**Saffron Stripe**	**Patriotism, Courage, Sacrifice And The Spirit Of Renunciation**
	White Stripe	**Peace, Purity And Truth**
	Navy Blue Wheel	**In The Centre Of The White Band, There Is A Wheel With 24 Spokes In Navy Blue To Indicate The Dharma Chakra. It Represents The Wheel Of Law In The Sarnath Lion Capital Signifying Life In Movement And Death In Stagnation.**
	Green Stripe	**Prosperity, Faith And Fertility**

The Flag Code of India – 2002

25. The Flag Code of India came into effect from 26 January 2002. A simplified version of Flag Code on India is presented below:-

(a) The Flag shall not be used for commercial purposes.

(b) The Flag shall not be flown at half-mast except on occasions in which the Flag is flown at half mast on public buildings in accordance with the instructions issued by the Government.

(c) The Flag shall not be used as curtains in any form.

(d) The Flag shall not be used as portion of costume or uniform.

(e) The Flag shall not be used as a container for receiving, delivering, holding or carrying anything.

(f) When used on occasions like unveiling of a statue, the Flag shall be displayed distinctly and separately and it shall not be used as covering for the statue or monument.

(g) The Flag shall not be used to cover a speaker's desk.

(h) The Flag shall not be intentionally allowed to touch the ground or floor or trail in water.

(j) The Flag shall not be used as a covering for a building.

(k) The Flag shall not be intentionally displayed with the "saffron" down.

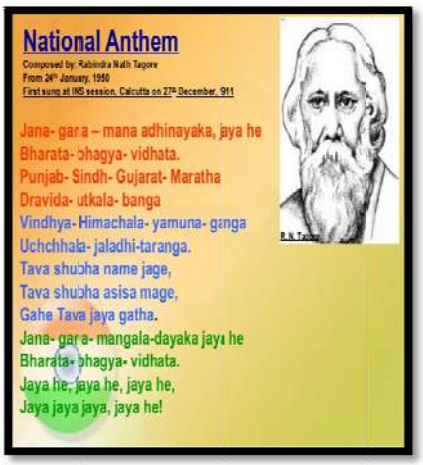
National Emblem



26. The State Emblem of India is an adaptation from the Sarnath Lion Capital of Asoka which is preserved in the Sarnath Museum. The Lion Capital has four lions mounted back to back on a circular abacus. The frieze of the abacus is decorated with sculptures in high relief of an elephant, a galloping horse, a bull and a lion separated by intervening Dharma Chakras. The abacus rests on a

bell- shaped lotus. This has been adopted as the State Emblem of India. The bell -shaped lotus has the motto **"Satyameva Jayate" – Truth alone triumphs –** written in Devanagiri script below the profile of the Lion Capital as part of the State Emblem of India.

National Anthem



27. Rabindranath Tagore, one of India's well-loved poets wrote India's National Anthem. It was adopted by the Constituent Assembly as the National Anthem of India on 24 January 1950. It was first sung on 27 December 1911 at the Calcutta session of the Indian National Congress. The complete song consists of five verses and approximate duration is 52 seconds.

28. The full version of National Anthem shall be played on the following occasions:-

(a) Civil and military installations.

(b) During parades.

(c) On arrival of President at formal State functions and other functions organised by the government or mass functions and on his departure from such functions.

(d) Immediately before and after the President addresses the nation on AIR.

(e) On arrival of Governor/ Lieutenant Governor at formal State functions within his State/Union Territory and on his departure from such functions.

(f) When the National Flag is brought on parade.

(g) When the Regimental Colours are presented.

(h) Normally the National Anthem shall not be played for the Prime Minister, though there may be special occasions when it may be played.

(j) When the National Anthem is played by a band, the Anthem will be preceded by a roll of drums to assist the audience to know that the National Anthem is going to be played.

(k) The Full version of National Anthem shall be played accompanied by mass singing on the unfolding of the National Flag, on cultural occasions or ceremonial functions other than parades. There shall be adequate public audition system so that the gathering in various enclosures can sing in unison with the choir.

(l) Whenever the National Anthem is sung or played, the audience shall stand to attention.

(m) In the course of a newsreel or documentary the Anthem is played as part of the film, if it is not expected of the audience to stand as standing is bound to interrupt the exhibition of the film.

National Song



29. National Song **Vande Mataram,** composed in sanskrit by Bankim Chandra Chatterji, was a source of inspiration to the people in their struggle for freedom. It has an equal status with National Anthem. The first political occasion when it was sung was the session of Indian National Congress in 1896.

PART – IV: OTHER NATIONAL SYMBOLS

30. National symbols of India depict the country's image and have been chosen very carefully. The national animal, tiger symbolises power; the national flower, lotus symbolises purity; the national tree, banyan symbolises immortality, the national bird, peacock symbolises elegance and the national fruit, mango symbolises the tropical climate of India. Hockey was at its peak when it was adopted as the national game of India. Photographs of few of the national symbols of India are given below:-

National Bird – Peacock



National Animal - Tiger



National Flower- Lotus



National Fruit - Mango



The National Game - Hockey



National Tree – Banyan Tree



National River – Ganga



National Currency – Indian Rupee



CONCLUSION

31. Indian constitution is the longest and most detailed written constitution in the world. It is five times more than that of the US constitution. 26 January 1950 is the most important day in the history of India when the Indian Constitution was accepted and came into effect. The Indian constitution does not only contain the broad principles but also the details of the administration. It safeguards the interests of the minorities and special classes. National symbols like National Flag, National Emblem, National Anthem and National Song are the sources of pride of every Indian.

32. It is important for NCC cadets to know about the constitution of India to include the Fundament Rights and Duties and the Directive Principles of State Policy, as it will enhance their knowledge and they can contribute more effectively towards the welfare of the society. It is also important that the NCC cadets should be well aware of Important National Symbols like National Flag, National Anthem, National Song and their correct procedure and code as it will instill the sense of pride amongst them.

LESSON PLAN : NI 4

NATIONAL INTEGRATION:IMPORTANCE AND NECESSITY

Period - Two
Type - Lecture
Term - I (SD / SW)

Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Importance of National Integration	-	35 Min
	(c)	Necessity of National Integration	-	35 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. National integration means a feeling of togetherness and unity among the people of a country. It also means an atmosphere in which all citizens, irrespective of their caste, religion and region live together peacefully. It refers to integration in all respects, social political, economic and emotional. In an integrated country people share common goals. They all work together and co-operate with each other for the prosperity of the nation.

4. National integration means that though we belong to different castes, religions and regions and speak different languages, India is a secular democratic country and that we are all one. This kind of integration is very important in the building of a strong and prosperous nation. A unique feature of our country is that all the major religions of the world are practiced here. There are also great varieties in costume, food habits, and social customs. Geographically our land is diverse and there are amazing differences in climate. Despite all these differences India is a single political entity, every part of which is governed under the same Constitution. The need for national integration was never felt before as it is felt today. The complex atmosphere and the worsening law and order situation in the country have led to the necessity of national integration.

AIM

5. To acquaint the cadets about National Integration, its Importance and Necessity.

PREVIEW

6. The lecture will be conducted in following parts:-

(a) Part I - Importance of National Integration.
(b) Part II - Necessity of National Integration.

PART - I: IMPORTANCE OF NATIONAL INTEGRATION

7. National integration does not mean uniformity of all. It does not stand for uniformity of religion, dress, food habits etc. It means the preservation of diverse cultures and at the same time living in harmony with each other. No country can survive if its people do not remain united. The feeling of togetherness and a sense of belonging are absolutely necessary for a nation to survive. Such a feeling can only be generated through the process of integration. Thus national integration is a positive concept which provides strength to the people to fight against all evil forces.



8. Whether India is fully integrated is an open question. It is thought that India was integrated in the past and she later went through a period of disintegration. But it has been reunited through process of Independence. On some accounts, India is integrated, and on some other accounts, India is not yet fully integrated. Our country is composite in terms of language, ethnic, religious and cultural differences. Provisions are made in our Constitution to safeguard these differences and honour their peculiarities. Such a complex social composition is hardly seen in anywhere in the world.

9. National integration has assumed greater importance in the recent years due to the fast changing ethos and moral values in the society. The need for national integration was probably never felt before as is felt today. The turbulent atmosphere and the deteriorating law and order situation in the country due to various religious, social and political factors have led to the realisation of the necessity of national integration.

10. The realisation of its importance in itself is a step in the desired direction. The Government having appreciated the urgency and seriousness of the subject is taking positive steps towards achieving the national integration. NCC, one of the prime organisations of the country training the youth, the future of this great nation, makes the ideal ground to start with. National integration has been made part and parcel of NCC training. Lot of emphasis is laid on national integration by conducting national level camps and number of other activities where cadets from all over the country participate.

Essence of National Integration

11. National Integration is an emotional and spiritual bond which binds all of Indians irrespective of caste, creed, colour, race, religion and region. In reality, it is the common ideal whose intensity in the passions of the people, determines our “real strength’. Emotional integration of the country connotes a firm conviction on the part of the individual that there exists a stake for him or her in the well-being of the Nation. In short being a good citizen of the country in its true sense is what National Integration is all about. In fact, National Integration and Nation Building are synonymous. National Integration includes the following:-

(a) **Cultural Integration**. Cultural integration is a form of cultural exchange in which one group assumes the beliefs, practices and rituals of another group without sacrificing the characteristics of its own culture. It is generally looked upon as positive because nothing is lost. Seen from this light, cultural integration is a healthy intermingling of the beliefs and rituals of two unique cultures. The process for evolution of Indian composite culture of today needs to be understood by one and all through its systematic education at all levels. Oneness of the country since time immemorial has never been in doubt. The message of unity by Indian Saints and Sufis need to reach the common people of the country.



(b) **Economic Integration**. The perception of the common man in India is that generally, the poor are becoming poorer and the rich-richer. It is an open question whether equal social and economic justice is available to all segments of the society. However the economic injustice gives rise to indifferent tendencies in the society. These people are always ripe for misguidance and to keep them in the mainstream, economic integration is essential. Various reasons for economic inequality are:-



(i) **Unemployment / Underemployment of People.** The main reason for low level of income of the majority of Indian people is unemployment and underemployment. Since sufficient employment could not be created through the process of planned economic development, it was not possible to increase the income levels of most people.

(ii) **Inflation.** Another cause of inequality is inflation. During inflation, few profit earners gain and most wage earners lose. This is exactly what has happened in India. This

has created more and more inequality and this leads to a fall in the standard of living of the poor people since their purchasing power falls.

(iii) **New Agricultural Strategy.** No doubt, India's new agricultural strategy led to the Green Revolution and raised agricultural productivity. But the benefits of higher productivity were enjoyed mainly by the rich farmers and landowners. At the same time, the economic conditions of landless workers and marginal farmers deteriorated over the years. Most farmers in India could not enjoy the-benefits of higher agricultural productivity. As a result, inequality in the distribution of income in the rural areas has increased.



(c) **Political Integration**. Politics needs to be separated from religion. Strict laws must be enforced against exploitation of the common man by the politicians and vested interests. This can be achieved only through correct understanding of different political ideologies being practiced by politicians from different backgrounds.



(d) **Religious Integration**. Our Constitution permits practice of individual religion, without hurting or offending the religious sentiments and beliefs of others. The need is to understand the existing commonalties in the principles and teachings of all the religions to develop a positive attitude towards religion. The correct understanding and Interpretation of our own religion and faith will automatically help in developing mutual respect for each other's religion leading to religious harmony and tolerance in the country.



(e) **Social Integration**. Social integration is movement of minority groups such as ethnic minorities and underprivileged sections of our society into the mainstream of societies. Social integration requires proficiency in an accepted common language of society, acceptance of laws of the society and adoption of common set of values of the society. Provision of equal rights and opportunities has been guaranteed through our Constitution. However, its practice leaves much to be desired, the justice needs to be meted out equally and swiftly to ensure against frustrations and the forces of disintegration in the society. Eradication of the social injustices and the evils will automatically take care of the economic enlistment of the downtrodden and provide succor to all, particularly the backward classes.

PART – II : NECESSITY OF NATIONAL INTEGRATION

12. India has a rich cultural heritage characterized by tolerance, compassion and synthesis. After independence, our country opted for secularism and equal opportunity for all, but vested interests and divisive forces under the cover of communal organisations and political parties have been encouraging fissiparous tendencies to undermine the security, unity, and integrity of India. They exploit and spread casteism, communalism, regionalism, religious bigotry, intolerance, linguism and so on, for their narrow and immediate interests and sacrifice national interests. To fight this growing menace, it is the sacred duty of every Indian to work for National Integration.

13. Presently, a sense of unity in India can be seen only whenever there is an external threat to the country. At the time of Chinese and Pakistani aggressions, a wonderful sense of unity swept over the country. Perhaps this is one of the reasons that sometimes a bogie, correctly or incorrectly is raised of foreign aggressions by certain interested parties. But we cannot always depend upon a threat of external aggression to keep up this sense of oneness. Our unity should depend upon the surer foundation of cultivation of positive qualities of love and devotion to the country, transcending the differences of religions, languages and geographical loyalties.

14. National integration is necessary particularly in a country like India, where people with different languages, religions, races and culture are required to be weaved together. The unity in diversity of which we are proud of can only be maintained if, we have the understanding and respect for each other's religion, customs and traditions. If we have to survive as a nation and safeguard our sovereignty and national integrity, we have to remain united. National integration is a pre-requisite for the survival and prosperity of any nation and hence needs no emphasis. National integration is therefore a basic necessity for survival of any nation through the following means:-

(a) **Maintenance of Peace and Harmony**. Peace and harmony between the people of a nation can be achieved only through the feeling of togetherness amongst the people.

(b) **Growth and Development of the Nation**. National integration is a process that must be equally understood by all citizens of a nation which will subsequently lead the nation achieve the growth and development.

(c) **Law and Order**. Provision of equal rights and opportunities can be ensured only through proper awareness of the prevailing laws. It will lead to proper maintenance of law and order situation.

(d) **Culture and Religious Development**. Our constitution permits practice of individual religion without hurting the beliefs of others. National integration is essential for developing mutual respect for each other's religion.

(e) **Dignity and Self-Respect**. Every citizen must be dealt with equal dignity. Mutual respect and dignity will develop only if we believe in it and practice it.

(f) **Welfare and well-being of the People**. Welfare of the masses can be achieved only through proper understanding between the people and it can be achieved through the process of oneness.

CONCLUSION

14. It is the duty of each and every citizen of our country to strive to achieve unity in spite of diversity and further maintain that. We must remember that there should be no divisions between different parts of the country. There is only one India of which we all Indians are inheritors. We are Indian first and Indians last. The unity in diversity of which we are proud of can only be maintained if, we have the understanding and respect for each other's religion, customs and traditions.

LESSON PLAN : NI-5

FACTORS AFFECTING NATIONAL INTEGRATION

Period - **Two**
Type - **Lecture**
Term - **SD/SW**

Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Factors Affecting National Integration	-	30 Min
	(c)	Measures to Achieve National Integration	-	30 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. India is a country with innumerable diversities; an entity composed of many communities, races classes, languages and sub cultures. In any such nation, there are many obstacles to the achievement of national integration. In India, various issues/ factors are obstructing the growth of national feeling, viz. casteism, communalism, linguistic fanaticism, social disparity, economic inequalities and immorality, regionalism etc. In spite of all these limitations. India has developed into one nation by the influence of common territory, common history and common fight for freedom against the foreign rule.

4. When India came under the British, they followed the policy of 'Divide and Rule' in order to perpetuate their authority over India. Consequently, the racial, the religious and the linguistic groups in India first began to disintegrate emotionally and psychologically and then, desired to separate territorially. This resulted in the creation of India and Pakistan and later on Bangladesh. The integrity of the Indian nation has been facing increased threat day by day. There is dire necessity to promote National Integration so as to achieve territorial integrity, all round development and peace within the country.

AIM

5. To acquaint the cadets about the factors affecting National Integration in India.

PREVIEW

6. The lecture will be conducted in following parts:-

(a) Part I - Factors affecting National Integration

(b) Part II - Measures to achieve National Integration

PART – I : FACTORS AFFECTING NATIONAL INTEGRATION

7. The People of India are at cross roads today. A number of divisive forces are working overtime to put us asunder. The overzealous religious, linguistic and regional groups have by and large, adopted myopic policies. For their immediate gains, they sacrifice country's long term interests. There are several forces of disintegration in the country which are jeopardising the National Unity. Some of the factors chiefly responsible for weakening the National Integration have been discussed in the succeeding paragraphs.



8. **Cultural Aspects**. The Indian society is multi-racial and multi-religious with a diverse culture. Indian culture has given rise to various complications in the society. The mixed culture of today and the rich cultural heritage can prove to be the most effective tool for achieving National Integration. Unfortunately, the people are not being correctly taught and guided on these cultural aspects. It is often forgotten that we all belong to the same culture, whatever be its beginning.

9. **Political Motives.** For the sake of maintaining their status, political parties indulge in exploitation of the people in one form or the other. Such actions misguide people to move away from the national mainstream, paving the way for insurgency and resurgence of religious fanaticism and fervour.

10. **Lack of Education.** Inspite of the political independence of the country in 1947, the people at large are yet to be liberated. Illiteracy is still rampant though being overcome slowly and gradually. Illiterates and unemployed are more easily misguided and exploited by the people with vested interests, due to their ignorance and lack of proper perspective.

11. **Communalism.** Religious antagonism has posed a serious challenge to national integration in India. Political manipulation has projected one religion against the other which has resulted in communal riots, bloodbath, mutual distrust and disunity in the country. Large scale illiteracy and superstitions are responsible along with other causes for rise of communalism in the country. It is very difficult to promote national integration under these situations.

12. **Casteism.** Casteism has always played a dirty role in matters of politics and reservation policy and has created a wide gulf between different segments of society. Unfortunately, the caste system has been recognized by the framers of the Constitution by providing a protective discrimination to Scheduled Castes and Scheduled Tribes. Unity and integrity has become a challenging dream in a caste ridden society. The socially neglected and scheduled castes under the suppression of upper castes have less sense of feeling of unity. It becomes a challenge for national integration.

13. **Regionalism.** There are several regions in India having their unique traditions, food habits, dress and languages. Each region differs from the other in one or other ways which leads to divisive tendencies within the country. The unequal development of different regions of India has negatively affected the character of national integration. The unequal development has become the major cause of many social movements after the independence. People of one region compete with the persons of other regions leading to conflicts and retards progress. Land disputes, language problem etc are some of the reasons which pose hurdle on the way of national integration.

14. **Linguistic Fanaticism.** Multi-linguism is one of the important characters of India. Due to linguistic and regional loyalties the national feeling gradually erodes. Linguistic tensions are manifested in the borders which are bilingual. India has fifteen officially recognized languages. There are about 1652 dialects which are spoken in India which shows its diversity. People of one language try to establish supremacy of their language over others. When Hindi was declared as the national language, people of South India resented against this decision. Language issue has become a barrier on the way of national integration. The people of different linguistic groups who are concentrated in a State seem to think only in terms of interests of their own States. This undermines consideration of national issues and causes parochial feelings. The erosion of national feeling due to linguistic loyalties threatens the sovereignty of our country.

15. **Social Disparity.** In every society there is a system of social stratification. Social stratification refers to inequality in society based on unequal distribution of goods, services, wealth, power, prestige, duties, rights, obligations and privileges. Social disparity among the people of different communities, castes and sometime within the community and caste, causes tension and imbalance among the people. Social disparity poses great challenge to national integration.



16. **Economic Inequalities.** Economic standard of people in a state depends on the fertility of land, resources available and manpower management. All the states are not equal in the above matter which leads to uneven economic progress of the people. Even in

a state distribution of wealth is not properly done. Day by day poor are becoming poorer and rich becoming richer causing tension and conflicts. It is a problem for national integration.

17. **Ethnic Conflicts.** Ethnic conflict has hindered national integration. Whereas the modern concept of nationalism is closely linked with the concept of nation-state, scholars have described another prevailing notion of nationalism such as religious nationalism, ethno nationalism etc. The concept of "ethno nationalism" best defines the self-understanding of the ethnic groups in Northeast India in the various forms of their struggle for identity.

18. **Tribal Identity.** The pejorative term "tribal" carries a denotation of primitivity and inferiority of the people for whom the name is applied. The attitude of the national mainstream that looks down upon the tribals is in serious conflict with the proud self-understanding of the tribals in various parts of the country. Such a pride is exhibited in their ethno national feeling.

19. **Corruption and Lack of Character.** Corruption in the country is on a scale that can be linked to the ants eating away the roots of the foundations. The lack of moral character and ethical values deprive us of the strength to overcome our own weaknesses. Combined together, corruption and lack of character have caused immense damage to the nation, whereby people at large have literally sold their souls (and the nation) for short-term personal and political gains.

PART – III : MEASURES TO ACHIEVE NATIONAL INTEGRATION

20. **Philosophy of Integration.** Integration requires commitment in theory and practice, to work in a cooperative manner. It needs to be unequivocally understood that National Integration is a process, a growth and a development, in which every citizen has a common stake and has to equally strive for achieving it, continuously and vigorously. A sense of patriotism and nationalism alone is not sufficient for maintaining this high ideal; rather we have to keep working at it in a systematic manner all the time, always keeping in view the Nation before self.



21. **Culture as a Unifying Factor.** The process for evolution of Indian composite culture of today needs to be understood by one and all through its systematic education at all levels. Oneness of the country since time immemorial has never been in doubt. The messages of unity by Indian Saints and Sufis need to reach the common people of the country. The rich cultural heritage of India, in terms of the variety of languages, dialects, literature, arts, architecture, secular thoughts, customs and traditions, food and eating habits, music, dances, ethics and spiritual/moral values and so on, developed by all for understanding as to what India is. The existing sub-cultures of any part of the country simply form a part of the Indian culture. A portion can never be bigger than the whole. As such, the national perspective can then be understood and the diverse Indian culture can contribute towards National Unity and Integrity. Some lesser known examples of prominent Indians perpetuating unity of the country are: -

(a) Adi Shankaracharya established four MATH, one each at Shrungeri, Dwarka, Badrinath and Jagan Nath Puri, after travelling through the length and breadth of the country to perpetuate oneness among people.

(b) Subramaniya Bharati, a poet, writer, thinker, philosopher, comparable to any contemporary personality has written the following books, amongst many others:-

(i) Yesu Prabhu.

(ii) Allah Mahan.

(iii) Mera Guru - Guru Gobind Singh.

22. **Promotion of Secularism.** The spirit of secularism is highly necessary in our multi-religious society. Any sorts of activities creating communal reactions in the public mind should be prohibited. No discrimination among the people on the grounds of religion should be made.

23. **Role of Politics.** The regional political parties play a dirty role in exploiting the regional feelings of the people. Regional political parties formed on the basis of linguism at times form the Government. Politics needs to be separated from religion and strict laws enacted and enforced against exploitation of the common man by the politicians and vested interests.

24. **Economic Unity.** Earlier we have already hinted at the economic inequality existing in our country. For the sake of national integration we have to see that no part of the country is particularly backward from the economic viewpoint. For this the backward classes and the minority people should be accorded special assistance for their general uplift. In government services and in distributing economic assistance these people should be given special preferences. Happily, our central government and state governments have started suitable measures in this sphere.

25. **Dignity of Individuals.** Every citizen must be dealt with equal dignity, irrespective of religion, region, language, caste, creed and socio-economic status. Mutual respect will develop only if we believe in it and practise it, rather than paying only lip service to it.

26. **Socio-Economic Reforms.** Provision of equal rights and opportunities has been guaranteed through our Constitution. However, its practice leaves much to be desired. The justice needs to be meted out equally and swiftly to ensure against frustrations and the forces of disintegration in the society. Eradication of the social injustices and the evils will automatically take care of the economic backwardness of the downtrodden and provide succour to all, particularly the backward classes.

27. **Education.** Education is a very powerful weapon for national integration. Through education we may give the necessary motivations to children, i.e., the future citizens of the nation. In the organisation of curriculum, in admission in various educational centers and in appointment of teachers our general policy should be such as to encourage the propagation of national elements and not to give any place to caste, religion, class and community. In the organisations of our schools, colleges and universities preference should be given to national ideas whenever possible only then we shall be able to promote national integration in the students, teachers and the people as a whole. It is true that education should be organized according to local needs, but even in such an organisation national elements must never be overlooked. The curriculum needs to be evolved systematically, so that a well rounded personality of the individual emerges.

28. **Emotional Unity.** For national integration, the people of the land must come together into one emotional thread. There can be no national integration unless all the people consider themselves as one. Through emotional integration we get the power and implicit sanction of the people for national integration. Therefore for national integration, the most urgent need is for effecting emotional unity of the people. For fulfilling this objective we have to impress on all concerned that India has always been one and it will always remain one. We have to infuse in them the spirit that culture of India is such that everyone should be proud of it. In fact, this is exactly so. When someone talks about Indian culture in a foreign land then the Indian present there are thrilled.

29. **National Language.** It needs to be ensured that the language should not become a barrier instead of a medium. The people should not be deprived of equal opportunity, because of any language or the lack of it, particularly in securing Central Government jobs. The tri-lingual formula of National, State and Link language is quite adequate for the time being. It is important that no language be enforced on any particular region, rather people be encouraged to learn additional languages as a matter of habit for better understanding of the literature and culture of other regions.

30. **Nationalism and Patriotism.** We have had a glorious past, but regrettably our “today” is rather hollow. We have a rich cultural heritage, but we have to keep building it up through dedication and hardwork. There is a definite need to inculcate the spirit of nationalism. The ethical, moral and spiritual values need to be built up to act as deterrence against the fissiparous tendencies in the society. “Society and Country before Self” has to be the common motto for all to be followed in letter and spirit and it is in this regard that the National and State Leadership at all levels has to set personal example.

31. **Proper Use of Media.** The services of the Radio and TV must be intelligently used. People of different states must be introduced to each other's cultures and ways of life and common elements should be stressed upon. These will create an atmosphere of goodwill and mutual understanding. Media cut through all language barriers and reach the masses in no time whose potential is tremendous.

32. **Political and Administrative Measures.** Since India is a federal-democratic country, its integration in all respects should also be done in a democratic manner. Each ethnic, caste, tribal, religious and linguistic group should have freedom for protecting and promoting their own cultures and traditions. Analyzing the process of national integration in India, Prof. Rasheed-ud-din Khan has observed that "it means cohesion not fusion, unity but not uniformity, reconciliation but not merger, agglomeration but not assimilation, solidarity but not regimentation of the people constituting our political community". Emotional integration with the development of a strong brotherhood among the people discourages the growth of separatism, regionalism or secessionism.

CONCLUSION

33. We need national integration on permanent footing and this can be achieved by enlightening our children. All the children, during their formative years, must be taught that we all are Indians belonging to the one Motherland. We must not give too much importance to separate identities. Achieving national integration is a slow moving, continuous and long term work in progress which needs to be understood, encouraged and practiced by every citizen of the country especially the youth.

LESSON PLAN : NI – 6

UNITY IN DIVERSITY

Period - **Two**
Type - **Lecture**
Term - **SD /SW**

Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board& Chalk.

Time Plan

2	(a)	Introduction	-	05Min
	(b)	India : A Land of Diversities	-	30 Min
	(c)	Fundamentals of Unity in Diversity	-	30 Min
	(d)	Relevance of NCC in National Integration	-	10 Min
	(e)	Conclusion	-	05 Min

INTRODUCTION

3. India is a vast country with different regions, religions, cultures and traditions and presents endless varieties of physical features and cultural patterns. It is the land of many languages. It is only in India people professes all the major religions of the world. In short, India is “the epitome of the world”. The vast population is composed of people having diverse creeds, customs and colours.

4. India is probably the only country in the world where people belonging to different religions, castes and creeds, speaking different languages, having different cultures, different modes of living, different clothing, different food habits, worshiping different gods and deity live together in harmony and believe to be the children of one mother-Mother India. We are one nation governed by one central authority. This is why we say we have unity in diversity.

AIM

5. To acquaint the cadets about the concept of Unity in Diversity.

PREVIEW

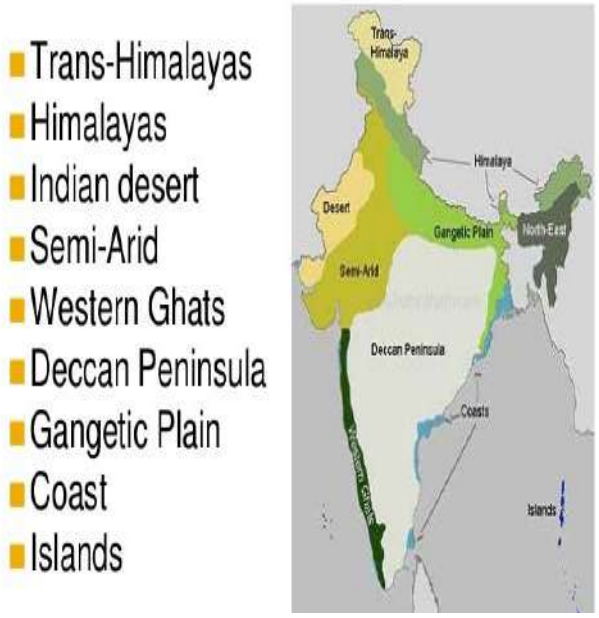
6. The lecture will be conducted in following parts:-

(a)	Part I	-	India : A Land of Diversities
(c)	Part II	-	Fundamentals of Unity in Diversity
(c)	Part III	-	Relevance of NCC in National Integration

PART – I : INDIA - A LAND OF DIVERSITIES

7. Our country is a land of diversities. It has every type of climate from the blazing heat of the plains to the below freezing point cold of the Himalayas. The annual rainfall also varies from about 8 cms in Rajasthan to 1225 cms in Cherapunji (Assam Hills). There is also great difference in soil, from the fertile Indo-Gangetic plains to the vast arid tracts of the Rajasthan deserts. Indian climate offers all varieties; namely, winter, summer, monsoon, autumn, spring – a clear manifestation of nature's different forms of joy. With its wide range of climatic conditions, the country has rich and varied vegetation, flora and fauna which few other countries of comparable size possess. India is an undisputed geographical unit, clearly separated from the rest of Asia by formidable natural barriers and boundaries, thus clearly defining it and giving it a natural identity and entity.

8. **Geographical Diversities**. India is a vast country so much so that even one of its states is bigger than many countries of Europe. But the whole country is well bounded by nature. The Himalayas or the adobe of snow is the source of the mighty rivers like Indus, Ganga and Yamuna. These perennial rivers irrigate extensive areas in the North to sustain the huge population of the country. The Indo - Gangetic plains lay next to Himalayas; fertile and prosperous, feeding bulk of the population. The Eastern and North Eastern part of India has hills with thick tropical forests, generally inhabited by people of Mongol origin divided into various tribes. The Western Desert provides a natural barrier for the free movement. The lack of rains in this region prohibits prosperity. Southern India is peninsular, jutting into the Indian Ocean and separates the Bay of Bengal in the East from the Arabian Sea in the West. On the periphery are the Indian Ocean, Bay of Bengal and Arabian Sea. Thus India is a unique land of geographical diversities.



Map showing Geographical Diversity



Northern Himalayan Region



The Western Desert



Indo-Gangetic Plains



Southern Coastal Plains

9. **History and Politics**. Vindhaychal and Satpura ranges in the Central India are a natural barrier between North and South India. Consequently, while North India took the brunt of invasions, South India generally remained insulated and independent from the rule of the invaders and settlers, including the sultans and mughals. Ironically, it was South India which paved the way for the European invaders who came in the garb of traders and decided to settle down and later rule this country, perhaps the only time when India as a whole was ruled by the invaders and settlers.

10. **Culture and Religion**. Today's Indian culture can be called a composite culture, which though predominantly a Hindu culture, comprises of myriad streams of other cultures that have, over a period of time, come and mingled into it and having enriched it, became a part of it, India has about 15 officially recognised languages and about 1652 dialects spoken by its vast populace. India has a dozen ethnic groups, seven major religious communities fragmented further into many sects, castes and sub-castes all living in its 88 socio-cultural regions. It depicts a varied life of people speaking different languages, having different belief, social values, in fact; a society comprising of many different societies, it is the world's oldest and largest plural society, the like of which human history has seldom known. The size and richness of the land has permitted all of them to live and flourish together.

11. Through the centuries, people from different parts of the world came and settled in it; some to establish trades, others to conquer and plunder, and still others to carve out empires and become permanent residents of the country. All these people who came were of different ethnic groups and brought in the distinct stamp of their own civilization and culture. Some of these people were Aryans, Mongols, Sakas, Kushans, Scythians and the Huns. Arabs, Afghans and Mughals came as invaders but became settlers and made India their homeland. The Europeans, predominantly Britishers, came as traders but became rulers. Different civilizations and cultures continuously inter-acted with each other and have given rise to the composite culture of today.

12. It has been most appropriately summarized in the work of the most famous Indian poet, philosopher and a thinker of recent times.

"The Aryan, the Non-Aryan, the Dravadian.
The Huns, the Pathans and the Moghuls.
They all have merged here into one body.
Today the West has opened its doors.
And from thence come gifts.
Giving and taking,
All will be welcome on the shores of Bharat,
Where men of all races have come together".

(Tagore : Bharat Tirtha)

13. India has all the major religions of the world. Hinduism, Islam, Christianity, Sikhism, Buddhism, Jainism, Zoroastrianism and a large number of other faiths and sects are followed and practiced here. At least four of these major religions were born in India. The co-existence of all these religions have been a special feature of Indian culture and religious activity. In India, the inner voice of the seers played an important role in shaping the destiny of land than the iron rod of the rulers. There are innumerable instances where rulers have, after winning major battles left everything in search of Truth. Lord Buddha, Lord Mahavira, Ashoka, the Great Bhatrihari, all important rulers who left their kingdoms in search of inner light for mankind and for seeking salvation. Similarly, seventeen hundred years before the arrival of Clive on the soil of India in 1751 A.D, a number of people believe that Christ visited India (or spent his childhood) during his early life. Whatever be it may, the underlying fact remains that a number of religions, though radically different in their ways have co-existed in this country since their very advent itself.

PART - II : FUNDAMENTALS OF UNITY IN DIVERSITY

14. India is a nation having great diversities. The people who inhabit this nation belong to different races, communities and castes. They reside in different geographical regions and speak different languages. They believe in and practice different religions and have varied life styles. But with certain shared fundamentals for national unity, the people of India can develop the feeling of oneness in spite of all these diversities. The main binding factor remains the constitution of India. There are several other institutions which are pillars of unity of the country. NCC, the premier youth movement of the country is true example of National Unity.

15. **Geographical Unity**. Undoubtedly, down through the ages India has maintained geographical unity. Even, the seers of the past had visualized it. The geographical location of Bharatavarsha had been described in the Vishnu Purana.

"Uttaram yat samudrasya

Himadreschaiva Dakshinam

Varsham tad Bharatam noma

Bharati Yatra Santatih"

It means- "The country that lies to the north of the ocean and to the south of the snowy mountains is called Bharata where dwell the descendants of Bharat." The kings of ancient India like Chandragupta Mourya, Asoka, Pushyamitra Sunga, Kanishka, Chandragupta II, Harsavardhan and others considered India as one geographical unit. In the medieval period Akbar, Shahjahan and others considered this land as a single entity and ruled over it. The British authorities also did the same thing.

16. After independence, India maintained and still maintains that uninterrupted geographical entity. Thus goes the popular saying – 'from Kashmir to Kanyakumari India is one'. The concept of 'Bharatmata' our national song 'Vande Mataram' and national anthem 'Jana-gana-mana' clearly project India as one geographical unit. The poets, philosophers, prophets, reformers had conceived this geographical unit of this land and to-day the Indians are preserving that ideal with all its sanctity.

17. **Spirit of Religious Unity.** Apart from Hinduism we have the followers of budhism, Jainism, Islam, Sikhism, Christianity and Parsees. But Hindus form the greater majority. There are, no doubt, different factions, sections and sub-sections but basically all Hindus believe in the theory of Dharma and Karma. The theory of rebirth, purification of soul, salvation, heaven and hell holds good for each and every one. We celebrate the festivals like Holi, Diwali, Christmas, Id, Buddha Jayanti, Mahavir Jayanti etc unitedly. This provides unity in diversity.

18. **Indian Philosophy.** Indian philosophy was developed on Indian soil and not borrowed from anywhere. This has blended the various cultures together. There are differences in overall conception of Gods and modes of worship. These changes have been gradual due to interaction of different groups. But the ultimate aim of achieving salvation and the fear of hell keeps them all bound together.

19. **Ethnic Coexistance**. A very important characteristic of Indian society is the coexistence of different ethnic groups. These groups formulated inter-group behavior. Hence there is no mutual interference as also no merging of their identity. There might be some drawback in our constitution such as separate provision for different castes; particularly the backward and scheduled castes and scheduled tribes but industrialization policy and agrarian reforms have generated a new inclusive culture. Members of different castes and communities and followers of different religions have come together in farms, factories and educational institutions. As a result different cultures have been blended together thereby bringing unity among them.

20. **Cultural Unity.** Cultural unity amidst various diversities is found in India. In spite of differences in language, religion, dress and manners, Indian culture is homogeneous. Many festivals like Holi, Diwali, Dashahara, Rakshabandhan, Eid, Christmas are observed throughout the country with their colourful lusture. Further, the Kumbhmela at Allahabad, Hardwar and Ujjain are attended by people from different parts of the country. Similarly many rites like birth-rite, funeral-rite etc. are observed throughout the country. The caste system, family sanctity, modes of offerings, several social ceremonies are celebrated almost in a similar manner in different parts of the country. Thus, the cultural unity in India amidst several diversities is a unique phenomenon. We have a cultural unity in India in as much as our philosophy of life; our customs, creeds and traditions are more or less, the same. The institution of marriage, the very foundation of a society, exists all over the country and most of the rituals and sanskars are similar everywhere.

21. **Social Unity.** It is a well known fact that Indian society is diversified. In dress, food-habit and customs, the northern Indians are quite different from the southern Indian people. However, there are certain common factors that guide all the societies of India. Treatment of guests, offering alms to beggars, to help others at the times of need, to show mercy to the poor, destitute and needy etc. are certain common practices found in every Indian society. The magnanimity of Indian society is well recognized by all the people of the world. For this greatness, the Indian society has received commendation from the tourists who came to visit India from abroad.

22. **Political Unity.** Article 1 of the Indian constitution speaks, “India that is Bharat shall be a union of states”. This political unity is not recent It had its origin in the long past. For the first time India was united under one umbrella by the redoubtable leadership of Chandragupta Maurya. Right from him, the concept of ‘Rajachkravartin’ or the Paramount Sovereign’ began to evolve and Asoka, Samudragupta, Chandragupta H, Harsavardhan, Akbar and many others maintained it.

23. Even after the British conquest of India, this political unity was maintained like today with uniform pattern of law, penal code, administrative works etc. everywhere inside the country. The concepts of ‘Dandasamata’ (uniformity of penalcode) and ‘vyavahara Samata’ (uniformity in judicial procedure) invoked by Asoka became the ideal for all the rulers of India. No Mughal rule, British rule or the present democratic set up of India could escape it. Thus, politically India remained one, remains one and will remain one in future.

24. **Emotional Unity.** Emotional unity plays its own part. The name of “Bharat Mata” brings us closer and closer together. In spite of different languages and dialects, sanskrit, the language of Vedas, brings us all together because sanskrit is the mother of all languages. The outstanding features of Indian culture responsible for bringing unity in diversity may be summarized as follows:

(a) We Indians lay emphasis on spirituality, not on material wealth.

(b) Religion has the most important place in India. We believe in Karma and Sanskar. Performance of duty is our religion.

(c) Religious tolerance is the unique feature of religions in India. Hence there is less difficulty in coexistence of followers of different religions.

(d) Hinduism which is practiced by majority of the population has the capacity to absorb all good cultures. It has either absorbed the immigrant cultures or has largely influenced them.

(e) We have a very broad outlook. We preach and follow religion and spiritualism without ignoring married life and worldly things.

(f) We firmly believe in freedom of thought and freedom of expression because such freedom enriches the culture which then becomes dynamic.

PART – III : RELEVANCE OF NCC IN NATIONAL INTEGRATION

25. NCC creates awareness amongst the youth about the diverse heritage of our country and fosters national integration. NCC cadets gain experience to live together and work in harmony with cadets of other states whom they have not known before. It helps in strengthening the unity as under:-

(a) **Ethics and Social Values.** These are very important values in day-to-day activities on the ground and are the essentials of personality. NCC helps to cultivate these values through which the spirit of unity and value of personal sacrifice are ignited in the minds of cadets.

(b) **Cultural and Traditional Values.** NCC organises various camps and group activities where ample opportunity is given to the cadets to closely watch the cultural and traditional shows of other regions. It provides the cadets with an opportunity to appreciate each other‘s uniqueness and cultivate friendship.

(c) **Discipline and Patriotism.** A cadet is trained to give selfless service to society and be available anytime for national cause. NCC can be described as the disciplined, trained and motivated young force available for national service. NCC provides assistance in various places as well as future leadership and participation in all walks of life.

CONCLUSION

26. It is the duty of each and every citizen of our country to strive for total unity despite of diversities in culture, language and religion. We must remember that there should be no divisions between any religion or community. We must be really proud of the various geographical and other diversities existing in the country. It is the duty of every individual to strive and work in their own respective capacity to respect and promote the diversity of the nation. There is only one India of which, we all Indians are inheritors. We are therefore - Indian first and Indians last.

LESSON PLAN : NI - 7

SLOGANS AND IMAGES OF NATIONAL INTEGRATION

Period - **Two**
Type - **Lecture**
Term - **SD /SW**

Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Slogans of National Integration	-	35 Min
	(c)	Images of National Integration	-	15 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. National slogans or images are intrinsic to the Indian identity and heritage. Indians across the world are proud of thier national symbols. They infuse a sense of pride and patriotism in every Indian's heart. A nation is a community which considers itself one. It is held together by many ties like territory, language, culture, economic inter dependence etc. Thus a nation is a large group of people, sharing the same culture, language or history and inhabiting a particular state or area. National slogans create major impact in the minds of adolescent children. It is one of the most effective methods of conveying a social message.

AIM

4. To acquaint the cadets about the National Integration through various images and slogans.

PREVIEW

5. The class will be conducted in the following parts:-

(a) Part I - Slogans of National Integration

(b) Part II - Images of National Integration

PART – I : SLOGANS OF NATIONAL INTEGRATION

6. A slogan is a form of verbal logo. A slogan sums up what one stands for, one's specially, the benefit, and commitment. It is especially useful to reinforce an identity. A slogan can prove to be more powerful than a logo. People can remember and recite the slogan while they are unlikely to doodle the logo. For more than 100 years, countries have used slogans in their freedom struggles or revolutions. Many countries have used appealing phrases to tell the world what makes their country unique or different.

7. Slogan is a memorable motto or phrase used in a political, commercial, religious or any other context as a repetitive expression of an idea or purpose. They usually leave an ever lasting impact on their directed audience. There were many famous Indian slogans, which have major contribution to India's independence and also during the post-independence phase.

“Jai Hind”- Subhash Chandra Bose



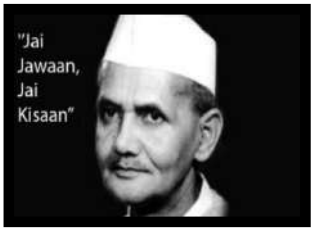
8. Subhash Chandra Bose is one of the most influential leaders of his time. He is popularly known as Netaji. “Jai Hind” was the first commemorative postmark of our independent country, now used as a slogan and salutation almost everywhere in India.

“Vande Mataram”- Bankim Chandra Chatterjee



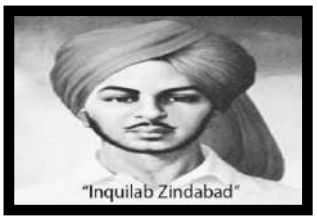
9. A poem from novel Anandmath by, Bankim Chandra written in 1882 in Bengali and Sanskrit. Being praise to the motherland, it has played a vital role in our freedom movement.

“Jai Jawan Jai Kisaan”- Lal Bahadur Shastri



10. This is a slogan that awakens the inner-most sentiments of patriotism in the hearts of Indians even in today. Acknowledging the efforts of our soldiers and farmers, this slogan gave a new dimension to the post independent progress of the country.

“Inquilab Zindabad”- Bhagat Singh



11. This slogan awakened the feeling of patriotism in the youth of India during those days. The urge to lay their lives for their motherland and to free her from the clutches of British, this slogan had a remarkable contribution in the fight for freedom.

“Swaraj Mera Janamsiddh Adhikar Hai, Aur Main Ise Le Ke Rahunga” – Bal Gangadhar Tilak



12. A popular slogan adopted by BalGangadharTilak was coined by Kaka Baptista in our fight for independence. Not only did this slogan motivate people to fight for their rights, but also provoked the love for country in the hearts of thousands of people.

“Sarfaroshi Ki Tamanna Ab Hamare Dil Me Hai ” -Ramprasad Bismil



13. A patriotic poem by Bismil Azimabadi, later used as a slogan by Ramprasad Bismil in the freedom struggle challenged the authority of British rulers. Enlightening the need of the hour, this slogan urged people to fight for what was right.

“Satyamev Jayathe”: Popularized by Pandit Madan Mohan Malaviya

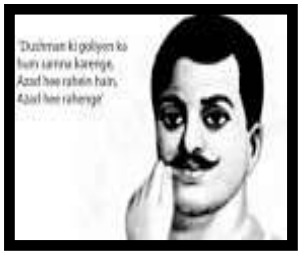
14. A slogan given by Pandit Madan Mohan Malviya. “Truth alone triumphs” is the literal meaning of the above slogan. It has not only been adopted as the national motto of India but is also inscribed in script at the base of our national emblem.

"Tum mujhe khoon do, mai tumhe azaadi doonga.": Netaji Subhash Chandra Bose



15. Urging the youth of India to join the Indian National Army in the struggle for independence of India, Netaji Subhash Chandra Bose used this slogan. This inspired thousands of young minds to sacrifice their lives for their motherland.

"Dushman ki goliyon ka hum samna karenge, Azad hee rahein hain, Azad hee rahenge": Chandra Shekhar Azad



16. The Jallianwala Bagh Massacre, that left hundreds of unarmed innocent people dead, lead to a profound effect on Chandra Shekhar Azad that made him use this slogan and fight for his country.

PART – II: IMAGES OF NATIONAL INTEGRATION

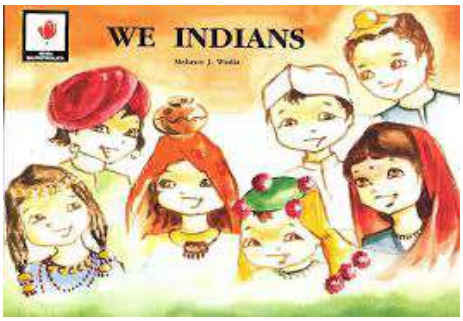
17. Some of the Popular images related to National Integration are as under:-









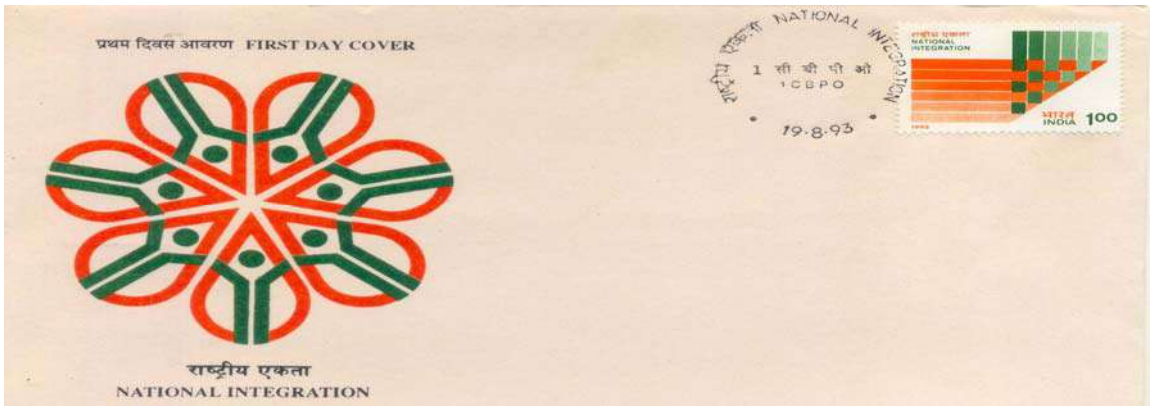












CONCLUSION

18. Images, posters and slogans have a lasting impression on the minds of people. Hence it is an important tool for promoting National Integration. The NCC Logo is in itself an excellent example of national integration and is true to its image.

LESSON PLAN : NI – 8

ROLE OF NCC IN NATION BUILDING

Period - **Two**
Type - **Lecture**
Term - **I (SD / SW)**

Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Role of Youth in Nation Building	-	35 Min
	(c)	Role of NCC in Nation Building	-	35 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. Nation state is considered as a group of people living in certain territory under one government. Nation building refers to all the efforts of the country and its people to stay united so that it can stay politically stable and peaceful which is essential for country's development. One of the major aims of NCC is to contribute towards nation building. NCC cadets being young and the future of the nation, have a special role and responsibility towards this sacred mission.

AIM

4. To acquaint the cadets about the role of National Cadet Corps in Nation Building.

PREVIEW

5. The lecture will be conducted in following parts:-

(a) Part I - Role of Youth in Nation Building.
(b) Part II - Role of NCC in Nation Building.

PART: I- ROLE OF YOUTH IN NATION BUILDING

6. Youth is the time of life when one is young, but often means the time between childhood and adulthood (maturity). Youth are defined as those aged between 15 to 29 in the National Youth Policy (2014). This age-group constitutes 27.5% of India's population. The 2011 Census counted 563 million young people from 10 to 35 years.



7. The youth of the nation are the backbone and the most powerful force within the nation. They are the hope of the future and can change the destiny of a country. History shows that the countries subjected to alien rule have without exception sought the help of youth in times of crisis. The youth have also been instrumental in the change of governments, whenever need for such a change was felt. They have always been in the forefront in the building of political, social and economic orders of society. Today's generation faces greater challenges in nation building due to the force and pressure of internal politics and external conflicts.

Contribution of Youth in Nation Building



8. The vision of our country lies in the hands of our youth. They are filled with tremendous energy and high ambitions. It will be a great wastage of human resources if the youth are not given an opportunity to exercise their talent. Youth is that spark which needs no ignition. The spirit of patriotism ignited by youth of our nation keep the country together. It has the power to defeat all separatist attempts by dishonest elements.

(a) **Political Measures.** Today's youth can contribute immensely to the politics of the ountry. If a nation does not rejuvenate its political leadership profile it would become old in thought and slow in action. The youth are the future leaders of a nation. The opportunity provided at educational level to contribute towards politics should be encouraged. The youth should learn and clean and meaningful politics. Then only the politics will be able to achieve greater national goals.

(b) **Security.** The nation today faces severe security concerns, both externally and internally. This problem can be solved only through proper channelizing of youth power in to the national main stream. The youth are the pulse and strength of the nation and their energy and their balanced approach can help in bringing stability to the nation and help in thwarting selfish designs of the enemy. The thoughts and actions of youth have the power to enhance internal and external security of the country.

(c) **Social and Cultural.** The youth have a special responsibility and should actively participate in the development plans of the nation. Youth should be acquainted with the major problems being faced by the country. They should study the basic problem of health, AIDS, environment, nutrition, lack of education, economic backwardness, ignorance and dowry-deaths. Our society is experiencing a constant change and faces the conflicting ideologies of the past vis-à-vis the West. Our past with a shadow of casteism, superstition and religious overture needs a balanced approach and the youth can play a very important role in educating the general public about the misnomers relating to superstition. They can encourage and ensure lateral, vertical and diagonal inter-mingling of people to mesh them into true citizens of India. They can establish good rapport with the people so as to involve them in active participation in social work which will help to make society a better place to live in. Also, the Indian society with a large percentage of youth in its population must be made aware of the various social and cultural developments happening in the country. Every kind of social change or social unrest is consequently giving rise to various complexities in the society. While searching the history it is clear that youth can only bring the positive changes required for any society.

PART – II : ROLE OF NCC IN NATION BUILDING



9. The nation is proud of National Cadet Corps and its activities in facilitating and moulding the character of the youth and contribution towards nation building. NCC has nurtured millions of young boys and girls as responsible, disciplined and motivated citizens of our country. NCC is an image of secularism and national integration and also espouses the ethos of nationalism thus strengthening the basic fibre of a strong India. NCC moulds the youth of today into worthy future citizens of the country.It has excellent credentials in transforming our youth, in building their character and inculcating in them a sense of duty, discipline and service to the nation.



10. The National Cadet Corps (NCC) holds a golden key for all-round growth and transformation of our youth. What began in the year 1917, as the University Corps, after many changes and overhauls through the years, has come to be known as the National Cadet Corps since November 1948. Today, with over 13.8 lac cadets, both boys and girls, from over 15700 colleges and schools, inclusive of those in remote and far flung areas, on its roll, the NCC is projected as the largest disciplined, uniformed youth organisation in the world. From a

modest beginning, the NCC has blossomed into a truly All India Corps, covering almost all the districts in our country, including the Andaman & Nicobar and Lakshadweep groups of islands. Its motto is 'unity and discipline'.

11. The NCC has been instrumental in imparting quality training to millions of boys and girls and developing the personality of our youth, many of whom have marched ahead in life and excelled in their chosen fields thereby, contributing immensely towards nation building and national integrity. Imbibed with the spirit of patriotism and selfless service, NCC cadets have been contributing towards strengthening forces of national unity, equality and secularism This is an ever ongoing process and the organisation remains committed to strive for its very best in this noble endeavour.

Cadet's Role

12. Every NCC Cadet as an individual can contribute substantially in the process of nation building by adopting the following measures: -

(a) **Contributing to Adult Education**. The cadets are trained on various subjects of national importance. This exposure helps the nation to have a trained pool of resources in imparting adult education in a country where illiteracy is widespread.

(b) **Social Service Activities**. One of the major roles of NCC is to provide social service towards the citizens of the country. NCC has adopted community development activities .One of the major aims of the National Cadet Corps (NCC) is to provide some effective social service towards the citizens of the country. NCC has adopted community development activities with the aim of absorbing amongst cadets selfless service toward the society, importance of self help, need to protect the environment and to assist weaker sections of the society towards their upliftment. This is done through various program aimed at helping out society and in the mean time building a zeal among the candidates towards helping out their society, community and country. The activities of the NCC towards social service may include:



(i) Tree plantation drives to ensure climatic balance.

(ii) Blood donation camps aimed at collecting blood to help out those in urgent need.

(iii) Campaigning against the Dowry in the form of different Rallies.

(iv) Pledge against Anti Female Infanticide.

(v) Anti Leprosy Drive to educate people about the disease and also giving information about cure

(vi) AIDS Awareness Rally to spread information about this disease and also giving information about some prevention tips.

(vii) Visits to Old Age Homes and spending some quality time there with senior citizens providing help in slum clearance.

(vii) Disaster Management & Relief at the time of war and epidemics

(c) **Promoting the National language**. As per the directive principles of Indian constitution Hindi as a national language must be promoted throughout the country without affecting other languages. It is effectively possible through the NCC Cadets because they are trained by Armed Forces personnel coming from different parts of the country.

(d) **Treating All Human Beings As Equal**. The motto of NCC is Unity and Discipline. The main part of its training focuses on building a better character for the individual. It will help the cadets to treat all human beings as equals irrespective of their caste, creed or colour.

(e) **Respecting All Religious Institutes**. India is a multi-religious country. It respects every religion. To keep the secularism moving, consistent effort is needed from the side of the youth. It is effectively done by NCC Cadets.

CONCLUSION

13. Youth is that spark which needs ignition and NCC is an ideal platform for its blossoming. Ever since its inception, the NCC has made immense contributions towards nation-building and promotion of social harmony in our country. NCC as an organisation has unified the youth, not only of our country, but has made significant efforts to interact with the youth of other countries through YEPs. Nation will be ever grateful to its youth and NCC for their immense contribution towards nation building.

LESSON PLAN : NI – 9

NCC AND NATIONAL INTEGRATION

Period - **Two**
Type - **Lecture**
Term - **SD /SW**

Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.

(a)	Introduction	-	05 Min
(b)	Republic Day Celebrations	-	20 Min
(c)	Republic Day Camp	-	30Min
(d)	National Integration Camp(NIC) and SNIC	-	20 Min
(e)	Conclusion	-	05 Min

INTRODUCTION

3. National integration is the awareness of a common identity amongst the citizens of a country. It means that though we belong to different castes, religions and regions and speak different languages we recognize the fact that we are all one. National festivals act as an important unifying force. Independence Day, Republic Day, Gandhi Jayanti etc are festivals that are celebrated by all Indians and in all parts of the country, regardless of language, religion or culture. They remind us of our common nationality. On Republic Day we stress on the importance of showing proper respect to the nation. Republic Day Camp of NCC provides ample opportunities to the youth of the country to meet and share their respective cultures and ultimately helps in the promotion of national integration.

AIM

4. To acquaint the cadets about case studies on National Integration efforts in NCC.

PREVIEW

5. The lecture will be conducted in following parts:-

(a)	Part I	-	Republic Day Celebrations
(b)	Part II	-	Republic Day Camp
(c)	Part III	-	National Integration Camp (NIC) and SNIC

PART – I : REPUBLIC DAY CELEBRATIONS



6. Republic Day honors the date on which the Constitution of India came into effect. The day, 26 January was chosen as the Republic day because it was on this day in 1930 when Declaration of Indian Independence (Purna Swaraj) was proclaimed by the Indian National Congress as opposed to the Dominion status offered by British regime.

7. Republic Day parade is the largest and most important parade that marks the Republic Day celebrations in India. The parade takes place every year on 26 January at Rajpath, New Delhi. It is the main attraction of India's Republic Day Celebrations, which

extends for three days. The parade showcases India's defence capability and its cultural and social heritage. The whole nation comes together every year on 26 January to salute the sacrifices and struggles of freedom activists and those who participated in building India's constitution.

8. Republic Day represents the true spirit of independent India. Flag hoisting ceremony, military parades, display of military equipments are few moments that the people of India cherish on every Republic Day.



9. To mark the importance of the Republic Day, every year a grand parade is held in the capital, New Delhi. Prior to its commencement, the Prime Minister lays a floral wreath at the Amar Jawan Jyoti, a memorial to fallen soldiers at the India Gate at one end of Rajpath, which is followed by two minutes silence in the memory of fallen soldiers. It is a solemn reminder of the sacrifice of the martyrs who died for the country in the freedom movement and the succeeding wars for the defence of sovereignty of their country. Thereafter the PM reaches the main dais at Rajpath to join other dignitaries, subsequently the President arrives along with the chief guest of the occasion.

10. The president unfurls the National flag, as the National Anthem is played, and a 21-gun salute is given. Important awards like the gallantry and non-gallantry awards are presented by the President, before the regiments of Armed Forces start their march past. The President comes forward to award the medals of bravery to the people from the armed forces for their exceptional courage in the field and also the civilians, who have distinguished themselves by their different acts of valour in different situations. Children who receive the National Bravery Award ride past the spectators on colourfully decorated elephants or vehicles.







11. Different regiments of the Indian Army, Navy, and Air Force with their bands march past in all their finery and official decorations. The President of India who is the Commander- in - Chief of the Indian Armed Forces, takes the salute. Contingents of various para-military forces of India and other civil forces also take part in this parade. One of the unique sights of the parade is the camel mounted Border Security Force contingent, which is the only camel mounted military force in the world. The best N.C.C. cadets, selected from all over the country consider it an honour to participate in this event. Floats exhibiting the cultures of the various states and union territories of India, including floats of union ministries and state enterprises are in the grand parade, which is broadcast nationwide on television and radio. These moving exhibits depict scenes of activities of people in those states and the music and songs of that particular state accompany each display. Each display brings out the diversity and richness of the culture of India and the whole show lends a festive air to the occasion. Around 1200 schoolchildren present cultural dances as part of the parade. The parade traditionally ends with dare devil motor cycle riding by motorcycle units of the Armed Forces and a flypast by the Indian Air Force jets and helicopters carrying the national flag and the flags of the three services.

12. The Beating Retreat ceremony officially denotes the end of Republic Day festivities. It is conducted on the evening of 29 January, the third day after the Republic Day. It is performed by the bands of the three wings of the military, the Indian Army, Indian Navy and Indian Air Force.

PART - II : REPUBLIC DAY CAMP

13. All India Annual NCC Republic Day Camp held in January every year is an event of National importance and National integration. The activities of the cadets and officers attending the camp are observed with keen interest by various dignitaries and participants in the camp. The programme is widely covered by the international and national media. Also the international participants in the camp carry indelible memories of their stay and association with their Indian counterparts.

14. This camp is attended by cadets from all wings of NCC Directorates selected on the basis of their skill, proficiency and capabilities on various competitions and events. The camp witnesses the presence of cadets from all 17 Directorates of the country. They share their culture, traditions, customs etc, informally and also through National Integration Awareness Programme which is a competition held as part of the Camp. The culmination of activities is the Prime Minister's Rally during which Banner to the Champion NCC Directorate and awards to All India Best Cadets of each Wing are awarded.







15. The Camp is intended to:-

(a) Project the best of NCC to the national leaders and people.

(b) Conduct Inter-Directorate Competitions to determine the winner of Inter Directorate Championship Banner and All India Best Cadets of all Wings.

(c) Select and train NCC Marching Contingents to participate in the Republic Day Parade at Rajpath on 26 January and Guard of Honour for the Vice President, Prime Minister and other dignitaries.

(d) Foster spirit of national unity among the cadets through exchange of cultural programmes and national integration awareness programmes.

16. The aim of the Republic Day Camp is to enhance the self-confidence of cadets, deepen their value systems and provide an exposure to the rich culture and traditions of our nation and the important events that take place at the National Capital during the Republic Day. The camp portrays a reflection of 'Mini India'. Basic qualities developed among the cadets through RDC are:-

(a) **National Integration**. It helps to inculcate sense of national unity. By interacting with cadets from different parts of the country cadets will come to know the basic ideology and culture where India stands. It helps the nation in creating a pool of citizens to spread the message of national unity which subsequently helps in national integration.

(b) **Cultural Exchange**. The camp sensitizes cadets on the diverse culture of India. Basic understanding of cultural differences will help in overcoming negative sentiments developing in the nation due to cultural imitation.



(c) **Social Awareness & Community Development**. It basically sensitizes the cadet towards society and teaches cadets the values and skills involved in providing voluntary social service. Scope of this program includes understanding of social service and its needs, knowledge about the weaker sections of our society and their requirements, about NGOs and contribution of youth towards social welfare. Social Service activities are structured to inspire and encourage the cadets to participate voluntarily towards improvement of their physical and social environment and channelize their energies in the task of nation building. The social service and community development activities

include Swachh Bharat Abhiyan, Tree Plantation, Anti-Drug Rally, Cancer Awareness, Disaster Relief, Blood Donation, Beti Bachao Beti Padhao, AIDS Awareness, Care for the Blind, Traffic Control and other similar relevant contemporary social issues. The objectives of Social Service are as follows:-

(i) To teach the cadets the dignity of labour and to create in them an interest in constructive work which will be helpful in community development.

(ii) To set an example of selfless service and team work.

(iii) To give a lead in organized work, with a view to utilizing to the maximum possible extent the available unused time, energy and other resources of our people and direct them in various fields of social and economic activity.

(d) **Leadership**. To develop an all-round dynamic personality with adequate leadership traits to deal and contribute effectively in all walks of life. It improves self-awareness of a cadet and helps in building up interpersonal relationship, positive attitude, improves communication skills, time management, leadership skills, realization of importance of teamwork etc.

PART : III - NATIONAL INTEGRATION CAMP(NIC) AND SPECIAL NATIONAL INTEGRATED CAMP (SNIC)



17. National Integration Camps and Special National Integration Camps are conducted to make cadets understand and value the rich heritage of cultures that forge unity despite the diverse languages, traditions and religions of our country. These camps are conducted on an all India basis and help bridge the cultural gap among various states of India. NIC aims to propagate national integration among cadets and society. 37 National Integration Camps are conducted every year in different parts of the country. In addition, six Special NICs are conducted regularly at Leh, Nagrota (J&K), Chakabama (NER, Nagaland), Srinagar, Lakshdweep and Port Blair. Various activities that are conducted to promote National integration among the cadets are: state awareness programme, debates, quiz competitions, demonstrations, cultural presentations etc which help the cadets in understanding the nation of its rich diversity.



(a) **Cultural Programmes**: Cultural exchange is one of the prominent attractions of Special National Integration Camp. Understanding of the common historical and cultural heritage of the country as symbolized in historical monuments, cultural forms and the way of life of the people. It promotes the spirit of national integration and communal harmony among the youth in particular and among the masses in general through different creative and innovative cultural activities.



(b) **Awareness Programmes**. Familiarization with the environment, family life, social customs, etc. of the people living in different parts of the country is the main theme of awareness programmes.

(c) **Quiz Competitions**. The idea behind this competition is to promote knowledge based initiatives among the youth and to excel in a knowledge based economy. The concept of National Integration, spirit of communal harmony, brotherhood, courage and adventure are being propagated in this competition.

(d) **Demonstrations on National Unity.** Appreciation of the vastness of the country, its varied customs and traditions and yet the basic oneness which should instill in participants a sense of pride in being an Indian and to inculcate a feeling of communal harmony among youth.

CONCLUSION

18. NCC is the premier organisation which nurtures the youth of our nation. Unity and discipline is the motto of NCC. A large number of camps are conducted by NCC where cadets from different parts of the country get together. Republic Day Camp is the most important one that promote national integration. Direct interaction among the cadets from different parts of the country helps in forming a better understanding on India. The role of NCC in this regard is incomparable because of its great contribution towards the process of national integration.



SUMMARY

- Indian civilization is one of the oldest civilizations in the world.
- Scriptures in the Indian culture that helped us in formulation of Indian heritage are:-
  - Vedas
  - Ramayana
  - Bhagwat Gita
  - Quran
  - Guru Granth Sahib
  - Bible
- The customs and traditions of India though varied, has a binding force in them.
- Various races migrated to India from time immemorial such as Negrito race, Proto-Australiod Race, Dravidian Race, Aryan Race, Muslim Race, Influence of the British, etc.
- Major Religions of India are Hinduism, Islam, Christianity, Jainism, Buddhism and Sikhism
- All the festivals of India can be divided into National Festivals (eg: Republic Day, Independence Day and Gandhi Jayanti), Religious Festivals (eg: Diwali, Gurupurab, Eid-al-Fitr, Dussehra, Budh Purnima, Christmas, Mahavir Jayanti, etc) and Social Festivals (eg: Holi, Raksha Bandhan, Lohri, Onam, Bihu, etc).
- Important National Days are National Youth Day (12 January), Army Day (15 January), Republic Day (26 January), Independence Day (15August), Teacher's Day (05 September), Gandhi Jayanti (02 October), Unity Day (31 October), Children's Day (14 November), Flag Day (07 December) and Vijay Diwas (26 July).
- The British rule in India was threatened by the 1857 First War of Independence.
- Harsh British policies caused anger and subsequently led to 1857 First War of Independence. Causes of the First War of Independence were as following:-
  - Political cause
  - Economic cause
  - Military cause
  - Social cause
  - Direct cause
- The 1857 First War of Independence was defeated and the British Government decided to strengthen their rule by changing their policy.
- The leadership of the freedom movement passed into the hands of reformists like Raja Rammohan Roy, Bankim Chandra and Ishwar Chandra Vidyasagar.
- Important Nationalist movements of Indian freedom strggle.
  - Formation of Indian National Congress (INC) in 1885 marked the entry of new educated middle-class in to politics and transformed the Indian politics.
  - Swadeshi movement in 1906 reached out to common man and strengthened the freedom struggle.

- Jalianwala Bagh Massacre of 13 April 1919 was the most inhuman act by British, where thousands of innocent people were killed.

- The Non-Cooperation movement started under the leadership of Mahatma Gandhi in September 1920.

- The British appointed Simon Commission in 1927 which was strongly opposed by Indians, as there was no Indian in this commission of seven members. Processions and demonstrations were carried out against the commission. Polish carried out lathi charge on one of the demonstration in Lahore, where Lala Lajpat Rai sustained serious injuries and later died.

- Mahatma Gandhi led the Civil Disobedience Movement in December 1929.

- Mahatma Gandhi Started Quit India Movement in August 1942.

- India became a free nation at the stroke of midnight on 14 August 1947. We celebrate our Independence Day on 15 August.

- India has produced great leaders who have shaped the destiny of the nation and even the world.

- Leaders like Bal Gangadhar Tilak, Mahatma Gandhi, Bhagat Singh had a great impact on the people of the country.

- Indian Constitution was adopted by the constituent assembly on 26 November 1949 and came into effect on 26 January 1950.

- Dr B R Ambedkar is the architect of Indian constitution.

- Indian constitution is the longest and most detailed written constitution in the world.

- Fundamental Rights are the basic rights that every Indian citizen has the right to enjoy, irrespective of their caste, creed and religion, place of birth, race, color or gender.

- The enjoyment of Fundamental Rights is conditional on the satisfactory performance of Fundamental Duties.

- Directive Principles of State Policy are enshrined in part IV of the Indian Constitution ranging from Article 36 – 51.

- The National Flag of India is a horizontal tri-colour of deep saffron at the top, white in the middle and dark green at the bottom in equal proportion. It was designed by freedom fighter Pingali Venkayya.

- The ratio of the width to the length of the flag is two is to three.

- In the centre of the white band is a wheel with 24 spokes in navy blue to indicate the Dharma Chakra-the wheel of law inscribed on the Ashoka pillar at Sarnath.

- National Emblem of India has the motto of "Satya meva Jayate" – Truth alone triumphs.

- Rabindranath Tagore wrote India's National Anthem.

- National Song Vande Mataram is composed by Bankim Chandra Chatterji.

- National symbols of India depict the country’s image. Important among the symbols are:-

  - The National Animal - Tiger
  - The National Flower - Lotus
  - The National Tree - Banyan
  - The National Bird - Peacock
  - The National Fruit - Mango.

- National integration means a feeling of togetherness and unity among the people of a country.

- National integration creates an atmosphere in which people from different castes, religions and regions live together in harmony.

- The deteriorating law and order situation in the country makes us realise the necessity of National Integration.

- National Integration assumes a greater importance in a democracy like ours. India has always been a centre of attraction for people from all over the world.

- Factors affecting National Integration are Cultural Aspects, Political Motives, Lack of Education, Communalism, Casteism, Regionalism, Linguistic Fanaticism, Social Disparity, Economic Inequalities, Ethnic Conflicts, Tribal Identity, Corruption and Lack of Character.

- Measures to achieve National Integration are Philosophy of Integration, Culture as a Unifying Factor, Promotion of Secularism, Role of Politics, Ethnic Heterogeneity, Dignity of Individuals, Socio-Economic Reforms, Education, Indian History, National Language, Nationalism and Patriotism, Proper Use of Media, Political and Administrative Measures.
- India is a country full of diversities.

- Geographical, historical, political, religion and cultural diversity.
- Her people belong to different races, religions, castes and creeds with specific cultures of their own.

- In spite of differences and diversities, there is a definite underlying unity among all the Indians. Fundamentals of unity in diversity are Geographical unity, religious unity, cultural unity, social unity, political unity and emotional unity.

- Famous Indian slogans, which have major contribution to India's independence and also during the post-independence phase are:-

    - “Jai Hind” by Subhash Chandra Bose.
    - “Vande Mataram” by Bankim Chandra Chattergee.
    - “Jai Jawan Jai Kisaan” byLalBahadurShastri.
    - “Inquilab Zindabad” by Bhagat Singh.
    - “Swaraj Mera Janam siddh Adhikar Hai, Aur Main Ise Le Ke Rahunga” byBalGangadharTilak.
    - “Sarfaroshi Ki Tamanna Ab Hamare Dil Me Hai ” by Ramprasad Bismil.
    - “Satyamev Jayate” by Pandit Madan Mohan Malviya.
    - “Tum mujhe Khoon do Main tumhe azaadi dunga” by Netaji Subhash Chandra Bose.
    - “Dushman ki goliyon ka hum samna karenge, Azad hee haim, azad hee rahenge” by Chandra Shekhar Azad

- Every NCC Cadet as an individual can contribute substantially to the process of nation building by adopting the following measures:-
    - Contributing to Adult Education.
    - Acting as Social Ambassadors.
    - Promoting the National language.
    - Treating All Human Beings As Equals.
    - Respecting All Religious Institutes.

- Various activities performed during in Republic Day at national level and activities performed by NCC cadets in Republic day Camp, National Integration Camp and Special National Integration Camp promote Nation Integration at national level.

Comprehension Questions:

Q.1. Answer the following in about 15 words:

(a) Name the scriptures which contributed to the formulation of Indian Heritage?

(b) How did the arrival of people of different races affect the indigenous culture of India?

(c) Name all the major religions practiced in India?

(d) When was First War of Independence fought against the British?

(e) When did Simon Commission come to India?

(f) Write the preamble as it is presented in the Constitution of India?

(g) Who designed the National Flag of India?

(h) What do you understand by National Integration?

(i) Why has national integration assumed greater importance in recent years? Give one reason.

(j) Which is one of the prime organisations of the country working in the field of national integration and how?

(k) What is the duty of each and every citizen with respect to National Integration?

(l) What do you understand by geographical diversity of India?

(m) Define the term 'Slogan'?

(n) How do we celebrate Republic Day in India?

Q.2. Answer the following in about 50 words:

(a) Write a note on the oldest race reaching India, according to J H Huntton.

(b) What was the influence of Dravidian race on the Indian worship methods?

(c) What was the contribution of Proto- Australoid Race in the Indian religious field? Write any three points.

(d) Which race made the greatest contribution towards the development of Indian culture and how?

(e) Explain the Nationalist movement which led to the independence of India?

(f) Write short note on Quit India Movement?

(g) Briefly explain the National Emblem of India?

(h) How does national integration provide strength to fight against all divisive forces?

(i) What are two most important ingredients of national integrity, survival and prosperity of any nation?

(j) Explain the concept of National Integration in detail with the help of examples from day to day life?

(k) What are the fundamentals of unity in diversity in India?

(l) Explain any two important National slogans?

(m) What are the roles of NCC towards nation building?

(n) Explain about Republic Day Camp in New Delhi.

Q.3. Answer the following in about 75 words:

(a) Write a short note on Civil Disobedience Movement, Non-Cooperation Movement and Quit India movement.

(b) Write a short note on Simon Commission.

(c) List out all the Fundamental Rights that are enjoyed by every citizen of India and explain each of them?

(d) Give out the Flag code of India – 2012.

(e) Why do we say that National Integration does not mean uniformity? Write three points justifying the statement.

(f) Which three factors led to the realization of the necessity of National Integration?

(g) What is the relevance of NCC in unifying India and what are the important ingredients of national unity?

(h) Write the various programmes and competitions conducted during National Integration Camp.

Q.4. Answer the following in about 150 words:

(a) 'All religions spread the message of love and peace?' Substantiate your answer with the help of suitable examples from different religions.

(b) Make a comparison of Proto-Australoid and Dravidian influence on the Indian religious field with reference to gods and ways of worship.

(c) Discuss the Fundamental Duties mentioned in the Indian Constitution?

(d) 'The realization of the importance of National Integration in itself is a step in the desired direction'. Explain the statement with the help of suitable examples.

(e) Why is National Integration necessary in a country like India? Cite suitable examples.

(f) What were the reasons for failure of the First War of Independence?

(g) How National Integration Camp Promotes National Integration?

Q.5. Answer the following in about 250 words:

(a) 'British influence on Indian culture has left a positive impact in many ways'. Elaborate.

(b) 'Indian festivals, customs and traditions unify the people of our nation'. Explain and substantiate your answer with the help of suitable examples.

(c) Why National Integration is a basic necessity? Explain any five reasons in detail.

(d) How do national flag, national emblem, national anthem and national song promote National Integration? Explain.

(e) What were the causes of the First War of Independence?

(f) Give out the role on NCC in Nation building.

Let's Discuss:

6. HOTS (Higher Order Thinking Skills):

(a) 'Religion should never be mixed with the political affairs'. Critically Analyse the statement in present day perspective, with the help of suitable examples.

(b) 'The deteriorating law and order situation in the country makes us realize the necessity of national integration''. What are your views regarding the said statement and how far you agree with it and why?

7. Group Activities:

'National Integration is the need of the hour for India'. Organise an inter class/intra class/ inter house debate on the motion.

8. Other Suggested Activities:

(a) Celebrate National Integration Day in your school. Students may come dressed in various traditional costumes, perform a dance/sing a song and speak a few lines on the race/religion/state they are representing. Movie shows/debates/discussion/speeches may also be organized.

(b) A number of people worked very hard to help India attain its freedom. Enact the roles of some famous freedom fighters. Time limit 1-2 mins each.

(c) Conduct an intra-class/inter class quiz about India's freedom struggle.

9. Research activities:

Research on the reformists like Raja Rammohan Roy, Ishwar Chandra Vidyasagar, and Swami Vivekananda. Tell the class or speak in the assembly about their role in the eradication of various social evils.

UNIT 3: DRILL

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UNIT 3 : DRILL

Content	Comprehension	Analysis	Synthesis	Evaluation
Foot Drill	Understanding of foot drill as base for discipline and to command a group of people for common goal.	Learn the different instructions to be followed by a cadet during foot drill.	Appreciate the smartness in performance of correct foot drill.	Comprehension questions, individual drill and squad drill.
Arms Drill	Be aware of arms drill as foundation for obedience and to be in charge of a group of people for common objective.	Know the various commands to be followed by a cadet during arms drill.	Value the elegance and pride doing the arms drill.	Comprehension questions, individual drill and squad drill.
Ceremonial Drill	Acquire knowledge of various type of ceremonial drill and words of command.	Able to understand the various commands by a cadet during ceremonial drill	Imbibe the value of smartness on parade through ceremonial drill.	Comprehension questions, individual drill, squad drill and ceremonial drill.

LESSON : FD 1

DRILL KI AAM HIDAYATEN AURWORDS OF COMMAND

Period - **One**
Type - **Lecture and Practice**
Term - **I (SD/SW)**

Training Aids

1. Drum and drummer, Pace and stick, Angle board, Back stick, Ghadi (samay suchak).

Time Plan

2. (a) Drill Ki Aam Hidayaten - 20 Min
(b) Words of Command - 20 Min

BHUMIKA

3. Shuru shuru mein fauj ke andar, drill ki sikhlai Germany ke Major General Dral ne 1666 mein shuru kiya tha, is uddesh ko samne rakhte hue ki, faujon ko control karne ke liye drill hi ek aisa zariya hai, jisse discipline, turnout aur team spirit ki bhavna lai ja sakti hai. Yeh pichli ladaion se sabit ho chuka hai ki, ladai ke maidan mein discipline ki buniyad rakhne mein, drill ne kafee sahyog diya hai.



TARTIB

4 Is lesson ko do bhagon mein chalaya jayega:-

(a) Bhag I - Drill ke aam Hidayaten.

(b) Bhag II - Words of Command.

BHAG I: DRILL KI AAM HIDAYATEN

5. **Drill Ki Paribhasha**. Kisi procedure ko kramwar aur uchit tarike se karne ki karyawahi ko **DRILL** kehte hain.

6. **Drill ke Prakar**. Drill do prakar ki hoti hai:-

(a) **Open Drill**. Open drill field mein kiya jata hai.

(b) **Close Drill**. Close drill peace mein rahte hue, parade ground mein kia jata hai



NCC CADETS DWARA PARADE GROUND MEIN DRILL

7. **Drill Ka Maksad.** Drill ke nimnlikhit maksad hote hain:-

(a) Drill discipline ki buniyad hai.

(b) Drill se milkar kaam karne ki aur hukm manne ki aadat parti hai.

(c) Drill officers, JCOs aur NCOs ko command aur control sikhati hai.

(d) Drill dress pahanna aur chalna phirna sikhati hai.

(e) Drill ko dekh kar kisi unit ke discipline aur morale ka pata lagaya ja sakta hai.



8. **Drill Ke Usul**. Drill ke teen usul hain:-

(a) Smartness (furti).

(b) Steadiness (sthirta).

(c) Coordination (milkar kaam karna).

9. **Foot Drill Ke Usul.** Shoot the foot forward (paon ko teji se aage nikalna).

10. **Drill Mein Buri Adaten**. Drill mein buri adaten is prakar se hain:-

(a) Aankh ka ghumana (rolling of eyes).

(b) Koodna aur fudakna (hopping and jumping).

(c) Paon ko ghasit kar chalna (dragging of foot).

(d) Arion ko takrana (clicking the heel).

(e) Boot mein angulion ko harkat dena.

BHAG II: WORDS OF COMMAND

11. Ek sahi word of command nirbhar karta hai awaz ki “tone aur pitch” pe. Durust word of command “clear aur unchi awaz” mein diya jata hai, taaki uska turant amal kiya jaye. Ek ache word of command dene ke liye nimnlikhit baten zaruri hain:-



(a) **Loudness (Swar)**. Word of command ki loudness is baat pe nirbhar karta hai ki word of command kitne logon ko diya ja raha hai ya unki duri kitni hai. Word of command dene ke liye, commander apne aap ko squad ki samne, bichon bich unki taraf muh kar ke khada ho kar diya jata hai. Word of command hamesha – savdhan position mein diya jata hai.

(b) **Clarity (Safai)**. Jeeb (Tongue), lips aur danton ka sahi talmel ke saath clear word of command diya jae. Sust word of command squad mein teji nahi paida karega.

(c) **Pitch**. Durust word of command ke liye sahi pitch ka hona zaruri hai.

(d) **Timing**. Word of command ki sahi timing uske turant amal ke liye bahut hi zaruri hai.Ek word of command ke do bhag hoten hai ‘cautionary’ aur ‘executive’.Cautionary aur executive ke bich char (four) tej kadam ka fasla hona chahiye. Tej chal mein, cautionary word of command, baen pair se shuru hota hai.

12. **Words of Command**. Drill mein nimlikhit words of command diye jaten hain (Byan ke saath namuna):-

(a) Savdhan aur Vishram.

(b) Dahine Mud ya Baen Mud.

(c) Piche Mud ya Aage Mud.

(d) Dahine Dekh ya Baen Dekh.

(e) Tej Chal ya Dhire Chal aur Tham.

(f) Khuli Line Chal ya Nikat Line Chal.

(g) Line Ban, Saj ja ya Visarjan.

(h) Dahine Salute, Baen Salute ya Samne Salute.

13. **Abhyas**. Ustad words of command ka ek ek kar ke abhyas karaye.

LESSON PLAN : FD 2
SAVDHAN, VISHRAM, AARAM SE AUR MUDNA

Period - **One**
Type - **Lecture and Practice**
Term - **I / II (SD/SW)**

Time Plan

1.	(a)	Savdhan, Vishram, Aaram Se	-	20 Min
	(b)	Khade Khade Mudna	-	20 Min

UDDESH

2. Khaali haath drill mein Savdhan, Vishram, Aram Se aur Khade Khade Mudna ki karyawahi sikhana hai.

TARTIB

3. Yeh sabak do bhagon mein chalaya jayega:-

(a) Bhag I - Savdhan, Vishram, Aaram Se – Bayan va Namuna.

(b) Bhag II - Khade Khade Mudna – Bayan va Namuna.

BHAG I : SAVDHAN, VISHRAM AUR ARAM SE

Savdhan

4. Jab drill ki koi bhi harkat karni ho toh hamesha savdhan position se hi shuru hoti hai. Iske alawa, apne se senior ke saath baat karni ho to, savdhan position se hi baat ki jaati hai.

5. **Bayan se Namuna**. Jab word of command milta hai ‘Savdhan’ toh baen paon ko 6 inch uthate hue dahine paon ki aaedi ke saath baen paon ki aaedi milaen. Jab baen paon zameen par lagta hai to shout karen ‘ek’. Savdhan position mein dekhne ki baten.

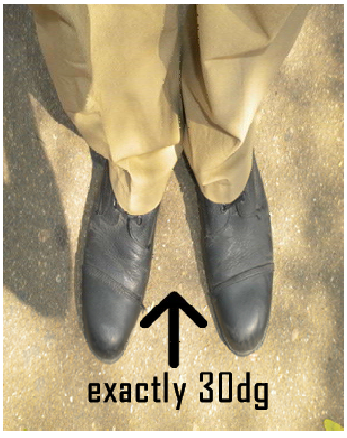
(a) Dono aaedian mili hui aur toe ka angle 30 degree.

(b) Dono ghutne kase hue hon.

(c) Dono baju dahine aur baen taraf pant ki silai ke saath mile hue aur mutthi kudrati taur par bandh ho.

(d) Pant kheencha hua, chhati uthi hui, kandhe pichhe kheenche hue, gardan collar ke saath mili hui, chin upar aur nigah samne.







Vishram Aur Aram Se

6. Jab senior ke saath baat khatam kar lete hain to, Vshram ki karyawahi ki jaati hai ya drill ki harkat khatam hone par Vishram aur Aram se ki karyawahi karte hain.

7. **Bayan se Namuna**. Jab Savdhan position se word of command milta hai 'Vishram' toh baen paon ko 6 inch upar uthate hue, 12 inch door lejate hue zamin par rakhen aur, saath hi, dono bajuon ko pichhe le jaen, bayen haath niche aur dahina haath upar se pakden aur shouting karen 'ek'. Is position mein dekhne ki baten:-

(a) Dono aaedion ke beech 12 inch ka fasla.

(b) Dono ghutne kase hue.

(c) Dono haath pichhe bandhe, Bayen haath niche aur dahina haath upar se, angulian niche ki taraf, dahina angutha baen anguthe ke upar se.

(d) Badan ka bojh dono paon par.





8. **"Aram se"** ke word of command par, kamar ke upar wale hisse ko dheela Karen lekin, paonse harket nahin hogi.

BHAG II : KHADE KHADE MUDNA

Dahine Mudna

9. Jab hum ek jagah par khade hon aur 90 degree par dahine taraf apni simmat aur formation ki badli karni ho toh "Dahine Mud" ki karyawahi ki jati hai.

10. **Ginti aur Bayan se Namuna**.

(a) Jab savdhaan position se word of command milta hai ginti se mudna "dahine mud ek" toh is word of command par dahine paon ki aaedi aur baen paon ke panje par dahine taraf 90 degree teji se ghoom jayen aur shout karen 'ek' . Is position mein dekhne ki baten dahina paon pura zameen par laga hua aur, badan ka bojh dahine paon par, baen paon ka panja zameen par aur aedi uthi hui, dono tangen kasi hui hon.



(b) Jab word of command milta hai 'do' toh is word of command par baen paon ko 6 inch upar uthate hue dahine paon ke saath savdhaan position mein lagaen aur shout karen do'. Is position mein dekhne ki baten - Dahine taraf 90 degree par simmat ko badli ki hue ho.

Baen Mudna

11. Jab ham ek jagah par khade hon aur 90 degree par baen taraf apni simmat aur formation ki badli karni ho toh “baen mud” ki karyawahi ki jaati hai.

12. **Ginti aur Bayan se Namuna**.



(a) Jab Savdhan position se word of command milta hai “ginti se mudna baen mud ek” toh is word of command par baen paon ki aaedi aur baen paon ke panje ki madad se 90 degree, teji se ghoom jayen aur shouting karen ‘ek’. Is position mein dekhne ki baten - badan ka bojh baen paon par aur bane paon pura zameen par laga hua ho, dahine paon ka panja zameen par aur aaedi uthi hui ho, dono tangen kasi hui.

(b) Jab word of command milta hai ‘do’ toh dahine paon ko 6 inch upar uthate hue baen paon ke saath savdhaan position mein lagaen aur shouting karen ‘do’. Is position mein dekhne ki baten - baen taraf 90 degree par simmat ko badli kiye hue ho.

Pichhe Mudna

13. Jab ham ek jagah par khade hon aur, 180 degree par piche ki taraf apni formation ko kayam rakhte hue simmat ko badli Karen toh “pichhe mud” ki karyawahi ki jaati hai.

14. **Ginti aur Bayan se Namuna**.



(a) Jab Savdhan position se word of command milta hai “ginti se mudna pichhe mud ek” toh is word of command par dahine paon ki aaedi aur baen paon ke panje par 180 degree par teji se ghoom jayen aur shouting karen ‘ek’. Is position mein dekhne ki baten - dahina paon pura zameen par laga hua, badan ka bojh dahine paon par, baen paon ka panja zameen par aur aaedi uthi hui. Dono tangen kasi hui aur thai muscle apas mein mile hue.

(b) Jab word of command milta hai ‘do’ toh baen paon ko 6 inch upar uthate hue dahine paon ke saath savdhan position mein lagaen aur shouting Karen – ‘do’. Is position mein dekhne ki baat - 180 degree par simmat ko badli ki hui ho aur baki position savdhan.

Aadha Dahine Aur Baen Mudna

15. Jab khade khade squad se salute ka abhyas karwana ho ya iske alawa dahine/baen squad banana ho ya disha badal ki karyawahi karna ho toh adha dahine / baen mud ki karyawahi ki jati hai.

16. **Ginti aur Bayan se Namuna.** Ginti aur bayan se namuna usi tarah hai jaise aap dahine /baen mud ka namuna dekh chuke hain, sirf itna fark hai ki adha dahine / baen mudne mein 90 degree ke bajay 45 degree par dahine/ baen ko simmat ki badli karen.

17. **Abhyas**. Ustad pure squad ka, ginti se “Word of Command” pe durust abhyas karaen.

LESSON PLAN : FD 3
KADWAR SIZING, TEEN LINE BANANA, KHULI LINE AUR NIKAT LINE MEIN MARCH

Period - **One**
Type - **Lecture and Practice**
Term - **I / II (SD/SW)**

Time Plan

1.	(a)	Kadwar Sizing	-	15 Min
	(b)	Teen line Banana	-	10 Min
	(c)	Khuli Line aur Nikat Line mein March	-	15 Min

UDDESH

2. Khaali haath drill mein Kadwar Sizing, Teen File Banana, Khuli Line aur Nikat Line mein March sikhana hai.

TARTIB

3. Yeh Sabak ko teen bhagon mein chalaya jayega:-

(a) Bhag I - Kadwar Sizing.

(b) Bhag II - Teen File Banana.

(c) Bhag III - Khuli Line aur Nikat Line mein March.

BHAG I : KADWAR SIZING

4. **Zarurat**. Kadwar sizing ki zarurat drill mein hamesha hoti hai, khas kar ke Ceremonial Drill ke liye. Is mein pure squad ko ke line mein khada karten hai taki Lamba sabse dahine khada ho aur size wise chota uske baen khada ho. Kadwar ki hui parade aur squad, dur se dekhne main achchhe aur sundar lagte hai.

5. **Bayan.**

(a) Kisi bhi formation mein khade squad ko ceremonial kadwar karne ke liye word of command milta hai - squad lamba dahine - chhota baen - ek line mein kadwar khada ho, to pura squad line tod karke, sabse lamba jawan dahine, baki uske baen khade ho jayenge.



(b) Jab word of command milta hai - squad ginti kar to lambe se shuru karke - ek, do, teen, char ki ginti karen. Is ke bad word of command - visham ek kadam age aur - sam kadam piche par No 1, 3, 5 ek kadam age lenge aur, No 2, 4, 6 ek kadam piche lenge.

(c) Is ke bad word of command milta hai - No 1 khada rahe, visham dahine aur sab baen, dahine baen mud. Iss word of command pe squad tej chal se bari bari se jawan No 1 ke piche milenge aur phir in 3s madhya, piche aur age khade honge. Yani No1 agli line (peheli rank) ka 1 hoga, No 3 madhya line ka 1 hoga aur No 5 pichli line ka 1 hoga. No 7 fir No 2 rank ka No 1 hoga. Is tarah se, squad kadwar ho jata hai, jis mein lambe jawan dahine aur baen hote hain aur beech mein chote jawan hote hain.

BHAG II : TEEN LINE BANANA

7. **Zarurat**. Jab nafri nau se jyada ho to teen file (line) banane ki karyawahi ki jaati hai.

8. **Bayan.**

(a) Jab word of command milta hai - No 1 line ban to seekhe hue tarike ke mutabik karyawahi ki jayegi. Isi tarah No 2 bhi No 1 ke piche line ban karega aur fir No 3, No 2 ke ek kadam piche jaakar tham karega aur - up bolega, milkar vishram karenge. Jab word of command milta hai "No 4 line ban" toh No 4 savdhan hokar march karke No 1 ke baen, baju bhar ka fasla rakhte hue tham karega, - up bolega aur milkar vishram karenge. No 5 savdhan aur march karke No 2 ke baen aur No 4 ko cover karke tham karega, - up bolega aur sabhi vishram karenge, No 5 line ban. Jab word of command milta hai No 6 line ban toh No 6 savdhan aur march karke No 3 ke baen aur No 5 ke cover karke tham karega, - up bolega aur milkar sabhi vishram karenge. Baki nafri ko line ban karne ke liye karyawahi isi tarah karte jayen.



(b) Agar squad ki nafri 11, 14, 17, 20 ki ginti ki ho toh hamesha baen se No 2 file aur madhya line mein khaali jagah rakhi jayegi. Agar squad ki nafri 10, 13, 16, 19 ki ginti ki ho to baen se No 2 file madhya aur pichhli line mein khaali jagah rakhi jayegi. Agar squad 2 ko dahine baen ki taraf munh karna ho toh word of command - squad teenon teen mein dahine / baen chalega dahine / baen mud. Jab teen jawan age hon baki unke piche se cover kiye hon, use teenon teen kahte hain, baki word of command aur karyawahi usi tarah hai jaise ek file mein aapko bata diya hai.

BHAG III: KHULI LINE AUR NIKAT LINE CHAL

Khuli Line Chal

10. **Zarurat.** Jab squad ko shastra qawaid karana ho, ya badi parade mein VIP ko nirikshan karana ho toh 'khuli line' ki karyawahi ki jaati hai.

11. **Ginti aur Bayan se Namuna.**

(a) Jab savdhan position se word of command milta hai - ginti se chalna khuli line chal – ek toh is word of command par baen paon ko 6 inch uthate hue 30 inch age dabaen aur bolen ek. Is position mein dekhne wali batein - baen paon 30 inch age poora laga hua, dahine paon ka panja zameen par, aaedi uthi hui, dono tange kasi hui baki position savdhan.

(b) Jab word of command milta hai squad do. Toh dahine paon ko 6 inch uthate hue 15 inch age len aur baen paon ko teji se uthate hue dahine paon ke saath savdhan position mein milaen aur shout karen 'do'. Is position mein dekhne ki baten - pahle wali jagah se 45 inch ka fasla tai kiya hua aur position savdhan.

Nikat Line Chal

12. **Zarurat.** Jab nirikshan ho jata to march karne se pahle 'nikat line' ki karyawahi ki jaati hai.

13. **Ginti aur Bayan se Namuna.**

(a) Jab savdhan position se word of command milta hai - ginti se chalna – 'nikat line chal ek' toh is word of command par baen paon ko 6 inch upar aur age se uthate hue 30 inch pichhe dabean aur badan ka bojh baen paon par le jayen aur bolen ek. Is position mein dekhne ki baten - baen paon 30 inch pichhe pura laga hua, badan ka bojh baen par, dahine paon ka aaedi lagi hui aur panja khara hua dono tange kasi hui baki position savdhan.

(b) Jab word of command milta hai squad do. Toh dahine paon ko 6 inch upar uthate hue baen paon se 15 inch pichhe barhaen aur baen paon ko teji se uthate hue dahine paon ke saath savdhan position mein lagean aur shout karen ek do. Is position mein dekhne ki baten - pahli wali jagah se 45 inch ka fasla tai kiya hua aur position savdhan.

14. **Abhyas**. Ustad squad ke sizing karake, khuli line aur nikat line ka abhyas karaye.

LESSON PLAN : FD 4

KHADE KHADE SALUTE KARNA, PARADE PAR, VISARJAN AUR LINE TOD

Period - **One**
Type - **Lecture / Practice**
Term - **I / II (SD/SW)**

Time Plan

1.	(a)	Khade Khade Salute Karna	-	10 Min
	(b)	Parade Par	-	10 Min
	(c)	Visarjan	-	10 Min
	(d)	Line Tod	-	10 Min

UDDESH

2. Khaali haath drill mein Khade Khade Salute Karne ki karyawahi sikhana hai.

TARTIB

3. Yeh sabak ko do bhagon mein chalaya jayega:-

(a)	Bhag I	-	Khade Khade Salute Karna.
(b)	Bhag II	-	Parade Par.
(c)	Bhag III	-	Visarjan.
(d)	Bhag IV	-	Line Tod.

BHAG I: KHADE KHADE SALUTE KARNA

4. **Zarurat.** Jab ham kisi jagah par khade hon aur hamare samne se koi bhi salute lene wale adhikari gujren to unhen izzat dene ke liye khade-khade samne salute ki karyawahi ki jaati hai. Isi tarah, dahine salute va baen salute ki karyawahi ki jaati.



5. **Ginti aur Bayan se Namuna.**

(a) Jab word of command milta hai - ginti se salute karna samne salute ek toh is word of command par dahine baju ko dahine taraf sidha uthate hue kandhe ke barabar layen aur kohni se modte hue anguliyon ko sidhe aur milate hue kalme wali anguli ko dahine ankh ki bhaown se 1 inch upar lagaen, shouting karen ‘ek’. Is position mein dekhne ki baten - dahine haath ki anguliyon aur angutha seedha aur mile hue, kalme wali anguli dahine ankh ke bhown se 1 inch aur beech mein kalai se kohni tak 45 degree ke angle par, nigah samne, baki position savdhan.

(b) Jab word of command milta hai squad do toh dahine haath ko nazdik ke raste se teji se giraen, aur shout karen do. Is position mein dekhne ki baten - position savdhan.

BHAG II : PARADE PAR

6. **Zarurat.** Jab platoon ya troops kisi bhi formation mein drill ground ke kinare par khade honaur unhen parade mein hazir karne ke liye parade par‘kiya jata hai. Platoon ko parade par lane se pahle dahina darshak mangwaya jata hai. Squad mein squad commander, platoon mein platoon Hav, company mein CHM dahina darshak hota hai. Darshak ko cover nahin kiya jata hai.

7. **Bayan se Namuna.**

(a) Jab vishram position se word of command milta hai dahina darshak to is word of command par savdhan hon, teen ka thahrao dete hue march karen aur 15 kadam par tham karen aur dahine se saj karen. Is position se word of command milta hai darshak hilo mat toh vishram karen.

(b) Abhi word of command, squad parade par, toh squad darshak ke baen aakar tham karen, baju uthakar dahine se saj ki karyawahi karen, bari-bari baju giraen aur bari bari vishram karen. Baen wale dono jawan milkar vishram karen.

BHAG III: VISARJAN

8. **Zarurat**. Jab dubara fall in nahi karna ho aur officer parade par hazir hon toh visarjan ki karyawahi ki jaati hai.

9. **Bayan se Namuna.** Jab savdhan position se word of command milta hai—squad / platoonvisarjan to, dahine mud karke salute karen aur, teen kadam age lekar tham karen aur, sidhe age nikal jayen lekin, sikhlai mein squad ke upar control rakhne ke liye dubara baen mud karen aur savdhan position mein khade rahen.

BHAG IV: LINE TOD

Line Tod

10. **Zarurat**. Jab thodi der ke liye aaram dena ho aur dubara fall in karna ho toline tod'kikaryawahi ki jaati hai.

11. **Bayan se Namuna**. Line tod ki karyawahi usi tarah hai jaise visarjan mein seekh chukehain - lekin line tod par salute nahin kiya jayega.

12. **Abhyas**. Ustad ke word of command pe squad isi kayawahi ka ginti se abhyas karen.

LESSON PLAN :FD 5

TEJ CHAL-THAM AUR DHIRE CHAL-THAM

Period - **One**
Type - **Lecture / Practice**
Term - **I / II (SD/SW)**

Time Plan

1.	(a)	Tej Chal –Tham	-	20 Min
	(b)	Dhire Chal - Tham	-	20 Min

UDDESH

2. Khaali haath drill mein Tej Chal, Dhire Chal aur Tham ki karyawahi sikhana hai.

TARTIB

3. Yeh sabak ko do bhagon mein chalaya jayega:-

(a) Bhag I - Tej Chal aur Tham – Bayan va Namuna.

(b) Bhag II - Dhire Chal aur Tham – Bayan va Namuna.

BHAG I : TEJ CHAL AUR THAM

4. **Zarurat.** Discipline ko kayam rakhte hue ek jagah se dusri jagah jane ke liye 'tej chal' kiya jata hai. Kadam ki lambai 30 inch hoti hai. Regimeint / units ki kadam ki raftaar ek minute mein 120 kadam, rifle units 140, NCC cadets 116 kadam aur NCC girls cadets 110 kadam per minute hoti hai. Lekin, shuru mein recruits 135 kadam ki raftaar se march karte hain.

5. **Ginti aur Bayan se Namuna.**



(a) Jab savdhan position se word of command milta hai "ginti se chalna tej chal ek" toh is word of command per baen paon ki aaedi 30 inch par age lagaen, dahina baju age kandhe ki line mein, baen baju pura piche, mutthi kudrati taur par band rakhen, yahan tak ke movement ko dekhen. Is position mein dekhne ki baten - Baen paon ki aaedi zameen par lagi hui, panja khada, dahina paon pura zameen par, badan ka bojh, dahine paon par, dono tangen kasi hui, dahina baju age, kandhe ki line mein aur baen haath piche, mutthi kudrati taur par band, baki position savdhan.

(b) Jab word of command milta hai "squad do" toh is word of command par paon aur baju ki apas mein badli karen, shout karen 'do'. Is position mein dekhne ki baten dahine paon ki aaedi lagi hui, panja khada hua, bayan paon pura zameen par laga hua aur badan ka bojh baen paon par, bayan baju age dahina baju piche.

(c) Jab word of command milta hai "squad ek" toh paon aur bajuon ki phir badli karen. Is position mein dekhne ki baten jo isse pahle seekh chuke hain.

(d) Jab word of command "squad tham". Ye word of command us samay milta hai jab bayan paon zameen par ho ya, dahina paon baen paon ko cross kar raha ho to, dahine paon ko 30 inch par pura age rakhen, shout karen 'khaali', phir baen paon ko upar utha kar dahine paon ke saath dabaen aur dahine paon ko teji se 6 inch uthate hue baen paon ke saath savdhan position par lagaen, shout karen 'ek-do'. Is position mein dekhne ki baten - position savdhan.

6. **Abhyas.** Ustad ke word of command pe squad ginti se abhyas Karen.

BHAG II : DHIRE CHAL AUR THAM

7. **Zarurat.** Badi parade mein, parade ke nirikshan ke liye VIP ke age jo pilot chalte hain wohdhire chal se chalte hain. Kadam ki lambai 30 inch, kadam ki raftar, 1 minute mein 70 kadam hoti hai.



8. **Kadam Tol Kar Bayan se Namuna.**



(a) Jab savdhan position se word of command milta hai, 'kadam tol kar dhire chalna - bayan paon aage', toh is word of command par baen paon ko 15 inch age teji se, kadam tol kar ruk jayen aur shout karen aage. Is position mein dekhne ki baten - dahina paon pura zameen par laga hua aur, badan ka bojh dahine paon par, bayan paon dahine paon se 15 inch aage, zameen se alag, panja zameen ki taraf kheencha hua, baki position savdhan.

(b) Jab word of command milta hai "age badh" to is word of command par baen paon ko 15 inch aur aage badha kar panja pahle zameen par lagaen aur shouting karen 'badho'. Is position mein dekhne ki baten bayan paon pura zameen par laga hua, badan ka bojh pura baen paon par, dahine paon ka panja zameen par, aaedi uthi hui, dono tangen kasi hui, baki position savdhan.

(c) Jab word of command milta hai "dahina paon aage" toh dahine paon ko 15 inch aage baen paon se nikalen aur shout karen 'age'. Is position mein dekhne ki baten jo aap baen paon aage mein seekh chuke hain uske ulta.

(d) Jab word of command milta hai, "aage badh" toh dahine paon ko aur 15 inch aage badha kar panja pahle zameen par lagaen aur shouting karen badho'. Is position mein dekhne ki baten, baen paon ke ulta.

(e) Jab word of command milta hai "bayan paon aage" toh baen paon ko aage len aur shout karen aage. Is position mein dekhne ki baten jo isse pahle seekh chuke hain.

(f) Jab word of command milta hai 'tham', ya word of command us samay milta hai jab bayan paon dahine paon ko cross kar raha ho ya dahina paon zameen par laga ho toh baen paon ko 15 inch aage lekar, uthakar dabaen aur teji se dahine paon ko 6 inch uthakar baen paon ke saath milaen aur shout karen 'ek-do'.

9. **Abhyas.** Ustad ke word of command pe kadam tol kar abhyas karen.

LESSON PLAN : FD 6

DAHINE, BAEN, AAGE AUR PICHE KADAM LENA

Period - **One**
Type - **Lecture / Practice**
Term - **II (SD/SW)**

1.	(a)	Dahine Baju Kadam Lena	-	10 Min
	(b)	Baen Baju Kadam Lena	-	10 Min
	(c)	Aage Kadam Lena	-	10 Min
	(d)	Piche Kadam Lena	-	10 Min

UDDESH

2. Khaali haath drill mein Dahine, Baen, Aage aur Piche Kadam Lene ki karyawahi sikhana hai.

TARTIB

3. Yeh sabak ko chaar bhagon mein chalaya jayega:-

(a)	Bhag I	-	Dahine Baju Kadam Lena – Bayan va Namuna.
(b)	Bhag II	-	Baen Baju Kadam Lena– Bayan va Namuna.
(c)	Bhag III	-	Aage Kadam Lena - Bayan va Namuna.
(d)	Bhag IV	-	Piche Kadam Lena - Bayan va Namuna.

BHAG I : DAHINE BAJU KADAM LENA

4. **Zarurat.** Jab khade khade squad ka dahine wale squad se bagali fasla jyada ho, to uskopura karne ke liye “dahina baju kadam” lene ki karyawahi ki jaati hai. Kadam ki lambai 12 inch aur word of command se - 4 kadam tak dahina baju chal sakte hain. Lagatar word of command dekar 12 kadam tak. Agar isse jyada fasla ho toh dahine mud kar pura kiya jata hai.

5. **Ginti aur Bayan se Namuna.**

(a) Jab savdhan position se word of command milta hai “ginti se chalna - ek kadam dahina baju chal - ek” toh is word of command par dahine paon ko 6 inch upar uthate hue 12 inch ke fasle par dahine taraf dabaen aur shout karen ek. Is position mein dekhne ki baten - aaedi se aaedi ka fasla 12 inch, badan ka bojh dono paon par baki position savdhan.

(b) Jab word of command milta hai “squad do”, to is word of command par baen paon ko 6 inch upar uthate hue dahine paon ke saath savdhan position mein dabaen aur shout karen ‘do’,. Is position mein dekhne ki baten - position savdhan.

BHAG II : BAEN BAJU KADAM LENA

6. **Zarurat**. Jab khade khade squad ka baen wale squad se bagali fasla jyada ho gaya ho tohusko pura karne ke liye baen baju kadam lene ki karyawahi ki jaati hai. Kadam ki lambai 12 inch aur word of command se 4 kadam tak, lagatar 12 kadam tak ja sakte hain.

7. **Ginti aur Bayan se Namuna.**

(a) Jab savdhan position se word of command milta hai “ginti se chalna ek kadam baen baju chal - ‘ek’ toh is word of command par baen paon ko 6 inch upar uthate hue 12 inch ke fasle par

baen taraf dabaen aur shout karen ‘ek’. Is postion mein dekhne ki baten, aaedi se aaedi ka fasla 12 inch, badan ka bojh dono paon par, baki position savdhan.

(b) Jab word of command milta hai “squad do” to, dahine paon ko 6 inch upar uthate hue baen paon ke saath savdhan position mein lagaen. Is position mein dekhne ki baten - position savdhan.

BHAG III : AAGE KADAM LENA

8. **Zarurat.** Jab khade khade squad ka agle squad se thoda jyada fasla ho jaye toh fasle ko pura karne ke liye age kadam lene ki karyawahi ki jaati hai. Aage kadam lene ke liye kadam ki lambai 30 inch aur aakhiri kadam 15 inch. Word of command se age teen kadam tak ja sakte hain.

9. **Ginti aur Bayan se Namuna.**

(a) Jab savdhan position se word of command milta hai “ginti se chalna ek kadam aage chal - ek” to, is word of command par baen paon ko 6 inch uthate hue 30 inch age lagaen aur agle paon par sawar ho jayen shouting karen ‘ek’. Is position mein dekhne ki baten - baen paon 30 inch par pura age laga hua, badan ka bojh baen paon par, dahine paon ka panja zamin par aaedi uthi hui, baki position savdhan.

(b) Jab word of command milta hai “squad do” to, is word of command par dahine paon ko 6 inch utha kar baen paon ke saath teji se savdhan postion mein dabaen aur shout karen ‘do’. Is position mein dekhne ki baten - position savdhan.

BHAG IV : PICHE KADAM LENA

10. **Zarurat.** Jab khade khade squad ka pichhle squad se thoda jyada fasla ho gaya ho tohfasle ko pura karne ke liye piche kadam lene ki karyawahi ki jaati hai. Kadam ki lambai 30 inch aur kadam piche ja sakte hain.

11. **Ginti aur Bayan se Namuna.**

(a) Jab savdhan position se word of command milta hai “ginti se chalna ek kadam piche chal - ek” toh is word of command par baen paon ko 6 inch upar uthate hue 30 inch par pura piche dabaen aur shouting karen ‘ek’. Is position mein dekhne ki baten - baen paon 30 inch par pura piche laga hua aur badan ka bojh baen paon par, dahine paon ki aaedi lagi hui aur panja khada hua, baki position savdhan.

(b) Jab word of command milta hai “squad do” toh is word of command par dahine paon ko 6 inch upar uthate hue baen paon ke saath savdhan postion mein milaen, shout karen ‘do’. Is position mein dekhne ki baten - postion savdhan.

12. **Abhyas.** Ustad ke word of command pe, squad se, ginti se abhyas karaen.

LESSON PLAN : FD 7

TEJ CHAL SE MUDNA

Period - **One**
Type - **Lecture / Practice**
Term - **I / II (SD/SW)**

Time Plan

1.	(a)	Tej Chal se Dahine Mudna	-	15 Min
	(b)	Tej Chal se Baen Mudna	-	15 Min
	(c)	Tej Chal se Piche Mudna	-	10 Min

UDDESH

2. Khaali haath drill Tej Chal se Mudne ki karyawahi sikhana hai.

TARTIB

3. Yeh sabak ko teen bhagon mein chalaya jayega:-

(a) Bhag I - Tej Chal se Dahine Mudna - Bayan va Namuna.

(b) Bhag II - Tej Chal se Baen Mudna - Bayan va Namuna.

(c) Bhag III - Tej Chal se Piche Mudna - Bayan va Namuna.

BHAG I : TEJ CHAL SE DAHINE MUDNA

4. **Zarurat.** Jab tej chal se march karte hue kisi simmat ko ja rahe hon aur 90 degree par apni simmat ya formation ko dahini taraf badli karni ho to, dahine mud ki karyawahi ki jaati hai.

5. **Ginti aur Bayan se Namuna.**

(a) Tej chal se word of command milta hai “ginti se mudna dahine mud - ek”, ye word of command us samay milta hai jab dahina paon baen paon ko cross kar raha ho ya, baen paon zameen par laga ho toh is word of command par dahine paon ko 15 inch age zameen par rakhen aur chalti halat mein ruk jayen aur shouting karen ‘ek’.Is position mein dekhne ki baten - dahina paon zameen par, badan ka panja zameen par aur aedi uthi hui, baen baju age dahina baju piche chalti halat mein.

(b) Jab word of command milta hai “squad do” toh is word of command par baen paon ko dadam taal ki halat main age uthaen, aur baju savdhan ki halat mein le jayen shout karen ‘do’. Is position mein dekhne ki baten, dahina paon pura zameen par, badan ka bajh dahine paon par, baen paon kadam taal ki halat mein baki position savdhan.

(c) Jab word of command milta hai “squad teen” toh dahine paon ki aaedi par dahine taraf 90 degree par ghoom jayen aur baen paon ko savdhan position mein lagaen aur dahine paon ko teji se 15 inch age kadam tol ki halat mein nikalen aur shouting karen teen. Is position mein dekhne ki baten baen paon pura zameen par laga hua badan ka bojh baen paon par dahina paon 15 inch age kadam tol ki halat mein baki position savdhan.

(d) Jab word of command milta hai “squad chaar” toh dahine paon ko 15 inch age aaedi lagate hue tej chal ko shuru karen aur shout karen ‘badho’. Squad chaar badho tham khaali ek-do.

BHAG II : TEJ CHAL SE BAEN MUDNA

6. **Zarurat.** Jab tej chal se march karte hue kisi bhi simmat ko ja rahe hon, aur 90 degree parapni simmat ya formation ko baen taraf badli karni ho toh baen mud ki karyawahi ki jaati hai.

7. **Ginti aur Bayan se Namuna**.

(a) Tej chal se word fo command milta hai “ginti se mudna baen mud ek”, ye word of command us samay milta hai jab baen paon dahine paon ko cross kar raha ho ya dahine paon ki aaedi zameen par lag rahi ho toh baen paon ko 15 inch age zameen par rakhen aur chalti halat mein ruk jayen, shouting karen ek. Is position mein dekhne ki baten baen paon pura zameen par badam ka bojh baen paon par dahine paon ka panja jaimn par aedi uthi hui, dahina baju age baen baju piche chalti halat mein.

(b) Jab word of command milta hai “squad do” toh is word of command par dahine paon ko kadam taal ki halat mein age uthaen aur baju savdhan position mein layen, shoutkaren do‘. Is position mein dekhne ki baten - baen paon pura zameen par laga hua badan ka bojh baen paon par, dahina paon kadam taal ki halat mein, baki position savdhan.

(c) Jab word of command milta hai “squad teen” toh baen paon ki aaedi par baen taraf 90 degree par ghoom jayen aur dahine paon ko savdhan position mein lagaen aur baen paon ko teji se 15 inch age kadam tol ki halat mein, baki position savdhan.

(d) Jab word of command milta hai “squad chaar” to, baen paon ko 15 inch age aedi lagakar tej chal shuru karen aur shout karen badho. Squad chaar badho - squad tham khaali ek-do.

BHAG III : TEJ CHAL SE PICHE MUDNA

8. **Zarurat.** Jab tej chal se march karte hue kisi bhi simmat ko ja rahe hon, aur 180 degreepar formation ko kayam rakhte hue simmat ki badli karni ho toh piche mud ki karyawahi ki jaati hai.

9. **Ginti aur Bayan se Namuna**.

(a) Tej chal se word of command milta hai “ginti se mudna piche mud ek”, ye word of command us samay milta hai jab baen paon dahine paon ko cross kar raha ho ya dahine paon ki aedi zameen par lag rahi ho toh baen paon ko khaali jane den, dahine paon ko 15 inch age lagate hi chalti halat mein ruk jaen, shout karen ‘khaali ek’. Is position mein dekhne ki baten - dahine mud ke No 1 movement ki tarah.

(b) Jab word of command milta hai “squad do” toh dahine paon ki aaedi par 90 degree dahine taraf ghoom jayen aur baen paon ko dahine paon ke saath savdhan postion mein lagaen, shout karen ‘do’. Is postion mein dekhne ki baten, 90 degree dahine turn kiya hua, baki postion savdhan.

(c) Jab word of command milta hai “squad teen” toh is word of command par baen paon ke panje par dahine taraf 90 degree par aur ghoom jayen, saath hi dahine paon ko 6 inch utharkar savdhan position mein lagaen aur shout karen teen. Is position mein dekhne ki baten - position savdhan.

(d) Jab word of command milta hai “squad chaar” toh postion aur direction ko durust karne ke liye baen paon ko 6 inch upar uthate hue dahine paon ke saath savdhan postion mein lagaen. Is position mein dekhne ki baten 180 degree piche turn kiya hua baki postion savdhan.

(e) Jab word of command milta hai squad panch to, dahine paon ko 30 inch age nikalkar tej chal ki karyawahi shuru karen aur shout karen ‘badho’. Squad paanch badho tham kaho ek-do.

10. **Abhyas.** Ustad ke word of command pe, squad se ginti se abhyas karaen.

LESSON PLAN : FD 8

TEJ CHAL SE SALUTE KARNA

Period - **One**
Type - **Lecture / Practice**
Term - **I / II (SD/SW)**

Time Plan

1.	(a)	Tej Chal se Samne Salute	-	10 Min
	(b)	Tej Chal se Dahine Salute	-	15 Min
	(c)	Tej Chal se Baen Salute	-	15 Min

UDDESH

2. Khaali haath drill Tej Chal se Salute karne ki karyawahi sikhana hai.

TARTIB

3. Yeh sabak ko teen bhagon mein chalaya jayega:-

(a) Bhag I - Tej Chal se Samne Salute Karna

(b) Bhag II - Tej Chal se Dahine Salute Karna.

(c) Bhag III - Tej Chal se Baen Salute Karna.

BHAG I : TEJ CHAL SE SAMNE SALUTE KARNA

4. **Zarurat.** Jab hamein kisi Officer ya, JCO se baat karni ho ya, unhone hamen apne paasbulaya ho to unhen izzat dene ke liye tej chal se samne salute ki karyawahi ki jaati hai.

5. **Ginti aur Bayan se Namuna**.



(a) Tej chal se word of command milta hai “ginti se salute karna samne salute – ek” ye word of command usi tarah milta hai jaise tej chal mein tham karte hain.Is position mein dekhne ki baten - position savdhan.

(b) Jab word of command milta hai “squad do” toh is word of command par ek bar khade khade samne salute ki karyawahi karen.Squad do - ek-do-teen-ek. Is position mein dekhne ki baten, ek bar khade khade samne salute ki karyawahi ki hui, baki position savdhan.

(c) Jab word of command milta hai “squad teen” toh is word of command par dubara salute karen. Squad teen, ek-do-teen-ek. Is position mien dekhne ki baten - position No 2 ki tarah.

(d) Jab word of command milta hai “squad chaar” toh is word of command par piche mud karen. Squad chaar - ek-do-teen-ek, (dubare piche mud karen). Is position mein dekhne ki baten - 180 degree direction ki badli ki hui baki position savdhan.

(e) Jab word of command milta hai “squad panch” to, baen paon se tej chal shuru karen aur shout karen badho‘. Squad panch - badho -squad tham khaali ek-do.

BHAG II : TEJ CHAL SE DAHINE SALUTE KARNA

6. **Zarurat.** Jab tej chal se march karte hue kisi bhi simmat ko ja rahe hon, dahine taraf koisalute lene wale adhikari milen to unhen izzat dene ki liye dahine salute ki karyawahi ki jaati hai.

7. **Ginti aur Bayan se Namuna.**



(a) Tej chal se word of command milta hai “ginti se salute karna dahine salute ek” ya word of command us samay milta hai jab dahina paon baen paon ko cross kar raha ho ya baen paon ki aaedi zameen par lag rahi ho, toh dahine paon ko khaali aur baen paon ki aedi lagte hi dahine salute karen aur chalti halat mein ruk jaen, shout karen ‘khaali ek’. Is postion mein dekhne ki baten - baen paon ki aedi zameen par panja khada, dahina paon pura zameen par, badan ka bojh dahine paon par, dono tange kasi hui, salute seekhe hue tarike se kiya hua, nigh puri dahine taraf, baki position savdhan.

(b) Jab word of command milta hai “squad do” toh dahine paon se do ki ginti shuru karte hue paanch ki ginti tak march karen aur ruk jayen. Squad do - do-teen –char-paanch. Is position mein dekhne ki baten, panch kadam ka jamini faasla tai kiya hua baki position No 1 ki tarah.

(c) Jab word of command milta hai “squad teen” toh dahine paon ki aaedi ka lagna chehre ko aage lena salute ko girana ek saath karen aur shout karen ‘down’. Squad teen-down. Is position mein dekhne ki baten, dahine paon ki aaedi 30 inch aage lagi hui panja khada badan do bojh baen paon par, salute giraya hua, baki position savdhan.

(d) Jab word of command milta hai “squad chaar” to baen paon se tej chal ki karyawahi shuru karen aur shout karen ‘badho’. Squad chaar - badho squad tham - khaali ek-do.

BHAG III : TEJ CHAL SE BAEN SALUTE KARNA

8. **Zarurat.** Jab tej chal se march karte hue kisi bhi simmat ko ja rahe hon, baen taraf koisalute lene wale adhikari milen toh unhem izzat dene ki liye baen salute ki karyawahi ki jaati hai.

9. **Ginti aur Bayan se Namuna.**



(a) Tej chal se word of command milta hai “ginti se salute karna baen salute – ek” ye word of command us samay milta hai jab dahina paon baen paon ko cross kar raha ho ya baen paon ki aaedi zameen par lag rahi ho, toh dahine paon ko khaali aur baen paon ki aedi lagte hi baen salute karen aur chalti halat mein ruk jaen, shouting karen khaali ek.Is postion mein dekhne ki baten - baen paon ki aedi zameen par panja khada, dahina paonpura zameen par, badan ka bojh dahine paon par, dono tangent kasi hui, salute seekhe hue tarike se mutabik kiya hua, nigah puri baen taraf, baki position savdhan.

(b) Jab word of command milta hai “squad do” toh dahine paon se march ko jari karen aur paanch ki ginti karke ruk jayen. Squad do - do-teen –char-paanch. Is position mein dekhne ki baten, panch kadam ka jaimni fasla tai kiya hua baki position No 1 ki tarah.

(c) Jab word of command milta hai “squad teen” toh dahine paon ki aaedi ka lagna chehre ko samne lana salute ko girana ek saath karen aur shouting karen down, Squad teen - down. Is position mein dekhne ki baten - dahine paon 30 inch age, aaedi lagi hui panja khada baen paon pura zameen par, badan ka bojh baen paon par, salute giraya hua, baki position savdhan.

(d) Jab word of command milta hai “squad chaar” toh baen paon se tej chal ki karyawahi shuru karen aur shout karen ‘badho’. Squad char - badho- squad tham -khaili ek-do.

10. **Abhyas.** Ustad ke word of command pe, squad se ginti se Tej Chal se samne salute, Tej chal se dahine salute aur Tej Chal se baen salute karne ka abhyas karaye.

LESSON PLAN : FD 9

TEJ KADAM TAAL AUR THAM

Period - **One**
Type - **Lecture / Practice**
Term - **II (SD/SW)**

Time Plan

1.	(a)	Tej Kadam Taal aur Tham	-	10 Min
	(b)	Abhyas	-	30 Min

UDDESH

2. Khaali haath drill Tej Kadam Taal aur Tham ki karyawahi sikhana hai.

TARTIB

3. Yeh sabak do bhag mein chalaya jayega:-

(a) Bhag I - Tej Kadam Taal aur Tham - Bayan va Namuna.

(b) Bhag II - Abhyas.

BHAG I : TEJ KADAM TAAL AUR THAM

4. **Zarurat**. Covering, dressing aur fasle ko pura karne ke liye khade khade Tej Kadam Taalaur Tham ki karyawahi ki jaati hai.

5. **Bayan se Namuna**.

(a) Jab savdhan position se word of command milta hai “tej kadam taal” toh is word of command par baen paon ko teji se age aur upar uthane, aur teji se baen paon zamin par dabaen, aur aedi ko zamin par savdhan position mein layen, jab aedi jameen par lag jaati hai toh dahine paon ko teji se upar 12 inch uthate hue baen paon ki tarah jameen par lagaen. Isi tarah paon ki apas mein badli karte jayen.

(b) Jab word of command milta hai “squad tham”, ye word of command us samay milta hai jab baen paon zamin par lag raha ho ya dahina paon pura utha hua ho toh dahine paon ko teji se savdhan position me dabaen aur shout karen ‘up’.

BHAG II : ABHYAS

6. **Abhyas.** Ustad ke word of command pe, squad se ginti se abhyas karaen.

LESSON PLAN : FD 10

TEJ KADAM TAAL SE KADAM BADALNA

Period - **One**
Type - **Lecture / Practice**
Term - **II (SD/SW)**

Time Plan

1.	(a)	Tej Kadam Taal se Kadam Badalna	-	10 Min
	(b)	Abhyas	-	30 Min

UDDESH

2. Khaali haath drill Tej Kadam Taal se Kadam Badalne ki karyawahi sikhana hai.

TARTIB

3. Yeh sabak do bhag mein chalaya jayega:-

(a) Bhag I - Tej Chal Kadam Taal se Kadam Badalna.

(b) Bhag II - Abhyas.

BHAG I : TEJ KADAM TAAL SE KADAM BADALNA

4. **Zarurat**. Jab tej kadam taal kar rahe hon aur, agar kisi jawan ka dusre jawan se kadam tutjaye to, kadam badal ki karyawahi karke kadam milaya jata hai.

5. **Bayan se Namuna**.

(a) Jab tej kadam taal se word of command milta hai “kadam badal”, ya word of command us samay milta hai jab baen / dahina paon zamin par ho toh is word of command par jis paon ko do bar kadam taal karna ho us paon par kadam aur dusre paon par badal bola jayega (jis paon ko do bar kadam taal kiya ho us paon par shout karen baen, baen/dahina, dahina).

(b) Word of command - tej kadam taal, baen dahina kadam badal- baen baen dahina squad tham -ek-do. Is position mein dekhne ki baten, tej kadam taal se kadam badal ki karyawahi ki hui baki position savdhan.

BHAG II : ABHYAS

6. **Abhyas.** Ustad ke word of command pe, squad se ginti se abhyas karaen

LESSON PLAN : FD 11

TEENON TEEN SE EK FILE AUR EK FILE SE TEENON TEEN BANANA

Period - One

Type - Lecture / Practice

Term - II (SD/SW)

Time Plan

1. (a) Teenon Teen se Ek File Banana - 15 Min

   (b) Ek File se Teeon Ten Banana - 25 Min

UDDESH

2. Khaali haath drill Teenon Teen se Ek File Banana aur Ek File se Teenon Teen Banana ki karyawahi sikhana hai.

TARTIB

3. Yeh sabak do bhag mein chalaya jayega:-

   (a) Bhag I - Teenon Teen se Ek File Banana.

   (b) Bhag II - Ek File se Teeon Ten Banana.

BHAG I : TEENON TEEN SE EK FILE BANANA

4. **Zarurat.** Jab teenon teen mein march karke ja rahe hon toh kisi tang raste se ya pul yalecture hall mein jana ho toh ek file banane ki karyawahi ki jaati hai aur jab pul ya tang raste ko cross kar liya jata hai toh ek file se teenon teen banaya jata hai.

5. **Bayan.** Jab teenon teen se word of command milta hai“ek file bana - agli line tej chal” toh agli line (sabse baen wali line) tej chal ki karyawahi shuru karti hai. Jab agli line ka baen wala (sabse aakhiri) jawan madhya line ke paas se gujarta hai toh madhya line tej chal ki karyawahi karti hai. Isi tarah pichhli line tej chal se karyawahi karti hai.

BHAG II : EK FILE SE TEENON TEEN BANANA

6. **Bayan.** Jab ek file se word of command milta hai “squad teenon teen banaye ga - madhya aur pichhli line tej chal” toh madhya aur pichhli line dono tej chal karke apni apni jagah jayenge. Rifle ke bayonet stud par charhaen. “Squad sangeen - ek-do-teen-char”. Is position mein dekhne wali baten, baen haath ki chaaron angulian sidhe angutha mila hua, baen baju seedha, sangeen rifle mein laga hua. “Squad savdhan” toh is word of command par rifle ko piche khinchte hue savdhan postion mein layen. Is position mein dekhne ki baten, position savdhan.

7. **Abhyas.** Ustad ke word of command pe, squad se abhyas karaen.

LESSON PLAN : AD 1

RIFLE KE SAATH SAVDHAN, VISHRAM AUR AARAM SE

Period - **One**
Type - **Lecture / Practice**
Term - **I (SD/SW)**

Training Aid

1. Rifles.

Time Plan

2. (a) Rifle ke Saath Savdhan - 20 Min
   (b) Rifle ke Saath Vishram aur Aaram Se - 20 Min

UDDESH

3. Rifle ke saath Savdhan Vishram aur Aaram Se ki karyawahi sikhana hai.

TARTIB

4. Yeh sabak do bhagon mein chalaya jayega:-
   (a) Bhag I - Rifle ke Saath Savdhan.
   (b) Bhag II - Rifle ke Saath Vishraam aur Aaram Se.

BHAG I : RIFLE KE SAATH SAVDHAN

5. **Zarurat.** Jab hamare pas rifle ho aur kisi senior se baat karni ho ya shastra qawaid ki koi harkat shuru karni ho toh savdhan position se shuru ki jaati hai.

6. **Bayan se Namuna.** Jab word of command milta hai “squad savdhan” toh is word of command par sikhe hue tarike se paon ko harkat den. Dahine haath se rifle ko pura pichhe khenchte hue hel butt par sawar karen aur shout karen ‘ek’. Is position mein dekhne ki baten position savdhan khali haath ki tarah, rifle ki position heel butt par dahine haath ki taraf point karta hua. Kalai rifle ke pichhe cover kiya hua.

BHAG II : VISHRAAM AUR AARAM SE

7. **Zarurat.** Senior ke saath bat khatm ho jane par vishram aur aram se kiya jata hai.

8. **Bayan se Namuna.** Jab savdhan position se word of command milta hai “vishram” toh sikhe hue tarike se baen paon ko baen taraf le jayen. Saath hi rifle ko dahine haath se aage ko dhakelen aur shout karen ‘ek’. Is position me dekhne ki baten, baen paon ki position jaise khali haath mein seekh chuke hain. Dahine haath se rifle pura age dhakela hua, Dahini kohni ka kham nikala hua. Bayan baju savdhan position mein. Word of command milta hai “aaram se”, to sikhe hue tarike se karyawahi karen. Is position me dekhne ki baten, jaise khali haath mein seekh chuke hain.

9. **Abhyas.** Ustad ke word of command pe, squad abhyas kare.



Savdhan

Vishram



LESSON PLAN : AD 2

RIFLE KE SAATH PARADE PAR AUR SAJ

Period - **One**
Type - **Lecture / Practice**
Term - **I / II (SD/SW)**

Training Aid

1. Rifles.

Time Plan

2. (a) Rifle ke Saath Parade Par aur Saj - 10 Min
   (b) Abhyas - 30 Min

UDDESH

3. Rifle ke saath Parade Par aur Saj ki karyawahi sikhana hai.

4. **Zarurat**. Jab rifle ke saath thodi dur harkat karni ho ya, saj ki karyawahi karni ho toh samtol shastra ki karyawahi ki jaati jai.

Namuna.

(a) Jab savdhan position se word of command milta hai “Squad Parade Par” toh is word of command par dahine haath se rifle ko zamin se sidhe ek ya 1.5 inch upar uthate hue shout karen ‘ek’. Is position mein dekhne ki baten. Rifle zamin se 1 ya 1.5 inch upar sidha uthaya hua, baki position savdhan. Is ke bad squad tej chal se rifle ko uthate hue parade par ata hai aur tham karta hai. Tham ke saath hi rifle ko zamin pe rakha jata hai.

(b) Is ke bad word of command milta hai ‘saj’ toh squad ki pehli line (rank) apna baen hat ko uthata hai, rifle ko samtol position me late hue, aur sikhe hue tarike se saj ki karwahi karta hai.(Jaise khali haath drill me ki jati hai).

6. **Abhyas**. Ustad ke word of command pe squad abhyas kare.

LESSON PLAN : AD 3

RIFLE KE SAATH VISARJAN AUR LINE TOD

Period - One

Type - Lecture / Practice

Term - I / II (SD/SW)

Training Aid

1. Rifles.

Time Plan

2. (a) Rifle ke saath Visarjan aur Line Tod - 10 Min

   (b) Abhyas - 30 Min

UDDESH

3. Rifle ke saath Visarjan aur Line Tod ki karyawahi sikhana hai.

RIFLE KE SAATH VISARJAN AUR LINE TOD

4. Yeh karwahi usi tarah ki jati hai jaise, khali haath drill mein ki jati hai, sirf farak itna hai ki, Visarjan ya Line Tod se pehle, rifle ko bagal shastra ki position mein layi jaati hai.

5. **Bayan se Namuna.**

   (a) Jab savdhan position se word of command milta hai “squad / platoon visarjan” toh dahine mud karen, bagal shastra karen, salute karen aur, teen kadam aage lekar tham karen aur, sidhe aage nikal jayen.

   (b) Line Tod ki karyawahi usi tarah hai jaise rifle ke saath visarjan mein seekh chuke hain - lekin line tod par bagal shastra position mein, salute nahin kiya jayega.

6. **Abhyas.** Ustad ke word of command pe squad isi kayawahi ka abhyas kare.

LESSON PLAN : AD 4

BHUMI SHASTRA AUR UTHAO SHASTRA

Period - **One**
Type - **Lecture / Practice**
Term - **I (SD/SW)**

Training Aid

1. Rifles.

Time Plan

2. (a) Bhumi Shastra aur Uthao Shastra - 10 Min
   (b) Abhyas - 30 Min

UDDESH

3. Is period mein Bhumi Shastra aur Uthao Shastra ki karyawahi sikhana hai.

TARTIB

4. Yeh sabak do bhagon mein chalaya jayega.

(a) Bhag I - Bhumi Shastra.

(b) Bhag II - Uthao Shastra.

BHAG I : BHUMI SHASTRA

5. Zarurat. Jab rifle ko savdhan position se zamin pe rakhna ho to 'Bhumi Shastra' ki karyawahi ki jati hai.

7. Bayan se Namuna.

(a) Jab savdhan position se word of command milta hai "Bhumi Shastra" toh body ko savdhan position se sidha aage ko jhukao aur shout karo 'ek'. Is position mein dekhne wali baten, ghutne khule hue par aaedi judi hui, rifle dahine haath mein, barrel aage ki taraf aur magazine bahar ki taraf zamin par touch karti hui.

(b) Jab word of command milta hai 'do' toh rifle ko zamin pe chod do, aur savdhan position mein vaapis aajao aur shout karo 'do'.



'Ek' pe Position



'Do' pe Position

BHAG II : UTHAO SHASTRA

8. **Zarurat**. Jab rifle ko savdhan position se zamin se uthana ho toh ‘Uthao Shastra’ ki karyawahi ki jati hai.

9. **Bayan se Namuna**.

(a) Jab savdhan position se word of command milta hai “Uthao Shastra” to, body ko savdhan position se sidha age ko jhukao aur shout karo ‘ek’. Is position mein dekhne wali baten, ghutne khule hue par aedi judi hui, aur dahine haath, dahine toe ki line mein, barrel ko pakde hue, aur rifle zamin se thodi si uthi hui.

(b) Jab word of command milta hai ‘do’ to, rifle ko zamin se teji se utha kar savdhan position mein ajao aur shout karo’do’.

10. **Abhyas**. Ustad ke word of command pe squad isi karyawai ka abhyas kare.

LESSON PLAN : AD 5

BAGAL SHASTRA AUR BAJU SHASTRA

Period - One

Type - Lecture / Practice

Term - I (SD/SW)

Training Aid

1. Rifles.

Time Plan

2. (a) Bagal Shastra aur Baju Shastra - 20 Min

   (b) Abhyas - 20 Min

UDDESH

3. Bagal Shastra aur Baju Shastra ki karyawahi sikhana hai.

TARTIB

4. Yeh sabak do bhagon mein chalaya jayega.

   (a) Bhag I - Bagal Shastra.

   (b) Bhag II - Baju Shastra.

BHAG I : BAGAL SHASTRA



5. Zarurat. Rifle ke saath ek jagah se dusri jagah jana ho toh bagal shastra se march karke jaate hain. Iske alawa, badi parades mein regiment / unit contingent, bagal shastra se march past karte hain. Quarter guard mein khada sentry Nb/Sub se Captain tak ko, bagal shastra se salute karta hai.

6. Bayan se Namuna.

   (a) Jab savdhan position se word of command milta hai, ginti se “bagal shastra ek” to, is word of command par dahine haath se rifle ko thoda upar uchhalen aur saath hi baen haath se forehand guard aur dahine haath se pistol grip ko ek saath pakden aur shout karen ‘ek’. Is position mein dekhne ki baten, bayan haath kohni se kalai tak kamar belt ki line mein zamin ke mutabiki, chaaron angulion bahar se angutha andar se pakda hua. Dahine haath se

pistol grip ko mazbuti se pakda hua, dahine haath sidha, baki position savdhan.

(b) Jab word of command milta hai “squad do” toh baen haath ko teji se savdhan position mein layen aur shout karen ‘do’. Is position mein dekhne ki baten, rifle bagal shastra baaki position savdhan.

BHAG II : BAJU SHASTRA

7. **Zarurat**. Bagal Shastra se rifle ko niche lane ke liye Baju Shastra ki karyawahi ki jati hai. Parade samapti hone ke bad bhi Bagal Shastra se Baju Shastra ki karyawahi karte hain.

8. **Bayan se Namuna**.

(a) Jab savdhan position se word of command milta hai, “ginti se Baju Shastra ek” toh is word of command par bayen haath se flash hider ke niche se barrel ko grip karen, aur shout karen ‘ek’. Is position mein dekhne ki baten, baen haath se barrel ko mutthi bhar pakda hua, baen haath ki kalai chhaati ke saath mili hui, baaki position pahle ki tarah.



‘Ek’ pe Position



‘Do’ pe position



‘Teen’ pe Position

(b) Jab word of command milta hai “squad do” toh baen haath se rifle ko sidha niche le jayen, dahine haath ko chod kar dubara rifle ke forehand guard se savdhan position ki tarah pakden, aur shout karen ‘do’. Is position mein dekhne ki baten, baen haath se flash hider U ke shape mein pakda hua, dahine haath se forehand guard ko pakda hua, chaaron angulian bahar se angutha andar se, savdhan position ki tarah pakda hua, rifle zamin se ek inch upar butt toe ke barabar.

(c) Jab word command milta hai “squad teen” toh is word of command par baen haath ko savdhan position mein layen aur ko dahine haath se zamin par savdhan position mein layen, aur shout karen ‘teen’. Is position mein dekhne ki baten, bagal shastra ki karyawahi ki hui, baki position savdhan.

9. **Abhyas**. Ustad ke word of command pe squad isi karyawahi ka abhyas kare.

LESSON PLAN : AD 6

SALAMI SHASTRA

Period - One

Type - Lecture/Practice

Term - I/II/III (SD/SW)

1. Rifles.

Time Plan

2. (a) Salami Shastra - 25 Min

   (b) Salami Shastra se Baju Shastra - 15 Min

UDDESH

3. Salami Shastra aur Baju Shastra ki karyawahi sikhana hai.

TARTIB

4. Yeh sabak do bhagon mein chalaya jayega:-

   (a) Bhag I · Salami Shastra.

   (b) Bhag II · Salami Shastra se Baju Shastra.

BHAG I : SALAMI SHASTRA

5. **Zarurat.** Rifle ke saath salami shastr, unche darje ka salute hai. Badi parades mein ya guard of honour mein VIP ko izzat dene ke liye aur quarter guard mein khara sentry, Major se upar wale Officer ko izzat dene ke liye Salami Shastra ki karyawahi karta hai.

6. **Bayan se Namuna.**

   (a) Jab savdhan position se word of command milta hai, ginti se “Salami Shastra ek” toh is word of command par dahine haath se rifle ko sidha upar uchhalen aur baen haath se forehand guard aur dahine haath se small of the butt ko pakden aur shout karen ‘ek’.Is position mein dekhne ki baten, baen haath fore hand guard par chaaron angulian bahar se aur angutha andar se pakra hua, charon angulian bahar se angutha andar se zameen ki taraf point karte hue, rifle badan ke dahini taraf 90 degree par. Baki position pahle ki tarah.

   (b) Jab word of command milta hai “squad do” toh is word of command par dono haathon ki madad se rifle ko badan ke samne aur bich mein layen, saath hi baen haath ko chhor kar rifle ke baen bagal mein lagaen aur shout karen ‘do’. Is position mein dekhne ki baten, rifle badan ke

samne aur beech main 90 degree par khari magazine aage, kohni se kalai tak rifle se mili hui, baen haath ki chaaron angulian aur angutha mila hua aur cocking handle kalme wali anguli aur anguthe ke bich, baki position savdhan.

(c) Jab word of command milta hai “squad teen” toh is word of command par dahine haath se rifle ko niche khinchen aur sidha karen, baen haath se rifle ko samne se pakaren, dahina paon sidha saath hi chalti halat se, rifle ko samne se pakaren, dahina paon sidha saath hi chalti halat mein baen paon ki piche lagaen, shout karen ‘teen’. Is position mein dekhne ki baten, rifle baen haath se forehand guard se pakre hue, angutha baen taraf khara, dahina haath butt par, charon angulian aur angutha zameen ki taraf point karta hua, barrel nak se 6 inch dur, dahina paon baen paon ke piche chalti halat mein laga hua. Baaki position savdhan.



“Ek” Pe Position



“Do” Pe Position



“Teen” Pe Position

BHAG II : SALAMI SHASTRA SE BAJU SHASTRA

7. Zarurat. Salami Shastra se rifle ko niche lane ke liye Baju Shastra ki karyawahi ki jaati hai.

8. Bayan se Namuna.

(a) Jab Salami Shastra se word of command milta hai, ginti se “Baju Shastra ek’ toh is word of command par dahine haath ko baen haath ke upar pakden aur dahine paon ko uthakar baen paon ke saath savdhan position mein lagaen aur shouting karen ‘ek’. Is position mein dekhne ki baten, rifle usi position mein, dahine haath se baen haath ke upar hand guard pakra hua. Baaki position savdhan.

(b) Jab word of command “squad do” toh is word of command par dahine haath se rifle ko dahine le jaen aur baen haath ko chhor kar flash hider se U shape mein pakaren, rifle zamin se 1

inch upar, dubara rifle ke hand guard se savdhan position ki tarah pakden, shout karen ‘do’. Is position mein dekhne ki baten, baen haath se flash hider U shape mein pakra hua, dhaine haath ki chaaron angulian bahar se angutha andar se, savdhaan position ki tarah pakra hua, rifle zamin se ek inch upar butt toe ke barabar.

(c) Jab word of command “squad teen” toh is word of command par baen haath ko teji se savdhan position mein layen aur dahine haath se rifle ko zamin par savdhan position mein layen, shout karen ‘teen’. Is position mein dekhne ki baten, position savdhan.

9. **Abhyas**. Ustad ke word of command pe squad isi kayawahi ka abhyas kare.



“**Ek” Pe Position**



“Do” Pe Position



“Teen” Pe Position

LESSON PLAN : AD 7

SQUAD DRILL

Period - One

Type - Practice

Term - II / III (SD/SW)

Training Aid

1. Rifles.

Time Plan

2. (a) Khade Khade Squard Drill Abhyas – 20 Min

   (b) Tej Chal Se Squad Drill Ka Abhyas – 20 Min

UDDESH

3. Squad Drill ka abhyas karana hai.

TARTIB

4. Ustad squad ko kadwar sizing karke sabak ko do bhagon me chalayega:-

   (a) Bhag I - Word of Command pe Rifle ke saath khade khade squad drill ka abhyas karana hai.

   (b) Bhag II - Word of Command pe Rifle ke saath Tej Chal se squad drill ka abhyas karana hai.

LESSON PLAN : AD 8

NIRIKSHAN KE LIYE JANCH SHASTRA AUR BAJU SHASTRA

Period - **One**

Type - **Lecture / Practice**

Term - **II (SD/SW)**

Training Aid

1. Rifles.

Time Plan

2. (a) Nirikshan ke liye Janch Shastra - 20 Min

   (b) Janch Shastra se Baju Shastra - 20 Min

UDDESH

3. Nirkshan ke liye Janch Shastra aur Baju Shastra ki karyawahi sikhana hai.

TARTIB

4. Yeh sabak do bhagon mein chalaya jayega:-

   (a) Bhag I - Nirikshan ke liye Janch Shastra.

   (b) Bhag II - Janch Shastra se Baju Shastra.

BHAG I : NIRIKSHAN KE LIYE JANCH SHASTRA

5. **Zarurat.** Jab rifle ke saath duty ke dauran magazine aur chamber ko check karna ho uss samay nirikshan ke liye jaanch shastra ki karyawahi ke jaati hai aur kote mein rifle rakhne se pahle bhi nirikshan ke liye janch shastra ki karyawahi ki jaati hai.

6. **Ginti aur Bayan se Namuna.**

   (a) Jab savdhan position se word of command milta hai ginti se “Nirikshan ke liye Janch Shastra ek” toh is word of command par rifle ko dahine haath se baen aur samne uchhalen aur dahine haath se pistol grip ko aur baen haath se forehand guard ko ek saath pakden.Is position mein dekhne ki baten, baen paon 12 inch baen taraf 4 inch aage liye hue, dahine haath se pistol grip ko pakra hua chaaron angulian bahar se angutha andar se, baen haath se forehand guard ko pakda hua chaaron angulian niche se angutha upar se, barrel 45 degree par, rifle butt dahine thigh se laga hua. Baaki position, vishram ki halat mein.

(b) Jab word of command milta hai “squad do” toh baen hah se cocking handle ko pakden. Is position mein dekhne ki baten, baen haath se cocking handle ko pakda hua, baaki position pahle ki tarah.

(c) Jab word of command milta hai “squad teen” toh is word of command par baen haath se cocking handle ko piche khinchen aur holding opening catch lagaen. Is position mein dekhne ki baten, holding opening catch laga hua, baaki position pahle ki tarah.

(c) Jab word of command milta hai “squad chaar” toh baen haath se cocking handle ko aage karen. Is position mein dekhne ki baten, cocking handle ko aage kiya hua, baaki position pahle ki tarah.

(d) Jab word of command milta hai “squad paanch” toh baen haath se forehand guard ko pakden. Is position mein dekhne ki baten, No 1 ki tarah.

BHAG II : JANCH SHASTRA SE BAJU SHASTRA

7. **Zarurat.** Rifle ka nirikshan ho jaane ke baad, rifle ko niche laane ke liye baju shastra ki karyawahi ki jaati hai.

8. **Ginti aur Bayan se Namuna**.

(a) Nirikshan ke liye janch shastra se word of command milta hai ginti se “Baju Shastra ek” toh is word of command par dahine haath ko forehand guard par strike karen, saath hi baen paon ko savdhan position mein layen, shout karen ‘ek’. Rifle pahle ki position mein hi rahegi.Is position mein dekhne ki baten, dahine haath se forehand guard pakda hua. Baaki position savdhan.

(b) Jab word of command milta hai “squad do” toh is word of command par dahine haath se rifle ko baju shastra No 2 halat mein niche layen aur baen haath se rifle ke flash hider par strike karte hue pakden, shout karen ‘do’. Is position mein dekhne ki baten. Baju shastra ke No 2 harkat ki tarah.

(c) Jab word of command milta hai “squad teen” toh is word of command par baen haath ko savdhan position mein le jaen aur dahine haath se rifle ko heel butt par sawar karen, shout karen ‘teen’. Is position mein dekhne ki baten, position savdhan.

9. **Abhyas**. Ustad ke word of command pe squad isi kayawahi ka abhyas kare.

LESSON PLAN : CD 1

GUARD MOUNTING

Period - **One**
Type - **Lecture / Practice**
Term - **I / II / III (SD/SW)**

Training Aid

1. Rifles.

Time Plan

2. (a) Guard Mounting ka Tarika - 15 Min
   (b) Abhyas - 25 Min

UDDESH

3. Guard Mounting ka tarika sikhana hai.

TARTIB

4. Yeh sabak do bhagon mein chalaya jayega:-

   (a) Bhag I - Guard Mounting ka Tarika.

   (b) Bhag II - Abhyas.

BHAG I : GUARD MOUNTING KA TARIKA

5. **Zarurat.** Guard Mounting aam taur pe Quarter Guard ya kisi bhi authorized adhikari (General Officer) ke awaas pe ya visit ke dauran ki jaati hai.



6. **Bayan va Tarika.**

(a) Guard mounting ke liye 2+6 jawanon ki zarurat hoti hai. Is mein 6 jawan aur guard commander aur guard ka 2IC hota hai. Guard mount hone ke liye hamesha, do ranks mein 'fall in' hoti hai, jis mein guard commander sabse dahine hota hai aur, guard 2IC agli rank ke sabse baen hota hai.

(b) Guard Mounting NCO guard ke saamne 12 kadam pe hota hai. Woh guard ko "fall in" karega aur inspect karega. Iska tarika is prakar se hai:-

(i) Jab word of command milta hai "Guard-Parade Par" toh puri guard savdhan karegi, guard mounting ke sthan pe march karegi, tham karke saamne mud karegi aur 'khuli line' karegi aur vishram karegi.

(ii) Jab word of command milta hai 'Guard Savdhan' toh guard savdhan hogi.

(iii) Jab word of command milta hai "Guard Dahine Saj" toh guard commander dahine mud karega, 5 kadam march karega, tham aur piche mud karega. Phir pehle agli line ko saj karega, phir, pichli line ko saj karega aur word of command dega "samne dekh" aur phir apni position pe waapis aa jaega.

(iv) Jab word of command milta hai "Guard Bagal Shastra" toh guard bagal shastra ki karywahi keregi.

(v) Iske baad guard mounting NCO, Orderly Officer (Nirikshin Adhikari) ko repoprt dega "Guard nirikshan ke liye haazir hai' (Orderly Officer ka sthan guard mounting NCO se 6 kadam piche hota hai). Report dekar guard NCO, guard ke dahine, guard commander se 6 kadam ke fasle par march karke, saamne mud karke khada ho jaega.

(c) **Orderly Officer.** Orderly officer ab guard ko is tarike se nirikshan karega aur mount karega:-

(i) Word of command dega "Guard-Baju-Shastra. Guard baju shastra karegi aur savdhan mein khadi hogi. Orderly Officer ek-ek karke guard ka nirikshan karega – pehle agli line phir pichli line. Nirikshan ke baad Orderly Officer waapis apne sthan pe aa jata hai.

(ii) Word of command dega "Guard Nirikshan ke liye Janch Shastra" toh guard 'Nirikshan ke lie Janch Shastra' ki karyawahi karegi. Orderly Officer ab ek-ek karke haathiyar ka nirikshan karta hai, aur guard commander se shuru karta hai. Guard commander apne nirikshan ke baad "fall out" karta hai, aur Orderly Officer ke saath baaki guard ka nirikshan karwata hai. Nirikshan ke baad, Orderly Officer waapis apne sthan pe jata hai aur guard cmmander apne sthan pe.

(iii) Word of command dega "Guard-Bolt Chalao" toh guard sikhe hue tarike se bolt ko dhire se aage chodti hai aur band karti hai.

(iv) Word of command dega "Guard-Baju Shastra" toh guard Baju Shastra ki karywahi karegi.

(v) Word of command dega "Number - Samne Ki line - stick orderly-stick orderly Line Tod" to niyukt kiya hua stick orderly line tod ki karywahi karega aur guard mounting NCO ke dahine jaakar khada ho jaega.

(vi) Word of command dega "Guard-Bagal Shastra" toh guard Bagal Shastra ki karywahi kerega.

(vii) Word of command dega "Guard - Apne Duty ke Liye Dahine Se-Tej Chal" to guard march off karti hai, orderly officer ko 'dahine dekh' ki karyewahi karti hai aur phir purani guard se takeover ki karyewahi karti hai.

(d) **Guard Room ki Karyawahi**. Sentry jab nayi guard ko aate hue dekhta hai toh woh purani guard ko "Turn Out" karta hai. Nayi guard jab apne diye hue sthan pe khadi ho jaati hai toh purana guard commander, apni guard ko nayi guard ke saamne, 15 kadam pe "fall in" karta hai. Ab, purani guard, nayi guard ko "salami shastra" deti hai aur nai guard bhi purani guard ko "salami shastra" karti hai. Is ke bad, dono guard ek-ek karke, "baju shastra" karke "aram se" karte hain. Iske baad, nayi guard ka sentry, purane guard ke sentry ko 'relief' karta hai, jo purana guard 2IC karwata hai. Ab purani guard visarjan karti hai aur nayi guard unko "salami shastra" deti hai aur purani guard, nai guard ke samne se gujarti hui, "dahine dekh" karti hai.

(e) **Sentries ki Badli.** Guard commander naye sentry ko sentry post tak march karte hue le jaega. Bagair kisi word of command ke, naya sentry, purane sentry ke baen position lega aur saamne mudega. Ab guard commander, dono sentry ke saamne 3 kadam pe khada hoga aur sentry ko uski duties ke bare mein bataega. Iske baad gaurd commander word of command dega "Sentry Badli" toh purana sentry do kadam aage chalega aur naya sentry do kadam dahine lega. Ab naya sentry apni post lega aur guard commander purane sentry ko word of command dega "Purana sentry – Tej Chal" aur usko guard room mein lejae ga. Ab naya sentry bagal shastra karega aur apne sthan pe jaake khada ho jaega.

BHAG II : GUARD MOUNTING KA ABHYAS

7. **Abhyas**. Ustad ke word of command pe squad isi kayawahi ka abhyas kare.

LESSON PLAN : CD 2

GUARD OF HONOUR

Period - **One**
Type - **Lecture / Practice**
Term - **II / III (SD/SW)**

Training Aid

1. Rifles.

Time Plan

2. (a) Guard of Honour ka Tarika - 15 Min
   (b) Abhyas - 25 Min

UDDESH

3. Guard of Honour dene ka tarika sikhana hai.

TARTIB

4. Yeh sabak do bhagon mein chalaya jayega:-

   (a) Bhag I - Guard of Honour ka Tarika.

   (b) Bhag II - Abhyas.

BHAG I : GUARD OF HONOUR KA TARIKA

5. Zarurat. NCC cadets dwara Guard of Honour nimnlikhit adhikarion ko pradaan ki jaati hai jab woh kisi NCC camp ka visit karte hain ya phir aise mauke hon jahaan pe uchh adhikari invite kiye gaye hon:-

   (a) Rashtrapati, Up-Rashtrapati aur Pradhan Mantri.
   (b) Governors and Lt Governors.
   (c) Raksha Mantri aur Raksha Rajya Mantri.
   (d) States ke Mukhya Mantri.
   (e) Sena / Nau Sena / Vayu Sena Pramukh.
   (f) The Defence Secretary.
   (g) Command ka General Officer Commanding-in-Chief (Army Wing Ke liye)
   (h) Nau Sena Command ke Flag Officer Commanding-in-chief (Naval Wing units only).
   (j) Vayu Sena ke Air Officer Commanding-in-Chief (Air Wing Units only).
   (k) Sena/Nau Sena/Vayu Sena ke Up Parmukh.
   (l) The Dignitaries addressing the convocation of a University.
   (m) University ke Chancellor.
   (n) University ke Pro-Chancellor / Vice Chancellor as Chief guest.
   (o) Director General NCC.

6. **Bayan va Tarika**.

(a) Guard do ranks mein form up karegi, agli line aur pichli line mein 4 kadam ka faasla hoga. Guard Officer aur Colour JCO, agli line se 2 kadam aage aur centre mein honge. Guard commander agli line se 8 kadam aage hoga, cadet se cadet ka faasla 24 inch hoga.

(b) Band, guard ke agli line ki seedh mein uske dahine 7 kadam pe hoga.

(c) Do stick orderly dias ke dahine aur baen khade honge, dias ke agle kinare se 2 kadam dahine aur baen.

(d) Conducting adhikari, VIP ko receive karke, dias ke dahine aur 3 kadm piche khada hoga.

7. **Guard ki Nafri.** Guard of Honour ki nafri is prakar se hogi:-

(a) **For President.** 150 rank and file, 3 divisions mein.

(b) **For Vice President and Prime Minister**. 100 rank and file, 2 division mein.

8. **Salutes**.

(a) **Rashtriya Salute.** Kewal Rashtrapati ya Governors ko apne rajya mein..

(b) **General Salute.** Major General aur uske upar ke rank ke adhikari.

(c) **Salami Shastra.** To all VIPs.

9. **Inspection / Nirikshan.** Iske liye tartib is prakar se hogi:-

(a) VIP ke aane ke samay, guard savdhan mein hogi.

(b) VIP ke dias pe pahuchne par, guard, VIP ke aude ke mutabik, Rashtriya / General Salute ya Salami Shastra karegi aur fir Baju Shastra karegi.

(c) Guard commander, aage badh kar VIP ko report dega “Unit Samman Guard - Aap ke Nirikshan ke liye haazir hai- Sriman (Srimati Ji)”. Salute kar ke guard commander VIP ka wait karega.

(d) VIP dias se utar ke guard ki taraf bade ga. Guard commander VIP ko escort karega aur uske baen rahe ga. Band ke pahale jawan ki line mein aate hi, guard commander VIP ke dahine aur unki line mein ho jaye ga.

(e) Pilot - sirf President ke liye hi aage chalenge.

(f) Nirikshan ke dauran, sabhi ranks VIP ke taraf nazar milaen ge. Band nazar saamne rakhe VIP ke saath saath, sabhi ke sir bhi harkat karenge. Nirikshan khatam hote hi band band ho jaega, aur isi pe sabhi ranks aage dekhne lagenge. Sirf agli line ka hi nirikshan hoga.

(g) Nirikshan ke baad, VIP ko waapis dias pe guard commander escort kare ga. Guard commander VIP ko salute karke apne sthan pe wapis aa jaega. VIP ke jaane ke baad guard ko ‘vishram’ diya jaega.

BHAG II : GUARD OF HONOUR KA ABHYAS

10. **Abhyas**. Ustad ke word of command pe squad isi karyawahi ka abhyas kare.

LESSON PLAN : CD 3

PL / COY DRILL

Period - One

Type - Lecture / Practice

Term - II / III (SD/SW)

Training Aid

1. Rifles.

Time Plan

2. (a) Pl Drill Abhyas - 20 Min

   (b) Coy Drill ka Abhyas - 20 Min

UDDESH

3. Pl / Coy Drill ka Abhyas Karana hai.

TARTIB

4. Ustad squad ko kadwar sizing karke sabak ko do bhagon mein chalayega:-

   (a) Bhag I - Word of Command pe Rifle ke saath Pl drill ka abhyas karana.

   (b) Bhag II - Word of Command pe Rifle ke Coy drill karana.



LESSON PLAN : CD 4

INSTRUCTIONAL PRACTICE

Period - One

Type - Lecture / Practice

Term - III (SD/SW)

Training Aid

1. Rifles.

Time Plan

2. (a) IP Ka Tarika - 20 Min

   (b) IP ka Abhyas - 20 Min

UDDESH

3. Is period mein IP ka tarika sikhana hai.

TARTIB

4. Ustad byan ke saath IP ka namuna dega aur baad mein is ka abhyas karaega.

SUMMARY

Foot Drill

- **Drill** hume **Discipline** shikhati hai aur humare **bearing**, **smartness, appearance** aur **turnout** mein sudhar lati hai. Saath hi self-confidence ko badane mein madad karti hai. Drill hume order manna sikhati hai.

- Word of command ki loudness is baat pe nirbhar karta hai ki word of Command kitne logon ko diya jar aha hai ya unki duri kitni hai. Word of Command clarity (Safai), Pitch and Timing par nirbhar karta hai. Ek acha command sabhi ko achi tarah se samaj aana chahiye.

- Savdhan , Vishram, Aram se ya Khade khade mudhna drill ke sabse mehtavpuran movements hain.

- Kadwar sizing ki zarurat drill mein hamesha hoti hai, khas kar ke ceremonial drill ke liye ya phir drill competition ke liye.

- Khuli line - VIP ko nirikshan karana ho toh Khuli line karyawahi ki Jaati hai.

- Nikat Line – Jab nirikshan ho jata hai toh march karne se pehle 'Nikat Line' ki karyawahi ki jaati hai.

- Khade Khade Salute – Humare samne se koi bhi salute lene wale adhikari gujren toh unhen izzat dene ke liye khade-khade salute ki karyawahi ki jaati hai.

- Discipline ko kayam rakhte hue ek jagah se dusri jagah jane ke liye 'Tej Chal kiya jata hain. Dhire Chal parade ke nirikshan ke liye VIP ke aage jo pilot chalte hai who dhire chal se chalte hain.

- Turning mein, Dahine Mur , Baen Mur aur Picche Mur sabse important movements hote hain.

- Drill karte samay sahi prakar ka salute bahut matavpuran hota hain.

- Jaise ki ***'Ginti se Salute-dahine salute ek', 'Squad Do' (Squad two), 'Squad Chhe' (Squad six),*** **'*Squad Saat' (Squad seven), yeh bahut hi mahatvapurn movements hai aur sabhi cadets ko iski jankari honi chahiye.***

Arms Drill

- Rifle ke Saath Savdhan - savdhan khali haath ki tarah, rifle ki position heel butt par dahine haath ki taraf point karta hua. Kalai rifle ke pichhe cover kiya hua.

- Rifle ke Saath Vishraam aur Aaram Se –
  - Baen paon ki position jaise khali haath mein seekh chuke hain. Dahine haath se rifle pura aage dhakela hua, Dahini kohni ka kham nikala hua. Bayan baju savdhan position mein.

  - Word of command milta hai "aaram se", to sikhe hue tarike se karyawahi karen. Is position me dekhne ki baten, jaise khali haath mein seekh chuke hain.

- Rifle ke saath Visarjan - Jab savdhan position se word of command milta hai "squad / platoon visarjan" toh dahine mud karen, bagal shastra karen, salute karen aur, teen kadam aage lekar tham karen aur, sidhe aage nikal jayen.

- Line Tod ki karyawahi usi tarah hai jaise rifle ke saath visarjan mein seekh chuke hain - lekin line tod par bagal shastra position mein, salute nahin kiya jayega.

- Bhumi Shastra - Jab rifle ko savdhan position se zamin pe rakhna ho to 'Bhumi Shastra' ki karyawahi ki jati hai.

- Uthao Shastra - Jab rifle ko savdhan position se zamin se uthana ho toh 'Uthao Shastra' ki karyawahi ki jati hai.

- Bagal Shastra :-

  - Rifle ke saath ek jagah se dusri jagah jana ho toh bagal shastra se march karke jaate hain.

  - Badi parades mein regiment / unit contingent, bagal shastra se march past karte hain.

  - Quarter guard mein khada sentry Nb/Sub se Captain tak ko, bagal shastra se salute karta hai.

- Bagal Shastra se rifle ko niche lane ke liye Baju Shastra ki karyawahi ki jati hai. Parade samapti hone ke bad bhi Bagal Shastra se Baju Shastra ki karyawahi karte hain.

- Rifle ke saath salami shastra - unche darje ka salute hai. Badi parades mein ya guard of honour mein VIP ko izzat dene ke liye aur quarter guard mein khara sentry, Major se upar wale Officer ko izzat dene ke liye Salami Shastra ki karyawahi karta hai.

- Baju Shastra - Salami Shastra se rifle ko niche lane ke liye Baju Shastra ki karyawahi ki jaati hai.

- Jab rifle ke saath duty ke dauran magazine aur chamber ko check karna ho uss samay nirikshan ke liye jaanch shastra ki karyawahi ke jaati hai aur kote mein rifle rakhne se pahle bhi nirikshan ke liye janch shastra ki karyawahi ki jaati hai.

- Guard Mounting aam taur pe Quarter Guard ya kisi bhi authorized adhikari (General Officer) ke awaas pe ya visit ke dauran ki jaati hai.

- **Guard ki Nafri**. Guard of Honour ki nafri is prakar se hogi:-

- **For President**. 150 rank and file, 3 divisions mein.

- **For Vice President and Prime Minister.** 100 rank and file, 2 division mein.

- **Salutes**.

  - **Rashtriya Salute.** Kewal Rashtrapati ya Governors ko apne rajya mein.

  - **General Salute.** Major General aur uske upar ke rank ke adhikari.

  - **Salami Shastra.** To all VIPs

Comprehension Questions:

Q1. Answer the following in about 15 words:

(a) Drill kya hai?

(b) Drill kitne prakar ki hoti hain?

(c) Drill ke kya usul hain?

(d) Word of command ke kaun se do bhag hote hain?

(e) Khuli line ki zarurat kab padti hain?

(f) Ek ache word of command mein kaun si jaruri baatein hoti hain?

(g) Tej Chal aur Dhire chal mein ek minute mein kitne kadam hote hain?

(h) 'Visarjan' aur 'Line Tod' mein kya antar hain?

(j) Rifle ke saath parade par ke word of command par rifle kitne inch upar uthate hain?

(k) Rifle ke saath saj ke kitne movement hai?

(l) Visarjan karne se pehle rifle ko koun si halat mein lai jati hai?

(m) Bagal shastra ki zarurat likho?

(n) Nirikshan ke liye janch shastra se baju shastra ke kitne movement hai?

Q2. Answer the following in about 50 words:

(a) Drill ka kya maksad hai?

(b) Drill mein 'aaram se' se aap kya samajte hain?

(c) Drill mein kya-kya buri aadaten hain?

(d) Dahine mur karte samay kya kya baat dhyan mein rakhte hain?

(e) Ek sahi sizing wale squad ka kya mahatva hai?

(f) Nikat Line Chal ka kya zarurat hain?

(g) Saamne salute karte samay kya-kya baat dhyan mein rakhni chahiye?

(h) 'Darshak' (marker) ke command mein right marker kya karwai karta hain?

(j) Rifle ke saath "aaram se" kyun kiya jata hain?

(k) Samtol shastra ki jarurat kab padti hai?

(l) Bhumi shastra aur uthao shastra ke kitne movement hain?

(m) Bagal shastra ki zarurat likhe?

(n) Salami shastra ki zarurat kya hai?

Q3. Answer the following in about 150 words:

(a) ‘Dheere chal’ se aap kya samajte hain? Iski zarurat kab padti hai? Vistar se likhe.

(b) ‘Ginti se salute-dahine salute ek’ se aap kya samajthe hain?

(c) Tej Chal se dahine mudne ke drill kya hain?

(d) Rifle ke saath savdhan position mein dhyan dene wali batein likho?

(e) Rifle ke saath Visarjan aur line tod ke antar likhe?

(f) Bhumi shastra aur uthao shastra ki zarurat likhe?

(g) Salami shastra ki No 3 movement likhe?

(h) Nirikshan ke liye janch shastra kab aur kyun kiya jata hain?

Q4. Answer the following in about 250 words:

(a) Tej chal se samne salute kab kiya jaata hai aur kaise kiya jaata hain?

(b) Tej Chal se piche mudne ki kab zarurat padthi hain aur uski kya drill hain?

(c) Ek sahi word command kin baato bar nirbhar karta hain. Durust word of command kaisa hona chahiye. Ek ache word command dene ke liye kaun kaun se baatein zaruri hain? Vistar se likhe.

(d) Guard mounting mein total nafri kitne hoti hain aur iska tarika likhe.

(e) Guard of hounour kab aur kyun kiya jata hai?

Q5. HOTS (High order thinking skills)**:**

(a) Savdhan position mein kya-kya cheese check ki jaati hain?

(b) Drill mein jaane se pehle kya-kya baatein dhyan mein rakhni chahiye?

(c) ‘Drill cadet ki training mein ek bahut matavpurn bhumika nibhati hai. Kya yeh baat Shastra Bal par bhi laagu hoti hain? Vistar se samajhaye

.

(d) Kadwar ya squad sizing kitne prakar ki hoti hai?

UNIT 4: WEAPON TRAINING

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UNIT 4: WEAPON TRAINING

Content	Comprehension	Analysis	Synthesis	Evaluation
Weapon Training	Have an insight into weapon training for NCC cadet Understand and apply knowledge in: (a) The characteristics of a rifle and its ammunition. (b) Stripping, assembling, cleaning and sight setting of Point 22" rifle. (c) Stripping, assembling, care an cleaning of 5.56mm INSAS rifle. (d) Loading, cocking and unloading. (e) Different positions for holding and aiming. (f) Aiming, Range and figure target. (g) Trigger control and Firing a shot. (h) Range procedure and safety precautions. (j) Short Range Firing.	To evaluate the various characteristics of the weapon and implement it on ground and train to achieve skill at arms.	Expose cadets to fire arms and hone skill at arms.	Comprehension questions, discussion and squad post training.

LESSON PLAN: WT 1

CHARACTERISTICS OF POINT 22" RIFLE AND ITS AMMUNITION

Period - One

Type - Lecture/Practice

Term - I (SD/SW)

Training Aids

1. Charts, Pointer, Charts, Black board & Chalk.

Time Plan

2.	(a)	Introduction & Uddesh	-	05 Min
	(b)	Point 22" Rifle ki Viseshtaen	-	15 Min
	(c)	Point 22" Ammunition ki Viseshtaen	-	15 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. Point 22" rifle ek halaka aur sadharan hathiyar hai. Aam tor par is hatiyar ka istemal NCC cadet ko firing me hone wali ghabrahat ko dur karne ke liye istemal karte hain. Is liye jaruri hai ki is hatiyar ka istemal karne se pehle iske bare mein jaankari honi chahiye taaki cadet iska sahi istemal kar saken

UDDHESH

4. Point 22" Rifle aur uske Ammunition ki Visehtaen ke bare men janari dena hai.

TARTIB

5. Is sabak ko do bhagon mein chalaya jaega :-

(a) Bhag I - Point 22" Rifle ki viseshtaen.

(b) Bhag II - Point 22" Rifle ammunition ki viseshtaen.

BHAG I: Point 22" RIFLE KI VISESHTAEN

6. Point 22" Rifle do kisim ki hoti hain. Rifle Point 22" **No II Mark IV Bolt Action (BA)** aur **Point 22" Deluxe Bolt Action (BA)**. In ki visheshtaen is prakar hain:-

Ser No	Details	Rifle Point 22" No II MK IV BA	Rifle Point 22" Deluxe BA
(a)	Length	45 inch	43 inch

(b)	Weight	3.93 Kg	2.78 Kg
(c)	Magzine Capacity	10 Rounds	05 Rounds
(d)	Muzzle Velocity	2700' per second	2700' per second
(e)	Grooves in the barrel	06 RH	06 RH
(f)	Effective Range	25 yards (23 meters)	25 yards (23 meters)
(g)	Max Range	1700 yds at 33^0 angle (1550 meters)	1700 yds at 33^0 angle (1550 meters)
(h)	Calibre	Point 22"	Point 22"
(j)	Ammunition	Point 22"	Point 22"
(k)	Rate of fire :-		
	(i) Normal	05 rounds per minute	05 rounds per minute
	(ii) Rapid	10-15 rounds/minute	10-15 rounds/ minute



Rifle Point 22" MK IV



Rifle Point 22" DELUXE BA

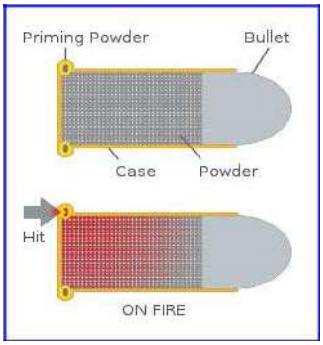
BHAG I: Point 22" AMMUNITION KI VISESHTAEN

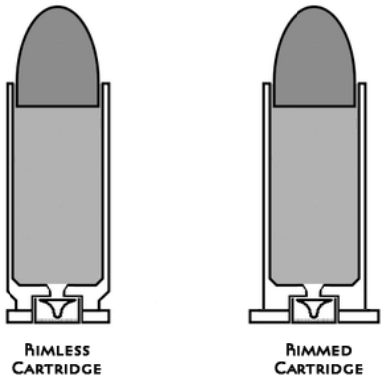
7. **Point 22" Ammunition**.





(a)	**Calibre**	-	Point 22”
(b)	**Length of Bullet**	-	10 mm
(c)	**Length of Bullet with Case**	-	15 mm
(d)	**Weight**	-	38/40 gm
(e)	**Type of Bullet**	-	Lead / Copper
(f)	**Type of Ammunition**	-	Rim / Rimless





Difference Between Rimlees and Rimmed Ammunition

SANKSHEP

8. **Authorisation of Ammunition.**

(a) **ANOs.**

(i) SD - 20 rounds (Pre Commissioning course)
06 rounds (Refresher cum Promotion course)

(ii) JD - 30 rounds (Pre Commissioning Course)
10 rounds (Refresher cum Promotion course)

(b) **Cadets.** 12 rounds per cadet per training year.

9. Point 22”Rifle ek bahut hi kargar aur sidha sadha hathiyar hai jis ki madad se cadet ko durust fire karne ka tarika sikhaya jata hai. Iss hathiyaar ki achhi jankari hone se cadets ko achha firer banaya ja sakta hai.

LESSON PLAN : WT 2

STRIPPING, ASSEMBLING, CLEANING AND SIGHT SETTING OF POINT 22" RIFLE

Period - **One**

Type - **Lecture/Practice**

Term - **I / II (SD/SW)**

Training Aids

1. Charts, Point 22" Rifle, Case Collector, Chindi, Pull Through, Ground Sheet and Oil Bottle.

Time Plan

2.	(a)	Introduction	-	03 Min
	(b)	Point 22" Rifle Kholna aur Jorna	-	10 Min
	(c)	Safai Karne ka Tarika	-	10 Min
	(d)	Abhyas	-	15 Min
	(e)	Sankshep	-	02 Min

INTRODUCTION

3. Point 22" rifle Yugoslavia desh ka bana huwa hai. Yeh hathiyar 25% lohe aur 75% lakdi se bana huwa hai. Is hathiyar ka istemal NCC cadets ko training dene ke liye kiya jata hai. Is liye jaruri hai ki sabhi NCC cadets ko is rifle ka kholna jorna, sight lagana aur safai karne ka tarika malum hona chahiye.

.

UDDHESH

4. Point 22" Rifle ka Kholna-Jorna, Sight Setting aur Safai karne ka tarika sikhana hai.

TARTIB

5. Is sabak ko do bhagon mein chalaya jaega :-

(a)	Bhag I	-	Point 22" Rifle Kholna - Jorna.
(b)	Bhag II	-	.Point 22" Rifle ka Safai Karne ka Tarika.

BHAG I : RIFLE Point 22" KO KHOLNA – JORNA AUR SIGHT SETTING



6. **Kholna.** Rifle ko kholne ki tarkib mein sabse pahle bayonet, phir sling, bolt aur case collector ko khola jata hai. Sling ko utaren aur roll karte hue ground sheet par rakh den. Safety catch ki position **'S'** par karen, bolt lever ko upar ki taraf uthate hue bolt ko piche ki taraf khichein aur rifle se alag karen. Aakhir mein case collector catch ko dabate huye case collector ko alag Karen aur saaf jagah pe rakhen.



7. **Jorna.** Yakin Karen **safety catch ki position 'R'** par hai. Bolt ko uthaen aur bolt head ko tight karen.Uske baad bolt ko guide ke saath milate hue fit karein. Jorte samay yadi ek se jyada rifle khula hai to uske purzon ke registration number check karlen. Trigger dabaen, **safety catch** ki position **'S'** par Karen aur case collector ka chota mehrav aage ki ore rakhte hue use fit karen. Sling ko rifle mein fit karen. Bayonet sabse baad mein fit karen.



8. **Sight Setting.** Sight set karne ke liye thumb spring ko press karo aur sight ko set karo.Muzzle ki taraf le jane se range badhti hai.

BHAG II: SAFAI KARNE KA TARIKA

9. Point 22" rifle ko bhi Anaya hathiyar ki taraha Safaai kiya jata hai.

(a) **Aam Safai.**

(i) **Daily Safai.** Aam taur par daily hathiyar training ke liye nikalte hain.Hathiyar ka dusting kar ke Kote mein jama karte hain.

(ii) **Weekly Safai.** Saptah me ek bar hathiyar ko bahar nikala jata hai aur sabhi hisse purjon mein oil badli kiya jata hain.

(iii) **Quarterly Safai**.

(aa) Quarterly ke douran pure hathiyar ko khola jata hai aur jaruri suda hathiyar oil aur greasing kiya jata hai.

(ab) Hathiyar ke hisse purjon ki tut- phut check ki jaati hai aur unhe marammat kiya jata hai.

(b) **Firing Ke Dauran Safai.**

(i) Firing se pahle hathiyar ki tut phutko armourer dwara check karate hain.

(ii) Lagaatar hathiyar ki safai karte hain aur armourer dwara inspection karate hain.

(iii) Firing ke dauran jab bhi firer ko mauka milta hai to wah apne hathiyar ko saaf karta rehta hai.

(c) **Firing Ke Baad Ki Safai**.

(i) Firing ke baad firer kam se kam 07 din garm pani dalkar barrel ko saaf karte hain.

(ii) Uske baad armourer dwara inspection karaya jata hai.

Note: Safai ke liye Chindhi ka size 4x1.5 inch aur Oil ke saath chindi size 4x1 inch.









10. **Abhyas**. Squad ko groupon mein baanto aur .22 Rifle ko kholne aur jorne ke tarike ka abhyas class ko karwao.

SANKSHEP

11. Point 22"Rifle ek bahut hi kargar aur sidha sadha hathiya hai jis ki madad se cadet ko durust fire karne ka tarika sikhaya jata hai. Iss hathiyaar ki achhi jankari hone se cadets ko achha firer banaya ja sakta hai.

LESSON PLAN: WT 3

STRIPPING, ASSEMBLING, CARE AND CLEANING OF 5.56MM INSAS RIFLE

Period - **One**

Type - **Lecture/Practice**

Term - **I / II (SD/SW)**

Training Aids

1. 5.56 mm INSAS Rifle, magazine, charts, chindi, pull through, black board, target 1' x 1', sand bag, ground sheet, oil bottle, graphite grease tube, body brush, chamber brush and combination tool.

Time Plan

2.	(a)	Introduction & Uddesh	-	03 Min
	(b)	Aam bayan aur Visheshtayen	-	10 Min
	(c)	Kholna-Jorna aur Safai karna	-	15 Min
	(d)	Abhyas	-	10 Min
	(e)	Sankshep	-	02 Min

INTRODUCTION

3. Ladai ki badalte haalat aur sena ki tarakki ke sath sath hamare hathiyaron mein bhi kafi badlav aya hai. Hamare desh ke vaigyanikon ne bhi halke aur lambe rg tak maar karne wala 5.56 mm INSAS Rifle ka awishkar kiya hai. Is hathiyar ka poora poora faida uthane ke liye zaruri hai ki sabhi ko iski khubiyon se bhali bhanti parichit ho taki wah is hathiyar ka bharpoor faida utha sake.

UDDESH

4. 5.56 mm INSAS Rifle ka aam bayan, visheshtayein, kholna, jorna aur safai karne ka tarika sikhana hai.

TARTIB

5. Yeh sabak teen bhagon mein chalaya jayega:-

(a) Bhag I - 5.56 mm INSAS Rifle ka aam bayan aur visheshtayen

(b) Bhag II - 5.56mm INSAS Rifle kholna-jorna aur safai karna.

(c) Bhag III - Abhyas

BHAG I : 5.56MM INSAS RIFLE KA AAM BAYAN AUR VISHESHTAYEN

Aam Bayan aur Visheshtayen

6. (a) Gas ka dabav aur recoil spring ke taqat se kaam karne wala hathiyar hain.

(b) INSAS Rifle 7.62 SLR ke banspat 25% halka aur 70% recoil kam hai.

(c) Kargar range jaida hai.

(d) INSAS Rifle mein grenade sight laga hai.

(e) INSAS Rifle, LMG, aur Carbine ke chaal wale purje aapas mein ek saman hain

(f) Iska bayonet multipurpose hai.

(g) Isse hum single shot aur three rounds control burst fire karte hain.

(h) Iska magazine ardh pardarshi hai.





Techincal Data

7.	Calibre (Kuttar)		-	5.56 mm
8.	Weight			
	(a)	Khali Rifle	-	4.018 Kg
	(b)	Khali Magazine	-	90 gms
	(c)	Khali Magazine ke saath Rifle	-	4.108 Kg
	(d)	Bhari Magazine	-	350 gms
`	(e)	Bhari Magazine ke saath Rifle	-	4.368 Kg
	(f)	Bayonet	-	305 gms
	(g)	Bhari Magazine aur Bayonet ke saat	-	4.673 kg
9.	**Length**			
	(a)	Rifle	-	960 mm
	(b	Bayonet	-	285 mm
	(c)	Bayonet ke saath rifle	-	1110 mm
	(d)	Barrel	-	464 mm
10.	**Rate of Fire.**			
	(a)	Normal	-	60 rounds per minute
	(b)	Control Burst	-	90 rounds per minute
	(c)	Intense	-	150 rounds per minute
	(d)	Cyclic	-	600-650 rounds per minute
11.	Effective Range		-	400 m
12.	Sight Radius		-	470 mm
13.	Grooves		-	6 (RH)

14. Muzzle velocity - 900 m per second

15. Penetration - 3mm at 700 m

16. Ammunition 5.56 mm

(a) Ball

(b) Blank

(c) Tracer

(d) High Density (HD) Cartidge

BHAG II : 5.56 MM INSAS RIFLE KO KHOLNA, JORNA AUR SAFAI



17. (a) Rifle kholne ke liye sabse pahle magazine ko utaren, change lever ko 'R' ya 'B' par karen aur rif ko cock karen.

(b) Bayonet catch ko dabate hue bayonet ko utaren.

(c) Sling ko kholen.

(d) Dahine haath ki kalme wali anguli se retainer locking lever ko dabate hue anguthe se retainer ko aage karen aur receiver cover ko kholen.



(e) Piston extension aur recoil spring ko bahar nikalen.

(f) Piston extension se rotating bolt ko alag karen.

(g) Gas tube locking catch ko 90^0 mein khara karte hue gas tube ko alag karen.



(h) Firing pin aur extractor kholne ke liye drift ki madad se pahle pin firing axis pin aur baad mein extractor axis pin ko kholen.

(j) Magazine ko kholne ke liye stud ko dabate hue bottom plate ko kholen aur spring ko nikalen.



18. INSAS Rif mote taur par 12 accessories ki bane hoti hai :-

(a) Barrel Assembly.
(b) Hand Guard.
(c) Cocking Handle Assembly.
(d) Body Housing Assembly.
(e) Cover Assembly.
(f) Trigger Mech Assembly.
(g) Pistol Assembly.
(h) Butt Assembly.
(i) Piston Extension Assembly.
(j) Rotating Extension Assembly.
(k) Recoil Spring Assembly.
(l) Magazine Assembly.

19. **Jorna**. Jis sequence mein khola gaya hai thik uske viprit karwai karte huye joren akhir mein cock karke trigger press karen.

Safai Karne ka Tarika

20. Safai karne ki liye nimnlikhit ki jarurat padti hain.

(a) Oil bottle.
(b) Brush cleaning.
(c) Brush cleaning chamber.
(d) Pull thorough.
(e) Rod cleaning barrel.
(f) Tool removing ruptured case.

21. Ye jaruri hai ki rifle ko thik tarah se safai ke saath rakha jae aur theek se tel lagaya jae, ta ki bina rukawat se rifle ko aasani se fire kiya ja sake. 5.56mm INSAS rifle ki safai bhi aam hathiyar ki tarah nimnalikhit maukon par pahale sikhae ja chuke dhand se hoti hain.

(a) **Aam Safai**.
  (i) Daily safai.
  (ii) Weekly safai.
  (iii) Monthly safai.
  (iv) Quartely safai.

(b) **Firing**.
  (i) Firing se pehle.
  (ii) Firing ke dauran.
  (iii) Firing ke baad.

22. **Lubrication**. Alag-alag ilake ke temperature ko dhyan men rakhte hue lubrication oil ka istemal hota hain:-

(a)	4 degree se above	-	OX-52
(b)	4 degree se -18 degree tak	-	OX-13
(c)	-18 degree se -40 degree	-	OX 13 + super K/oil – 1:1
(d)	-40 degree se -50 degree	-	OX 13 + super K/oil – 2:3

BHAG III : ABYHAS

23. Class ko jodi-jodi mein rifle ko kholne aur jorne ka abhyas karao.

SANKSHEP

24. 5.56 mm INSAS rifle ek bharose mand hathiyar hai par iski maintenance aur achi handling ke liye jaruri hai ki har cadet ko is hathiyar ka kholna jorna aata ho. Saath hi iss hathiyar ki kabliyat janana hai taaki hathiyar sahi prakar se istemal kiya ja sakhe.

LESSON PLAN: WT 4

LOADING, COCKING AND UNLOADING OF POINT 22" RIFLE

Period - **One**

Type - **Lecture/Practice**

Term - **I / II (SD/SW)**

Training Aids

1. Point 22" Rifle, Magazine, Dummy rounds, Charts, Target 1x1, Sand Bag, Ground Sheet.

Time Plan

2. (a) Introduction &Uddesh - 03 Min

   (b) Bharna, Cock karna aur Khali karna - 15 Min

   (c) Abhyas - 20 Min

   (d) Sankshep - 02 Min

INTRODUCTION

3. Ek acche firer ki khubi hoti hai ki who tezi se rifle ko bhare, load kare aur durust fire kare. Yeh tabhi sambhav ho sakta hai jab training ke dauran acchi sikhlai aur abhyas kara hua ho.

UDDESH

4. Point 22" Rifle ko bharna, cock karna aur khali karne ka tariqa sikhana hai.

TARTIB

5. Ye Sabak do bhagon mein chalaya jayega:-

   (a) Bhag I - Point 22" rifle ko Bharna, Cock karna aur Khali Karna

   (b) Bhag II - Abhyas.

BHAG I: POINT 22" RIFLE KO BHARNA, COCK KARNA AUR KHALI KARNE KA BYAN / NAMUNA

6. **Rifle ko Bharne ki Karwahi**. Point 22" Deluxe Rifle ke sath koi charger nahi diya jata hai.Ammunition ko siddha mag men ek ek kar ke bhara jata hai. Bharne se pehele ammunition ko saaf karlen.

7. **Loading, Cocking aur Unloading**.



(a) Loading, cocking aur unloading ki karwahi hamesha hokum pe hi ki jati hai. Karwahi hamesha tezi se aur sahi tartib se hi ki jati hai.

(b) Is karwahi ko let ke karne ke liye drill is parkar se hai:-

(i) Let ne ke liye, bayen paer se ek lamba kadam len, rifle ko bayen hanth men pakren, phir dahina hanth zamin per akhen, bayen paer ki line men aur let jaen. Let te sayam, dono tange khuli honi chahiye. Ab rifle ke bolt ko piche khinch ke, age push karo taki round chamber men load ho jaye.

(ii) Unload karne ke liye, bolt ko piche kincho, taki fire kiya hua round bahar nikal jaye.

BHAG II: ABHYAS

8. Class ko jodi-jodi men loading, cocking aur unloading ka abhyas karao.

SANKSHEP

9. Drust tartib se rifle ko load karna, cock karna aur unload karna ek ache firer ki khubi hai, jo sabhi ko abhyas karke hasil karni cahiye.

LESSON PLAN : WT 5

LYING POSITION AND HOLDING OF POINT 22" RIFLE

Period - **One**

Type - **Lecture/Practice**

Term - **I / II (SD/SW)**

Training Aids

1. Point 22" Rifle, Magazine, Dummy rounds, Charts, Target 1'x1', Sand Bag, Ground Sheet.

Time Plan

2. (a) Introduction &Uddesh - 03 Min

(b) Lying Position aur Holding - 15 Min

(c) Abhyas - 20 Min

(d) Sankshep - 02 Min

INTRODUCTION

3. Rifle se kai position se fire kiya jata hai lekin, position aisi honi chahiye ki aasani se ikhitihar kiya ja sake aur hathiyar par majboot pakar hasil ki ja sake. Yeh zamin ki banawat aur kudrati sidhai par nirbhar karta hai.Isliye har ek cadet ko kudrati sidhai hasil karne ka tariqa pata hona chahiye. Yeh tabhi sambhav ho sakta hai jab ek cadet squad post training ke dauran achchhi sikhlai paya ho.

UDDESH

4. Point 22" Rifle ka Lying Position aur Holding ka tarika sikhana hai.

TARTIB

5. Ye sabak do bhagon mein chalaya jayega:-

(a) Bhag I - Lying Position aur Holding ka Byan va Namuna.

(b) Bhag II - Abhyas.

BHAG I: LYING POSITION AUR HOLDING KA BYAN VA NAMUNA

6. **Lying Position**.Lying position asani se akhtiyar ki jane wali aramdeh aur bunyadi position hai. Iss position mein badan ka khaka chhota banta hai, jis se larai ke maidan mein nichi se niche aar ke pichhe se dushman ki najar aur fire se bachte hue dushman ke upar kargar fire dal sakte hai.

7. **Position Lene KaTarika**. Sabse pehle target ki sidh mein khare ho jaen, chalti halat mein baen paon ko thora baen aur age len, sath hi rifle ko baen hath men pakren. Iske bad daen hath se zamin ka sahara lete hue, let jaen. Rifle ko dahine rakhen aur bayen haath ki kohni ko tab tak harkat den jab takki target, baen kohni, dahina kandha aur dahina paon ek seedh mein na aajae. Ab dahini kohni ko us

jagah par rakhen jahan par kohni dahine aur thora kandhe ke niche ho. Dono haathon ki hatheli ko thudi ke neeche lagakar aankhen band Karen aur badan ke tanav ko mahsoos Karen, yadi badan mein tanav hai to kohni usi jagah rakhte hue badan ko aage peechhe karte hue tanav ko door Karen aur kohni ki jagah ko mark kar den.

8. **Holding (DurustPakar).** Rifle ki pakar haasil karne ke liye kandhe mein le jaen. Baen haath ki kalmen wali anguli aur anguthe ke beech jo'V' banta hai wahan par rifle ko rakhen. Hand guard niche wali hatheli ke upar aa jae. Charon angulian bahar se aur angutha andar se saath hi magazine ko kalai ke saath hona chahiye. Poori pakar ko majboot karne ke liye baen kohni ke loose mans ko zamin par jamate hue thora aage push Karen, dahine kohni ke loose mans ko kaabu rakhne ke liye kohni ko apni taraf khiche. Yadi rifle upar point kar rahi ho to dahine hath ko aage Karen. Agar niche point kar rahi ho to dahine hath ko pichhe Karen. Agar baen point kar rahi ho to dahine pair ko baen kare. Agar dahine point kar rahi ho to position thora dahine Karen.





(a) **Standing Position.**





(b) **Kneeling Position**.





(c) **Sitting Positon**.





BHAG III: ABHYAS

10. Class ko jodi-jodi men lying position, holding aur aiming ka abhyas karao.

SANKSHEP

11. Drust firing tabhi mumkin hai, jab ek firer durust position, majboot pakar, durust sisht aur durust trigger operation karta hai. Is ke liye kafi abhyas karna padta hai.

LESSON PLAN: WT 6

TRIGGER CONTROL AND FIRING A SHOT

Period	**-**	**One**
Type	**-**	**Lecture/Practice**
Term	**-**	**I / II (SD/SW)**

Training Aids

1. Point 22" Rifle, Magazine, Dummy rounds, Charts, Target 1x1, Sand Bag, Ground Sheet, Aiming Correcter and Tin Disc.

Time Plan

2.	(a)	Introduction &Uddesh	-	03 Min
	(b)	Durust Trigger Control aur Fire	-	15 Min
	(c)	Abhyas	-	20 Min
	(d)	Sankshep	-	02 Min

INTRODUCTION

3. Achook nishane baaji ke buniyadi usool hain majbot pakar, durust sisht lena, aur durust trigger operation ki karwahi. Is liye har ek firer ko sisht leneke saath –saath sahi trigger operation ki karwahiachhitarah se aanichahiye.

UDDESH

4. Point 22" Rifle kasahi Trigger Control aur firing katqrikasikhanahai.

TARTIB

5. Ye sabak do bhagonmeinchalayajayega :-

(a) Bhag I - Durust Trigger Control aur Fire kaByanvaNamuna.

(b) Bhag II - Abhyas.

BHAG I: DURUST TRIGGER CONTROL AUR FIRE

6. **Trigger Control**. Durust trigger control keliyetartib is parkar se hai :-



(a) Durust trigger operation ke liye kalmi wali anguli (index finger) ka sahi istemalhai. Anguli ka pehla aur dusre jor ke beech ki jagah ko trigger ke upar rakhte hai.

(b) Trigger ke do khichav hai, hal ka aur sakht khichav. Pahla khichav haasil karne ke baad dusra khichav hasil karen. Trigger dabate samay barrel harkat nahin karni chahiye.

(c) Sahi trigger operation ki karwai karne ke liye firer ko tin disk ex di jati hai. Is men rifle ko ready karo aur barrel par tin disk rakho aur trigger ko press karo. Agar tin disk niche nahin girti hai to trigger operation ki karwahi sahi hai.

7. **Shot Fire Karne ki Tartib.** Sahi shot fire karne ke liye sahi position aur pakar, sahi eye sight, aiming, dimag aur trigger control men durust tal-mel se hi hasil ho sakta hai. Is ke liye tartib is parkar se hai:-

(a) Sahi position ikhtiyar karen. Kudrati seedhai ko check karen.

(b) Rif ko bhar karen, Ready karen, sahi sight lagaen aur sahi alignment hasil karein. Dimagi taur par un angon ko check kare jinko rifle ko hold karne mein madad karte hain. Jaise baen hath ki kohni, kalai, dahina kandha, dahine haath ki pakar aur kalme wali anguli.

(c) Ab saans ko normal chalne den aur, back sight aperture ka madhya se foresight tip ko POA se milao. Fore sight tip 6 baje aur 12 baje ki line mein harkat karni chahiye.

(d) Trigger ka pahla khichav haasil karne ke baad kuch samay ke liye saans ko roken. Aur sight picture ko check karen. Uske baad poora dhyan fore sight tip par le jaen aur trigger dabayen to goli fire ho jaegi.

(e) Goli fire ho jaane ke baad usi pakar, position aur sisht ko kayam rakhte hue foresight tip ki movement ko check karen foresight ki tip jahan point karegi goli usi jagah par lagegi.

(f) Ab saans ko chhor den aur maar‘ko pukaren. Goli fire hone se maar pukarane tak ki karwai ko **follow through** kahte hain.

BHAG II: ABHYAS

8. Class ko jodi-jodi men trigger control aur fire ka abhyas karao.

SANKSHEP

9. Drust firing tabhi mumkin hai, jab ek firer durust position, majboot pakar, durust sisht aur durust trigger operation karta hai. Is ke liye kafi abhyas karna padta hai.

LESSON PLAN: WT 7

RANGE PROCEDURE AND SAFETY PRECAUTIONS

Period - **One**
Type - **Lecture/Demo/Practice**
Term - **I / II (SD/SW)**

Training Aids

1. Red flag 6‘x 6‘, Flag pole 20‘, Target Plate 3‘x 2‘, Red Jacket, Helmets, Repairing Material, Butt Register, Sand Bag and Ground Sheet.

Time Plan

2.

(a)	Introduction & Uddesh	-	03 Min
(b)	Range ki Tartib aur Fire	-	15 Min
(c)	Demo	-	20 Min
(d)	Sankshep	-	02 Min

INTRODUCTION

3. Shooting ke darje banaye rakhne ke lie, troops range par pistol, carbine rifle aur lmg fire mein abhyas karte hain. hamare desh mein short range to takriban har unit mein paaye jaate hain lekin classification range bahut kam jagah par hote hain. range allottment ka pura faide uthane ke lie fire se pahle samay se range fire ke lie tayar karna aur range par durust range drill par amal karne se sabhi trainees ko fire mein abhyas diya ja sakta hai.

UDDESH

4. Iss lecture aur demonstration ka uddesh, range par durust Range ki Tartib aurFire conduct karne ka tarika sikhana hai.

TARTIB

5. Is lecture aur demonstration ko teen bhagon mein chalaya jaega :-

(a) Bhag I - Fire se pahle ki taiyariyan aur zaruri saman.

(b) Bhag II - Practiceconduct karna aur suraksha sambandhi baatein.

(c) Bhag III - Demonstration.

BHAG I : FIRE SE PAHLE KI TAIYARIYAN AUR ZARURI BAATEIN

6. **Fire Se Pahle Ki Taiyariyan**. Range per, range standing orders, pamphlet Inf training vol I aur range course ke mutabiq fire ke lie taiyar karna chahiye taaki, fire samay par shuru kiya ja sake aur fire ke dauran koi hadsa na ho. Range ki taiyari mein nimnlikhit baatein shamil ki jaen:-

(a) Stop butt ke dahine kinare par 20' uncha staff pole jis par 6’x6' ka lal jhanda laga ho.

(b) Stop butt ki mitti naram aur usmen pathar ya sikka na ho.

(c) Target bahar wale kinare se 20' andar ki taraf ho.

(d) Stop butt par 2'x3' chauri target number plate lagi ho.

(e) Markers gallery ke bayen taraf 12' pole par 4’x4' ka lal jhanda laga ho.

(f) Mantlet butt ki mitti naram aur usmen bhi koi pathar ya sikka na ho.

(g) Firing point aur trenches par format ke mutabik naram mitti se bhara sand bag ho.

(h) Area saaf ho.

(j) Range ke ek taraf munasib jagah par nimnlikhit stand lagaye jaen.

(i) Ammunition.

(ii) Armour.

(iii) Nursing Assistant.

(iv) Sights kala karne ki jagah (Fore sight Blanking Point).

(k) Milap ke liye telephone line lay kiya hua sath hi radio set kabandobast.

(l) Sentries, nafri aur jagah range standing order ke mutabik, lal coat men ho.

7. **Annya Taiyariyan**.

(a) Range clearance.

(b) Firers ka nominal roll taiyar karna.

(c) Hathiyaron ki before firing inspection.

(d) Ammunition ka bandobast.

(e) Milap ke sadhan ka prabandh.

(f) Butt party bantna.

(g) Working party bantna.

(h) Coaches ka bandobast.

(j) Hathiyar safai ke lie saman.

(k) Warning boards taiyar karna.

(l) Armourer, Nursing Assistant aur bugler ka saman ke sath bandobast.

(m) Practice ke mutabik target taiyar karna.

(n) Temporary camp lagane ka bandobast yadi range unit se dur ho.

(o) **Documents**.

(i) Firing point register.

(ii) Butt register.

(iii) Range course SAO 12/S/85 (new RANGE course).

(iv) No damage certificate.

(v) Lead deposite certificate.

(vi) Ammunition aur fired case ka detail.

BHAG II: PRACTICE CONDUCT KARNA AUR SURAKSHA SAMBANDHI BATEN

Practice Conduct Karna

8. Range par firer ko 2 groups mein baant diya jata hai, Firing Group aur Training Group.

9. **Firing Group**. Pure firers ko details mein bant diya jata hai aur ek samay par chaar (4) detail range par kaam kar rahi hoti hain yani ki.

(a) Firing Detail.

(b) Waiting detail – do (2).

(c) Ammunition collection detail.

10. **Target Group.** Firing point se pichhe target group ko nimnlikhit abhyas ke lie lagaya jata hai.

(a) Aiming.

(b) Trigger operation.

(c) Holding.

(d) Roken dur karna.

(e) Firers ki jati galti ke lie sudharak exercise aur coaching.

(f) TsOET.

Suraksha Sambandhi Baatein

11. **Firing Point se Phele.**

(a) Hathiyar clear, magazine utra hua aur safety device laga hua.

(b) Muzzle hamesha surakshit disha mein.

(c) Drill cartridge ka istemal nahin.

(d) Ammunition practice ke mutabik issue.

(e) Harkat chal kar.

(f) Chamber hamesha khali.

(g) Dry exercise se pahle hathiyar ka nirikshan.

12. **Firing Point Par.**

(a) Ammunition ki safai aur damage check.

(b) Barrel surakshit disha.

(c) Bhar hukam se.

(d) Sahi khali kar.

(e) Barkhilap karwai par fire band.

(f) Roken dur karte samay savdhani.

BHAG III: DEMONSTRATION

13. Ustad range drill ki tartib ka ek sahi aur durust namuna byan ke saath den.

SANKSHEP

14. Drust range drill ka follow karna bahut hi zaruri hai kiyon ki, is se samay ki bachat hoti hai aur koi anhoni ya hadsa bhi nahi hota. Firing ke dauran range drill ki laparwahi, yah range drill ka andekhi se dukhad ghatnae ho sakne ki sambhawna hai, aur is men ksi ki jaan bhi ja sakti hai.

LESSON PLAN : WT 8

THEORY OF GROUP AND SNAP SHOOTING

Period - One

Type - Lecture/Practice

Term - II / III (SD/SW)

Training Aids

1. Red flag 1‘x 1‘, Charts, Sand Bag and Ground Sheet.

Time Plan

2.	(a)	Introduction & Uddesh	-	03 Min
	(b)	Theory of Groups	-	20 Min
	(c)	Snap Shooting	-	15 Min
	(d)	Sankshep	-	02 Min

INTRODUCTION

3. Achook nishane baaji ke buniyadi usool hain majbot pakar, durust shisht lena, aur durust trigger operation ki karwahi. Is liye har ek firer ko shisht lene ke saath –saath sahi trigger operation ki karwahi achhi tarah se aani chahiye.

UDDESH

4. Theory of Groups aur Snap Shooting ke bare mein jankari dena hai.

TARTIB

5. Ye sabak do bhagon mein chalaya jayega:-

(a) Bhag I - Theory of Groups.

(b) Bhag II - Miniature Range Snap Shooting.

BHAG I : THEORY OF GROUPS

Group Aur Uski MPI

6. Firing ke dauran yeh janna zaruri hai ki jab hum kabhi bhi ek se jada goli fire karten hai, jin ki shiht, ammunition, weapon ya firing conditions sman hain, to sabhi goli target pe ek hi jagah nahi lagengi. Is men ek pattern banta hai, aur is ke kai karan ho sakte hain. Ek group banane ke liye, paanch goli jo ki ek sath aur ek hi aiming point par fire ki hon, ko liya jata hai. In paanch goliyon ke group ke Kendra Bindu (central point) ko group ka Mean Point of Impact (MPI) kehte hain.

Grouping Capacity

7. Kisi bhi firer dwara fire ki gayi paanch golion ke circle ke diare (diameter) ko us firer ki Grouping Capacity kehte hain. Coaching ya scoring ke hisab se firers ko unki Grouping Capacity ke mutabik classify kiya jata hai, jaise 2 inch, 4 inch etc. Yeh grouping, 100 m ya 25 m pe napi jati hai.

8. Yeh jaan lena chahiye ki, ek firer ki Grouping Capacity ka anuman tabhi sahi lage ga jab, usne har goli sahi shist leke fire ki ho. Agar kisi firer se, galti se, bagair durust shist ke, koi goli fire ho jaati hai toh us goli ko Grouping Capacity ke liye nzarandaz kar dena chahiye.

9. Grouping ki ahmiyat, hathiyar ki zeroing ke liye bahut hi zaruri hai. Agar koi firer, ek hi point of aim (POA) ko lekar, paanch goli fire karta hai, aur uska MPI, point of aim se hatkar hai, toh iska matlab us weapon ko zero karna zaruri hai. Zeroing ke liye, foresight ya back sight, mein kuch tabdili ki jati hai taki, MPI aur POA ke bich ka fasla bilkul kam ho.

10. Ek baar ksi firer ki grouping ho jati hai toh, uske baad, us firer ki zimmewari hai ki woh, samay samay par apni grouping ko barkarar rakhe aur, ho sake toh usmein aur bhi improvement laye.

BHAG II : MINIATURE RANGE SNAP SHOOTING

11. Grouping aur Zeroing ke baad Snap Shooting fire karna chahiye. Snap shooting mein target bahut hi thode samay ke liye nazar aata hai. Iske liye yeh janna zaruri hai ki fire karne ke liye samay kaafi hai agar, firer ko apne upar pura bharosa hai.

12. Snap shooting ke liye sikhlai is prakar se hoti hai :-

(a) **Stage-1 Automatic Alignment**. Is mein squad, semi circle mein lying position mein hota hai aur instructor centre mein hota hai aur, aiming mark instructor ki ankh hoti hai. Aiming alignment ko aiming disc ki madad se check karne ke liye, individually, instructor “up” ka word of command deta hai toh uspe firer instructor ki ankh pe nishana lagaten hain.

(b) **Stage-2 Automatic Alignment with Correct Hold and Trigger Operation**. Is stage mein “up” ke command pe firer, rifle ko upar lata hai, sahi shist leta hai, mazboot pakarta hai aur fire karta hai. Fir weapon ko dobara load karta hai aur dobara practice karta hai. Is mein accuracy pr jyada jor hai na ki speed pe.

(c) **Stage 3,4 & 5**. Is stage mein snap shooting practice firing, targets pe alag alag ranges pe ki jaati hai. Is ke liye per goli 7 sec ka samay hota hai.

13. Short range pe representative miniature targets ka istemal hota hai aur, samay ko me 7 se seconds kar diya jata hai. Ek din mein do se jada practice nahi karni chahiye.

14. **Continuous Snap Shooting**. Is mein jaise jaise target dikhta hai, waise hi us pe fire kiya jata hai. Buniyadi usul yeh hai ki “ Ek Goli Ek Dushmsn/Target” aur “ Shoot to Kill”.

15. **Dhyan Mein Rakhne Wali Baten**.

(a) Accuracy’ speed se jyada zaruri hai.

(b) POA ko bataya nahi jata.

(c) Butt hamesha kandhe pe hota hai, re-aiming ka samay bachane ke liye.

(d) Durust bolt ki karwahi taki reloading me samay barbad na ho.

SANKSHEP

16. Ek achche firer ke liye durust grouping aur zeroing karna bahut hi zaruri hai. Is se target pe durust firing ki ja sakti hai. Snap shooting ke liye durust zeroing ke alawa, durust shist aur trigger operation ki zarurat hai. Hamesha ‘ek goli ek dushman’ ka buniyadi usul yaad rakhe.

LESSON PLAN : WT 9

SHORT RANGE FIRING, AIMING AND ALTERATION OF SIGHT

Period - **One**

Type - **Lecture/Demo/Practice**

Term - **I / II / III (SD/SW)**

Training Aids

2. Red flag 6‘x 6‘, Flag pole 20‘, Target Plate 3‘x 2‘, Red Jacket, Helmets, Repairing Material, Butt Register, Sand Bag and Ground Sheet.

Time Plan

2. (a) Introduction &Uddesh - 03 minutes

(b) Short Range Firing - 18 minutes

(c) Aiming and Alteration of Sight - 19 minutes

INTRODUCTION

3. Jis tarah bimar ke lakshan ko dekh kar bimari ka pata chalta hain, usi tarah, target par goliyon ki maar ya group ka vishleshan karne se, hone wali galtiya ka pata chalta hain. Group me goliyon ki maar aur unke failav ko dekh kar firer ki kabliayat ka asani se pata lagaya ja sakta hai.

UDDESH

4. Short range pe firing aur sisht men badly ke bare men jankari den hai.

5. Is lecture ko do bhagon mein chalaya jaega:-

(a) Bhag I - Short Range Firing.

(b) Bhag II - Alteration of Sight.

BHAG I : SHORT RANGE FIRING (POINT 22” RIFLE)

Practice	Target Type	Range in Yards	Round	Instructions	Scoring
Deliberate	1’ x 1’	25	10	(a) Position lying supported (b) One practice of 5 rounds	Bull & Inner – 03 points Magpie – 02 points Outer – 01 points HPs – 15 points

Note :- Out of 12 rounds authorized per cadets, 2 rounds will be pooled for zeroing and re-classification of failures.

BHAG II: AIMING AND ALTERATION OF SIGHT

6. **Zarurat.** Firing ke dauran agar yeh pata chalta hai ki, durust aim aur firing ke babzood goli POA se uparya niche lagti hai to, back sight ko adjust karke setting karna zaruri hai.

7. **Elevation.** Back sight ko jo adjustment karni hai who niche diye table ki madad se ki ja sakti hai jis men, 100 yds pejo change karte hain, us se MPI kitni badalti hai.

Range Target	Rise or Drop of MPI on Target
200 Yards	6 inches
300 Yards	12 inches
400 Yards	18 inches
500 Yards	24 inches

8. Sight men 50 yards ki alteration se, upar diye hue effect adhe ho jate hain, aur agar sight men 200 yards ki alteration ki jati hai to, upar diya hua effect double ho jata hai.

SANKSHEP

9. Range pe durust firing karna sabhi ka kartavya hai. Is liye agar goli target pe nahi lagti hai to turant sight men alteration karke goli target pe marna zaruri hain.

SUMMARY

- Range mein firing karne se ek cadet weapon training ke kala mein maharat hasil karne mein madat karta hain aur saath hi hathiyar ko self protection mein istemal karna seekh ta hain.

- Rifle .22 No MK-II, MK IV and Deluxe BA kialag-alag visheshtaen hain jaise ki; wazan, lambai, magazine ki capacity, velocity, range, calibre, ammunition and rate of fire.

- Rifle ko kholte aur jodhte waqt dhayn rakhna chahiye ki rifle ke hisse purje mix na ho jaye. Saath hi Sight setting ka bhi dhyan rakhna chahiye.

- Rifle ki efficiency uske saaf safai aur dekh bhal par nirbhar karti hai aur saath firer ki skill par bhi nirbhar karti hai.

- 5.56 mm INSAS rifle ek jawan ka personal hathiyar hain. Yeh gas ke dabav aur recoil spring ke taqat se kaam karne wala hathiyar hain. 5.56 mm INSAS rifle ne 7.62mm SLR ko replace kiya hain.

- Ladai ke samay mein ek soldier ko jald se jald rifle ko load karna aur accurate fire karna aana chahiye. Lying position firing ke liye sabse achi position hoti hain. Firing ke teen basic usul hai, Majboot pakad, Sahi aiming aur durust trigger operation.

- Firing ko safe aur sahi tariqe se karane ke liyes ahi range procedure follow karna bahut zaruri hain. Firing ki taiyari bahut hi detail mein karni chahiye aur teen bhago mein baant na chahiye; before firing, during firing and after firing. Sabhi orders aur instructions ko follow karke hi firing ko suru karna chahiye.

- Short range firing 25 yardse figure 1'x1' target par karayi jaati hain.

- Sight alteration ya zeroing bullets ko Point of Aim mein lane ke liye kari jaati hain. Sight alteration back sight ko adjust karke kiya jaata hain.

Comprehension Questions:

Q1. Answer the following in about 15 words:

(a) Point 22" Rifle kaun-kaunsikismkihotihain?

(b) Rifle ko kholne ka kya sequence hain.

(c) Rifle ko saaf karne ke liye kin-kin cheezo ki zarurat hoti hain?

(d) Lying position kikyakhubiyahain?

(e) Aiming se aapkyasamajhtehain.

Q2. Answer the following in about 50 words:

(a) Point 22" Ammunition ki visheshtaen likhe?
(b) Rifle ko kis prakar se khola jata hain?
(c) Rifle ko kis prakar se load, cock aur unload kiya jaata hain?
(d) Durust pakad se aap kya samajthe hain?

Q3. Answer the following in about 75 words:

(a) Rif Point 22" No No-II, MK IV and Deluxe BA ki visheshtaen likho?
(b) Firing ke kaun se teen bunyadi usul hain?
(c) Firing ke baad ki safai mein aap kin kin baato ka dhyan rakhoge?
(d) Point 22" Rifle ki firing mein kaun kaun se target ka istemal kiya jaata hain?
(e) MPI se aap kya samajthe hain?
(f) Lying position lene ka kya tariqa hain?
(g) Firing range par firing ke dauran kaun kaun se register rakhe jaate hain?
(h) INSAS rifle ke visheshtayen likho.

Q4. Answer the following in about 150 words:

(a) Point 22" rifle ko jodthe waqt aap kin-kin baato ka dhyan rakhenge?

(b) Firing ke dauran aap kin kin suraksha sambandi baton par dhyan denge?

(c) Shot firing karne ki kya tartib hain?

(d) Alag-alag temperature mein hathiyar ka lubrication ka kya tariqa hain?

Q5. Answer the following in about 250 words:

(a) Point 22" rifle ke safai kitne prakar ki hoti hain? Vistar se likhe

(b) Shisht ka kaida likho? Slight Alignment aur Sight picture se aap kya samajhte hain?

(c) Firing se pehle aap kya kya taiyari karenge?

Let's Discuss

Q6. Higher Order Thinking Skills (HOTS)

(a) NCC mein cadets ko basic weapon training kyun di jaati hain?

(b) Point 22" Rifle ka diagram banaye aur uske paanch parts ke kaam ke bare mein likhe.

(c) NCC mein firing ke sthar ko aur acha kis prakar se kiya ja sakta hain?

(d) 5.56mm INSAS rifle sena mein ek jawan ka personal hathiyar hain. 5.56mm INSAS rifle ka sabhi parts dekhate hue ek detailed diagram banaye.

UNIT 5: PERSONALITY DEVELOPMENT AND LIFE SKILLS

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UNIT 5 : PERSONALITY DEVELOPMENT AND LIFE SKILLS

Content	Comprehension	Analysis	Synthesis	Evaluation
Introduction to personality development	Understand personality of an individual and its development.	Analyse the different factors that influence personality and shape it.	Appreciate the diversity in personality of individuals and its influence on their behavior.	Worksheets, comprehension questions, discussion and activities.
Factors Influencing / Shaping Personality	Understand factors influencing / shaping Personality : Physical, social, Psychological and Philosophical.	Analyse the Factors influencing / shaping Personality: Physical, social, Psychological and Philosophical.	Appreciate the Factors influencing / shaping Personality : Physical, social, Psychological and Philosophical.	Worksheets, comprehension questions, discussion and activities.
Self-Awareness	Understand the concept of self awareness.	Examine the factors that affect one's self and self realization through SWOT analysis.	Develop a sense of responsibility, smartness in appearance and improve self confidence.	Worksheets, comprehension questions, discussion and activities.
Empathy	Understand the importance of Empathy in building relationships.	Examine the difference between empathy, sympathy and altruism.	Inculcate the importance of empathizing with others.	Worksheets, comprehension questions, discussion and activities.
Critical and Creative Thinking	Understand the concept of Critical and Creative Thinking.	Analyse the critical thinking ability in an objective manner.	Inculcate the Critical and Creativequalities by applying existing ideas.	Worksheets, comprehension questions, discussion and activities.
Communication Skills-1	Understand the basics of styles and ways of communication.	Enhance the communication skills in an effective style.	Inculcate verbal and non verbal communication skills.	Worksheets, comprehension questions, discussion and activities.
Communication Skills-2	Understand the importance of effective communication in daily life.	Examine the principles of effective communication and the barriers in communication.	Appreciate the need of effective communication.	Worksheets, comprehension questions, discussion and activities.

Decision Making and Problem Solving	Understand Decision Making and Problem Solving Skills.	Analyse the problem solving and understanding its process.	Enable to face problems in a constructive manner with solution.	Worksheets, comprehension questions, discussion and activities.
Coping with Stress and Emotion Stress	Understand Stress Management.	Analyse Stress Management techniques and dealing with Emotions and Feelings.	Develop a sense of managing stress in changing environment.	Worksheets, comprehension questions, discussion and activities.
Change your Mindset	Understand the importance of changing mindset.	Examine the ways to change your mindset.	Learn to change your mindset to develop a positive attitude.	Worksheets, comprehension questions and discussion.
Time Management	Understand the importance of time and its effective use.	Examine the Principles of Time Management.	Appreciate to manage time and look at it as a valuable resource.	Worksheets, comprehension questions, discussion and activities.
Sociability: Social Skills, Etiquettes and Manners	Understand Social Skills, Etiquettes and Manners.	Examine Etiquettes and Manners in social life.	Develop a sense of manners and etiquettes in social life.	Worksheets, comprehension questions, discussion and activities.
Importance of Group / Team Work	Understand the importance of group / team work.	Analyse the types and characteristics of group / team.	Develop a sense of cooperation for group / team work.	Worksheets, comprehension questions and discussion.
Interview Skills	Understand the importance of interview skills, curriculum Vitae and mock interview.	Examine the various aspects required for attending an interview.	Enable to successfully prepare Curriculum Vitae and participate in any interviews with confidence.	Worksheets, comprehension questions, discussion and activities.
Career Counselling	Understand the importance of Career Counselling in life.	Examine the various career options available after 12th standard.	Appreciate the need for career counseling for choosing the right career in life.	Worksheets, comprehension questions, discussion and activities.

LESSON PLAN : PDLS-1

INTRODUCTION TO PERSONALITY DEVELOPMENT

Period - Two
Type - Lecture Discussion
Term - I (SD/SW)

Training Aids

1. Computer slides, charts, marker pens, black board, chalk.

Time Plan

2.

(a)	Introduction	-	05 Min
(b)	Life Skills vs Other Skills	-	20 Min
(c)	Understanding the Concept of Life Skills	-	25 Min
(d)	Practical use of Core Skills in daily life.	-	25 Min
(d)	Conclusion	-	05 Min

INTRODUCTION

3. An individual's personality is the complex of mental characteristics that makes them unique from other people. It includes all patterns of thought and emotions that cause us to do and say things in particular ways. Personality development is, developing a personality so as to create a strong positive impression about self with the targeted group. It is very important to maintain one's personality to prove in a long run.

AIM

4. To acquaint the cadets about Personality Development and enhancing the same through application of Life Skills.

PREVIEW

5. The class will be conducted in the following parts:-

(a) Part I - Life Skills vs Other Skills.

(b) Part II - Define the Concept of Life Skills.

(c) Part III - Practical use of Core Skills in daily life.

PART I : LIFE SKILLS VS OTHER SKILLS

6. The class will be introduced to subject by activity method.

7. **Activity–Skills**.

(a) **Step1.** Write the words SKILLSin big bold letters on the flipchart. Ask theparticipants to name a few skills they are familiar with.

(b) **Step 2.** Categorize the responses as Vocational, Functional, Literacy, Language, Numeric skills, Cultural, Recreational and Life Skills.

(c) **Step 3.** Initiate a discussion on the following topics:-

- (i) The difference between skilled and unskilled persons.
- (ii) Why is it necessary to have skills?

- (iii) How does one acquire skills?
- (iv) Why should the skills be enhanced?

8. Based on the brainstorming session the following will be elaborated about the various types of skills:-

(a)	**Literacy Skills.**	Reading, writing and arithmetic skills.
(b)	**Language Skills.**	Communicating using a language in writing and Speech. Filling up of bank forms to deposit or withdraw money.
(c)	**Functional Skills.**	Able to read map, booking railway tickets, fix afused bulb or leaky tap etc.
(d)	**Vocational Skills.**	Enhancing livelihood opportunities – carpentry, tailoring. Making handicrafts, fisheries etc.
(e)	**Sports Skills.**	Capable of playing on the field as part of a team or as a single player.
(f)	**Cultural Skills.**	Capacity to lighten the spirits of the group he or she belongs to with activities that can break the monotony, eg. use of jokes, energizers etc.
(g)	**Life Skills**	Self-awareness, empathy, creative thinking, critical thinking, effective communication, interpersonal relationship, decision making and problem solving, coping with stress, coping with emotions.

PART II : THE CONCEPT OF LIFE SKILLS

9. Skills are acquired through practice and patience. A skilled person uses less time, energy and resources to do a job and produces quality results. Enhancing Life Skills enables us to adapt to situations and people and helps us to lead a healthy and positive life.

10. WHO has defined life skills as follows “Life Skills are abilities for adopting positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.”

11. There are ten core Life skills which help in enhancing the personality of an individual. They are as follows:-

(a) **Self Awareness**. Recognition of self, our character, strengths and weaknesses, desires, likes and dislikes, and skills. Being aware of the good points about oneself helps young people build a sense of self-esteem and self-confidence. Being aware of their weaknesses will make young people willing to learn more. This also helps them utilize the opportunities available to them in relation to their abilities. Self-awareness is necessary for developing a positive attitude towards life.

(b) **Empathy**. Is the ability to be sensitive to another person`s situation, to understand his/her concerns, worries, fears and needs and how they feel. Empathy works wonders when we apply it to our relationships – with our loved ones, classmates, parents, friends, cousins and colleagues. It helps us move closer to solutions, to resolve conflicts, and enhance our quality of life.

(c) **Critical Thinking**. Is the ability to analyze information and experience in an objective manner. It can help us recognize and assess the factors that influence our attitude and behavior, such as media and peer pressure influences.

(d) **Creative Thinking.** Creativity is the ability to generate new ideas by combining, changing, or reapplying existing ideas. It helps us to look beyond our direct experience, and to respond adaptively and with flexibility to situations in our daily lives.

(e) **Problem Solving Skills**. Enable us to deal with problems in our lives in aconstructive manner. The process of problem solving involves various steps. They are identifying the problem, exploring the available alternative and deciding on the best possible solution.

(f) **Decision Making**. Decision making is to choose from the varied options based onthe existing knowledge of the topic under consideration keeping in mind the positive or negative consequences of each of the option.

(g) **Interpersonal Relationship**. Ability to establish positive relationships helps us torelate in positive ways with the people we interact with. This means being able to make and maintain friendly relationships, which can be of great importance to our mental and social well being. It may also mean being able to end relationships constructively. Positive relationships help in the growth of the individuals involved.

(h) **Effective Communication**. Is the ability to express, verbally through spoken or written language and non-verbally through gestures and body movements, in ways that are culturally acceptable.

(j) **Coping with Emotions**. Being aware of the predominant emotion that preoccupies the mind at any point of time, knowing how emotions influence behavior, and being able to respond to emotions appropriately.

(k) **Coping with Stress**. Means recognizing the source of stress in our lives, recognizing how this affects us physically and emotionally, and acting in ways that help us control our levels of stress, by changing our environment or life style and learning how to relax.

PART III: USE OF CORE SKILLS IN DAILY LIFE

12. Now the class will be introduced to the practical use of core life skills through a daily life activity.

(a) **Activity – Life Skills In Daily Life**.

(i) **Step 1 - Game Kho-Kho**. Inform the participants that it is time for Kho-Kho a popular game in rural and urban areas. Both teams of boys and girls can play this game. Randomly divide the participants into two teams and ask them to organize the game and play. Observe the process adopted by the groups (who takes the leadership, how they organize themselves, now they interact with each other, whether they function as a team, what decisions are being made, body language used and how they carry on the game etc.).

(ii) **Step 2- Analysis of the Game for Understanding Life Skills**. On completion of the game, initiate an interactive discussion to understand their experience in the whole process and their feelings while playing the game. The following questions may be asked:-

(aa) Who took the lead?

(ab) Who gave instructions?
(ac) Was there team work?
(ad) Was there any pressure on the team to perform? How did the team cope up with that?
(ae) Was there a chance for the team to perform better than what they did? If yes, why?
(af) How was the communication between the opponents? (Body language, sign language, shouting etc).
(ag) Was there any new technique used in the game?
(ah) If someone got hurt, how did the others feel about it?
(aj) Who resolved problems in the team? (A player not moving fast enough or not actively participating).
(ak) Who cheered the team?
(al) Who pointed out the shortcoming of the game?

(iii) **Step 3**. On completion, explain the game in terms of Life Skills:-

(aa) **Self Awareness**. What strength and weakness each one has (can run very fast, very strong etc.).
(ab) **Empathy**. Response of the team members when one of them gets hurt.
(ac) **Critical Thinking**. Think how the opponent is planning the next move; identify the shortcomings of the game.
(ad) **Creative Thinking**. Use a new technique to capture a player.
(ae) **Effective Communication**. Verbal and non-verbal communication within and between teams.
(af) **Interpersonal Relationship**. Accepting other team members as friend and being with them as a team.
(ag) **Critical Thinking, Problem Solving and Decision Making**. When someone did not play as per team`s requirement to decide to change the strategy immediately.
(ah) **Coping with Stress**. Stress of not being caught, not being eliminated for not following rules or for foul play, to win the game along with others.
(aj) **Coping with Emotions**. Reaction on winning or losing the game.

13. The following story of **Hunter and Pigeons** will be narrated to the class and Life skills therein will be internalized through Brain Storming Session.

14. **Story of Hunter and Pigeons.**

(a) A group of pigeons enjoyed the fresh grains in a field every day. One day a hunter spotted them and decided to catch them. He spread a net in the field and waited for them to come. The pigeons were caught in the net. They realized that the hunter will take them away soon. The leader pigeon said, we have to get out. There must be a way out. Let us think. But they could not find a way out. The net was strong. Each pigeon tried to escape by pulling the net indifferent directions. But it increased the fear and confusion among them more than helping them.

(b) A young pigeon said, “Why don`t we all try and fly together instead of trying to escape individually? When we pull individually, we waste our energy”. The leader pigeon was not in agreement. He said, “No it may be difficult”. But the young pigeon insisted that they try it once. The leader finally agreed when he spotted the hunter at a distance. When he said fly all of them lifted together and flew away with the net. The hunter arrived at the scene to see the pigeons fly away together as one group with his net.

15. **Life Skill Used by the Characters.**

(a) **Self Awareness**. The pigeons knew that they were in trouble and had to find away out of the net.

(b) **Creative Thinking by the Hunter**. Spreading grains under the net to catch the pigeons.

(c) **Creative Thinking by the Pigeons**. Identified a creative solution of flying together.

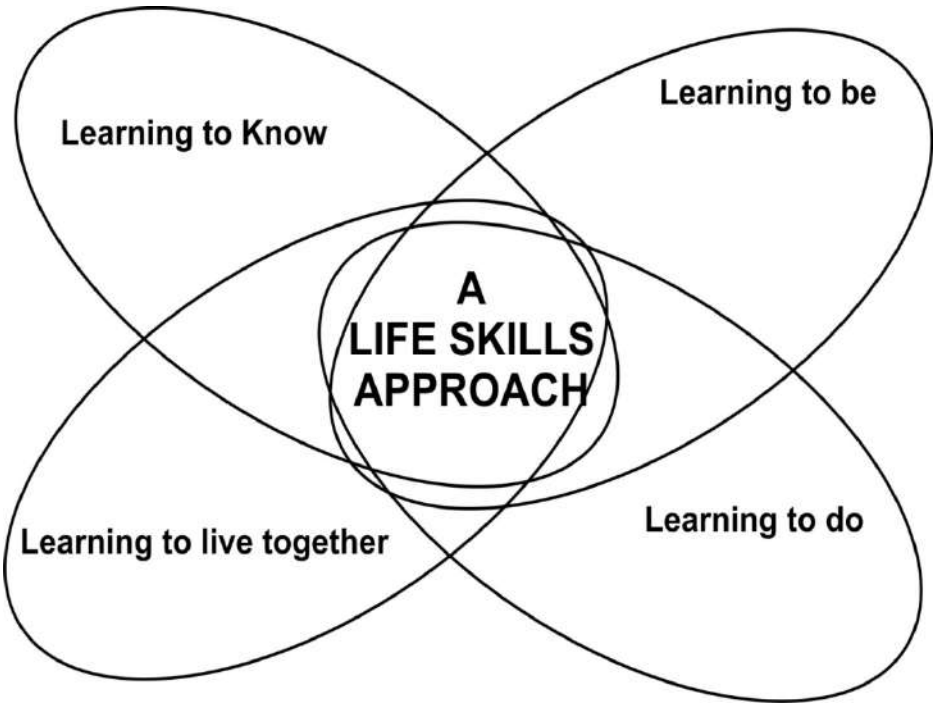
(d) **Critical Thinking**. The young pigeon identified that they were wasting energy and time by trying to fly individually.

(e) **Decision Making.** They decided to fly as a group.

(f) **Effective Communication**. The young pigeon assertively communicated his suggestion of flying together.

CONCLUSION

16. Life Skills help in building self-confidence and self esteem and enable us to adapt to situations and people. Life skills are learnt from our own experience, perceptions, insight, stories, books, parents, teachers, religion, media, culture etc. Life Skills are present in every individual. To get the best out of them we need to sharpen them regularly.



LESSON PLAN : PDLS-2

FACTORS INFLUENCING / SHAPING PERSONALITY

Period - **Two**
Type - **Lec cum Discussion**
Term - **I (SD/SW)**

Training Aids

1. Computer slides, charts, marker pens, black board, chalk.

Time Plan

2.

(a)	Introduction	-	05 Min
(b)	Physical and Social Factors	-	35 Min
(c)	Psychological and Philosophical Factors	-	35 Min
(d)	Conclusion	-	05 Min

INTRODUCTION

3. Personality is the characteristics and patterns of feelings, thoughts, and behaviors, which make a person exceptional, one of a kind and exclusive to his or herself. People are different from one another, including identical twins they differ in fingerprints and personalities. A healthy self-image is the core determining factor of a strong personality. It is the sum total of your inherent and acquired characteristics. It is not necessarily something you are born with, but something you definitely need to take responsibility for.It is primarily you alone, who can shape your personality and create your reality.

AIM

4. To acquaint the cadets about the factors influencing / shaping personality.

PREVIEW

5. The class will be conducted in the following parts:-

(a) Part I - Physical and Social Factors

(b) Part II - Psychological and Philosophical Factors

PART I: PHYSICAL AND SOCIAL FACTORS INFLUENCING / SHAPING PERSONALITY

6. Traditionally, modern psychological studies suggest that factors such as the ones below have a lasting effect on an individual's personality.

7 **Hereditary**. Your personality can be influenced by the genes you may have inherited from either your mother's or your father's side or a combination of both. Apart from inheriting physical attributes, like height, weight and skin/hair colour, psychologists have ascertained that our mental aptitudes and temperaments which have the potential for influencing our personality are to a certain extent, hereditary.

8. **Self-Development**. Of the other factors, self-development is the most important factor that can influence one's personality. Self-awareness is the key; it entails believing in oneself and one's capabilities. It implies that despite one's family and environmental background or one's current circumstance, one remains in control/charge of moulding his/her personality. Such a person is aware that personality is a changing, evolving process and does everything possible to enhance his/her personality.

9. **Environment**. Our environment can also play a significant role on our personality. Right from early childhood through all the stages of development, our home and family, our school and teachers, our friends and colleagues at work, all exert influence on the development of our personality. Besides these, the location where we live and the society we associate with, the country of our birth and the culture we have adopted, are all critical factors that influence our personality.

10. **Education**. Education falls into two categories; school smarts and street smarts. Thus,the most effective way of shaping one's personality is to have a taste of both types and experience both worlds. School smarts are the knowledge gained from school while street smarts are the learning that came from even the most unlikely sources.

11. **Life-situations**. Our situations in life are constantly changing and these can affect our personality in varying degrees. Some have greater opportunities in life like better amenities, better schools and greater advantages than others. Learning skills, life skills, communicative skills and language skills although partially latent in some, can only be acquired through personal effort and gained through practice and experience. Hence it is our competence in handling life-situations that can positively influence our personality.

PART II: PSYCHOLOGICAL AND PHILOSOPHICAL FACTORS INFLUENCING / SHAPING PERSONALITY

12. A healthy self-image is the core determining factor of a strong personality. Your personality is your identity; it is the sum total of your inherent and acquired characteristics. It is not necessarily something you are born with, but something you definitely need to take responsibility for it is primarily you alone, who can shape your personality and create your reality.

13. **Past Experiences**. Experience is one of the major determinants of personality, it could affect a person either positively or negatively. For instance a person who has harsh experiences of say, being left behind, may display characteristics of distrust and may isolate himself from others. On the other hand, good experiences can fuel us either consciously or subconsciously to be motivated to work towards achieving the same results. People respond depending upon their experiences whether good or bad.

14. **Dreams and Ambitions**. Dreams and ambitions shape our personality in a way that it facilitates our goals. We start to set priorities and change the way we are in order for such priorities to be fulfilled. Hence, these aspirations are perhaps the strongest factors that develop our attitude towards work and career.

15. **Self-Image**. Each person views himself quite different from how other people perceive him. Thus, one's self-image usually breeds personality characteristics that stick within the self-image. People who feel highly with their selves display a certain aura of confidence and make it always seem that they are a cut above the rest.

16. **Values**. Personality of an individual is greatly influenced by the values a person strongly believes in. A person who adheres to high moral standards is a well-respected member of the society. He is known for his integrity and is trusted by not only his family members, but also by his colleagues and friends. The characteristics of such a person having a strong moral fiber ingrained into his character can have a significant influence on the personality of an individual.

CONCLUSION

17. In reality, you may be playing many roles i.e. husband/wife, mom/dad, son/daughter, teacher/ student, boss/employee; each of these enact different aspects of your personality and require a different set of behavior and responsibilities. A combination of the roles you play each day, becomes the sum total of your personality. Developing a fine personality can be within anybody‘s grasp. It can be attained through systematic steps in personal development. It can be the direct result of man‘s positive attitude combined with all the above factors. In the final analysis, it is your skill in maintaining a balanced approach to making your life healthier and happier.

LESSON PLAN : PDLS-3

SELF AWARENESS

Period - **Two**

Type - **Lecture cum Discussion**

Term - **I (SD/SW)**

Training Aids

1. Computer slides, flipchart, marker pens, pictures of / original gift items.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Dimensions of Self Awareness	-	30 Min
	(c)	Self Awareness through Activity	-	20 Min
	(d)	Self Realization and Self Exploration through SWOT Analysis	-	20 Min
	(e)	Conclusion	-	05 Min

INTRODUCTION

3. Self-awareness sounds very simple - after all don‘t we know ourselves. But if we are blatantly honest with ourselves, we might become uncomfortable and experience stress since we will see our deficiencies and failure. Self-awareness is a unique human capacity. Self-awareness is the concept that one exists as an individual, separate from other people, with private thoughts. Self-awareness is a personal understanding of the very core of one‘s own identity. Self-awareness includes our recognition of ourselves, our character, strengths, weaknesses, desires and dislikes. It can help us to recognize when we are stressed or feel under pressure. It is often a pre-requisite for effective communications, interpersonal relationship and developing empathy for others.

AIM

4. To acquaint the cadets about various dimensions of self-awareness and to know one self with the help of activity and SWOT analysis.

PREVIEW

5. The class will be conducted in the following parts:-

(a)	Part I	-	Dimensions of Self Awareness.
(b)	Part II	-	Self Awareness through Activity.
(c)	Part III	-	Self Realization and Self Exploration through SWOT Analysis.

PART I : DIMENSIONS OF SELF AWARENESS

6. Self awareness involves knowing ourselves and our personality, and accepting oneself inspite of our imperfection. It includes all aspects of our selves- our thoughts, emotions, like, dislikes, strengths, and weakness, knowledge the fact that though I am imperfect, but still I like myself since I am a good human being and possess many qualities. It acknowledges the fact that I may be imperfect, but still I like myself since I am a good human being and possess many qualities. To have complete self awareness one needs to concentrate on two aspects the first being how we perceive ourselves our strengths, weakness, abilities etc. and secondly how others perceive us. Both the views together gives a person a complete picture about one self.

7. Every person perceives oneself in three aspects as:-

(a) The perceive self - the way we see that part of ourselves.

(b) The real self - the way we truly are.

(c) The ideal self - the way we would like to be in that area.

8. Unhappiness and poor adjustments in persons are mainly because of discrepancies between the perceived and the real or ideal self. These unhappiness and poor adjustments are due to misperceptions of self which there by leads to discontentment.

9. The following dimensions of Self-awareness will be dwelt with as many people limit their self awareness to their bio-data which is usually things known by everybody. However at a deeper level there is so much inside each one of us that it has many dimensions:-

(a) **Self Realization**. Self-realization is the ultimate of self-awareness when onerealizes one self and the requirement of their existence in the world.

(b) **Self Knowledge or Self Exploration.** This is a process through which we undo orexplore ourselves. This exploration and understanding and knowledge about three important areas Physical self- Knowledge about our own body, Social self – Knowledge about how we relate and interact with society; whether we are social, extroverts or introverts; helping nature; empathetic, etc. Inner self – Knowledge about our goals, dreams, aspirations, secrets, fears, etc.

(c) **Self Confidence.** Self-confidence builds in from self-esteem and this is possible only when one is completely aware about ones abilities and limits. Success, appreciation, care, love etc. are factors that boost up the self-confidence.

(d) **Self Talk**. These automatic thoughts can be positive or negative. Some of our self talk comes from logic and reason. Other self talk may arise from misconceptions that we create because of lack of information. This is the endless talks and conversationsthat runs through our minds through the day. This is also a strategy for raising ones‘self-confidence if one practices positive thinking.

(e) **Self Motivation**. Self-Motivation is what makes an individual work towards a goal or target, not for external reasons but because of his own internal will to achieve it. It is an important quality required by everybody to do various activities like studying, working, earning and building relationships.

(f) **Self Esteem.** Self-esteem or self-worth includes a person‘s subjective appraisal ofhimself or herself as intrinsically positive or negative to some degree. Developing high self-esteem would improve our self-confidence, the way we look at ourselves, what we can do for ourselves, our well-being, our relationships and our happiness.

(g) **Self Image.** Self-image is how one perceives himself–positively or negatively. Self- image is important because how one feels and thinks about himself affects the way he

acts. Self-image about our body is called body image, which is very often a cause for low self-esteem. By body image one is keeping in mind both internal and external aspects of it.

(h) **Self Control**. The ability to control your thoughts, emotions, urges, desires, fantasies, actions is called self-control. It is part of our will power, and includes delayed gratification.

(j) **Self Purpose.** This is the ability to find a purpose for ourselves in relation to this world. What are our goals in terms of family, friendships, career, hobbies and interests. When taken to the extreme –what are our goals in terms of our own selves in this world and universe – that is self-realization.

(k) **Individuality and Uniqueness**. Every single human being is born in this world with different qualities inherent and later they acquire some as they live and learn. This helps individuals to become unique in skills giving them an identity of their own. This describes their individuality and describes each and every person in a different manner.

(l) **Personality**. Personality can be defined as the distinctive and characteristic patterns of thought, emotion and behavior that define an individual‘s personal style of interacting with the physical and social environment. Our personality has various dimensions, including our openness, conscientiousness, nature, etc. There are numerous courses available for personality development.

(m) **Values.** Value is a concept that describes the beliefs of an individual or culture.Love, care, courage, bravery, respect, integrity and compassion, and respecting our elders are examples of values.

(n) **Attitude**. Attitude is a mindsetthe way we think and look at things. All of us at one time or another, express the three different types of attitudes: positive, negative and neutral. Attitude is the way you look at things. Half a glass of water may appear half empty tone and half full to another.

(o) **Character.** This is defined as the collective qualities or characteristics that distinguish a person, including his reputation, morals and will power.

PART II : SELF AWARENESS THROUGH ACTIVITY

10. **Activity 1 - Warming Up.**

(a) **Step -1.** Tell the participants to shake hands with others and ask each others names. Encourage each participant to shake hands with as many participants as possible within a minute.

(b) **Step- 2**. Tell the participants to share their feelings during the exercise by asking following questions:-

(i) Did you feel comfortable while shaking hands with others?

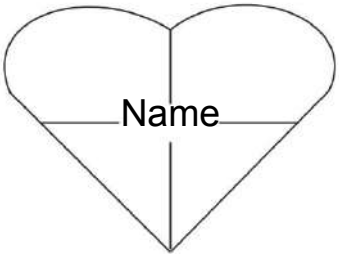
(ii) What stopped you to do this exercise?

11. Discuss with the participants that in this exercise, some people would have felt comfortable and some would have been hesitant to shake hands. To know why people feel the way they felt, it is necessary to understand oneself.

12. (Note: If shaking hands is not culturally acceptable just finding names and greeting in the traditional way – for example, saying ‘namaste’ or ‘hello’ may be sufficient. Modify the other steps accordingly).

13 . The Self Awareness life skills will be further internalized by another activity as follows:-

14 . **Activity 2. – Open Your Heart**.



(a) **Step-1**. Give each participant an A-4 size paper. Ask them to draw an outline of a heart. Then divide the heart into four sections.

(b) **Step-2.** Encourage them to write down the following inside the heart.

(i) Significance/ meaning of their name-in the top left section. If they do not know the meaning of their name, ask them to write their name vertically and then add a positive adjective after each alphabet for example: if someone's name is AJIT then -

A - Affectionate
J - Joyful
I - Intelligent
T - Talented

(ii) Their likes and dislikes - in the top right section.

(iii) Mention two good qualities they possess and two qualities they want to change - in the bottom left section.

(iv) What others think about them (two qualities) – in the bottom right section.

(c) **Step -3**. Ask the participants to come and fix the heart prepared by them on the flipchart/board. Let each participant take turns to read the contents of one heart. This exercise will enable the participants to come closer to each other and will help them come to know of their own/other's talents. Tell the participants that each one is unique and has distinctive qualities. Every person has his/her exclusive strengths and weakness. It is important to identify and accept the weaknesses of oneself to make an effort to change it into strengths.

PART III : SELF REALIZATION AND SELF EXPLORATION THROUGH SWOT ANALYSIS

15. An interesting way to become self aware is the use of SWOT analysis. A SWOT analysis focuses on the internal and external environments, examining strengths and weaknesses in the internal environment and opportunities and threats in the external environment. The table below will give you a clear understanding.

INTERNAL	**Your Strengths**	**Your Weaknesse**

EXTERNAL	**Opportunities in Your Career Field**	**Threats in Your Career Field**

16. The purpose of a SWOT is to actively promote the identified strengths, minimize weaknesses by planning them out of existence, exploit the opportunities before the window closes and have contingency plans in place to minimize threats before they materialise. While we mention about the strengths we understand -Internal positive aspects that are under control and upon which you may capitalize in planning such as:-

(a) Work Experience.

(b) Education, including value-added features.

(c) Strong technical knowledge within your field (e.g. hardware, software,).

(d) Specific transferable skills (e.g., communication, teamwork).

(e) Personal characteristics (e.g., strong work ethic, self-discipline, creativity, optimism, or a high level of energy).

(f) Good contacts/successful networking.

(g) Interaction with professional organisations.

17. While we are mentioning about our weakness we intend to include – Internal negative aspects that are under your control and that you may plan to improve:-

(a) Lack of work experience.

(b) Low marks, wrong major.

(c) Lack of goals, lack of self-knowledge, lack of specific job knowledge.

(d) Weak technical knowledge.

(e) Weak skills (leadership, interpersonal, communication, teamwork).

(f) Weak job-hunting skills.

(g) Negative personal characteristics (e.g., poor work ethic, lack of discipline, lack of motivation, indecisiveness, shyness, too emotional).

18. The above mentioned are the internal factors which are to be included in the SWOT analysis in case of the External factors firstly it‘s the opportunities – Positive external conditions that you do not control but of which you can plan to take advantage.

(a) Positive trends in your field that will create more jobs (e.g., growth, globalization, technological advances).

(b) Opportunities you could have in the field by enhancing your education.

(c) Field is particularly in need of your set of skills.

(d) Opportunities for advancement in your field.

(e) Career path you've chosen provides unique opportunities.

(f) Strong network.

19. And further while we include threats we should mention – Negative external conditions that you do not control but the effective of which you may be able to lessen:-

(a) Negative trends in your field that diminish jobs (downsizing).

(b) Competitors with superior skills, experience, knowledge.

(c) Competitors who went to colleges with better reputations.

(d) Obstacles in your way (e.g, lack of the advanced education).

(e) Limited advancement in your field, advancement is cut-throat and competitive.

(f) Companies are not hiring people with your degree.

20. This SWOT analysis would help an individual to not only understand oneself and their present situation but also plan for ahead.

CONCLUSION

21. Self-Awareness is called the mother of all skills. It is a thinking skill, a social skill and a coping skill. It is one of the most difficult skills to master. Many great saints spend their life meditating and looking inward but only a few like Buddha actually achieve complete self-awareness. Knowing others is wisdom but knowing oneself is enlightenment – Tao Tzu. Awareness about our self is the first step towards creation. This understanding then gives us the opportunity and freedom to change those things you'd like to change about yourself and create the life you want.



LESSON PLAN : PDLS - 4
EMPATHY

Period - **Two**
Type - **Lec/Prac**
Term - **I (SD/SW)**

Training Aids

1. Computer slides, Flip charts , Marker Pens, Papers, ten strips with numbers 1-10 (each strip will have one number only), Ten (numbered from 1-10) small strips of paper with the following words written on them: Happy, Frustrated, Sad, Angry, Shocked, Shy, Guilt, Jealousy, Irritated, Fearful; Four plain cards, Two face masks/ signs: I have AIDS, I am HIV+ve.

Time Plan

2.	(a)	Introduction	-	10 Min
	(b)	Empathy and Altruism	-	40 Min
	(c)	Importance of Empathizing with Others	-	20 Min
	(d)	Conclusion	-	10 Min

INTRODUCTION

3. Empathy is an ability to be sensitive to another person`s situation, to understand his/her concerns, worries, fears and needs and how they feel. Empathy works wonders when we apply it to our relationships – with our loved ones, classmates, parents, friends, cousins and colleagues. It helps us move closer to solutions, to resolve conflicts, and enhance our quality of life.

AIM

4. To acquaint the cadets about the concept of Empathy.

PREVIEW

5. The class will be conducted in the following parts:-

(a) Part I - Empathy, Sympathy and Altruism.

(b) Part II - Importance of Empathizing with Others.

PART - I : EMPATHY, SYMPATHY AND ALTRUISM

6. The class will be introduced to emotions through an interesting Game.

(a) Step -1. Tell the participants to shake hands with others and ask each others names. Encourage each participant to shake hands with as many participants as possible within a minute.

(b) Step- 2. Tell the participants to share their feelings during the exercise by asking following questions:-

(i) Did you feel comfortable while shaking hands with others?

(ii) What stopped you to do this exercise?

(c) Discuss with the participants that in this exercise, some people would have felt comfortable and some would have been hesitant to shake hands. To know why people feel the way they felt, it is necessary to understand oneself.

(d) (**Note**: If shaking hands is not culturally acceptable just finding names and greeting in the traditional way – for example, saying 'namaste' or 'hello' may be sufficient. Modify the other steps accordingly).

7. Empathy is the ability to imagine what life is like for another person. Without empathy our communication with others will be one sided and is bound to face problems in relationship as we will be indifferent to emotions of others. We have many relationships to nurture with; parents, brothers, sisters, aunt, uncle, cousins, friends and neighbours etc.

8. Empathy has the following components:-

(a) Putting oneself in the other's shoes.
(b) To see things from the other's point of view.
(c) Understanding and feel the other person' feelings.
(d) Being able to communicate this understanding to the person, in action or by words.
(e) Being non-judgmental and not agreeing or disagreeing with the person, but accepting the person and their behavior.
(f) Not taking the issue on one's own shoulders.

9. Some of the Sympathic statements are:-

(a) I'm so sorry for that inconvenience. Let me see what I can do for you today.
(b) I'm so sorry that this happened and I will do my best to fix this situation.
(c) I'm sorry to hear that. I'll definitely be able to help you with that today.

10. Some of the Empathetic statements are:-

(a) I'm sorry to hear that. I can imagine that must be frustrating.
(b) I can understand that must make you feel upset and we will work toward fixing this situation for you.
(c) I definitely know that could be frustrating. I can understand how you feel.
(d) I can see you are really uncomfortable about this.
(e) I can understand why you would be upset.
(f) I can understand the times are very difficult, let's see what we can do for you today.

11. The class will be open to discussion with the help of following examples to elaborate that Empathy is not Sympathy:-

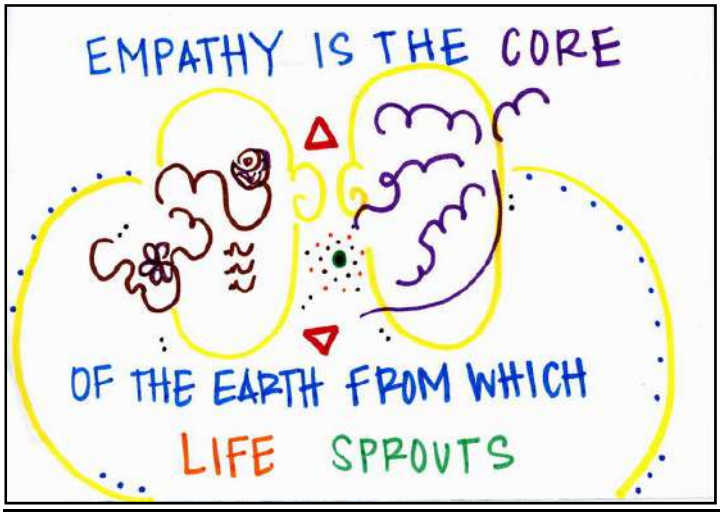
(a) Rajesh lost his pet dog in an accident:-
  (i) His friend laughed when he heard the story. (This is lack of empathy).
  (ii) His friend cried along with him. (This is sympathy).
  (iii) His friend said, "I understand the loss. Let us see how we can come out of the grief." (This is empathy).
(b) Reena was bothered that she has more hair on her arms and legs:-
  (i) Seema said, "Only people with masculine character will have to excess hair and made fun of her." (This is lack of empathy).
  (ii) Seema said, "I do not know why it is happening like this for you. What can we do? You know, I am also feeling bad with you, believe me." (This is sympathy).
  (iii) Seema said, "I understand your distress. Why can`t we ask our local doctor why this happens? She would be able to help us?" (This is empathy).
(c) Rakesh did not submit his assignment on time due to ill-health:-
  (i) His class monitor complained to the class teacher. (This is lack of empathy).
  (ii) His class monitor spoke on his behalf and got an extension on the submission date for Rakesh. (This is empathy).

12. Difference between Sympathy and Empathy:-

SYMPATHY	**EMPATHY**
(a) Sharing only distressing feelings and feeling pity.	(a) Does not emphasize any particular type of feeling – could be positive or negative feelings.
(b) Does not share or experience whatever feelings the talker is expressing at the moment, but feels pity and distress.	(b) Shares (experiences) whatever feelings the talker is expressing at the moment.
(c) Agrees with some aspects of the other person's feelings, beliefs, etc.	(c) Understands the feelings with no interest in either agreeing or disagreeing.
(d) Tunes into only those aspects with which he agrees.	(d) Tunes into the entire inner world of the other person.
(e) Responds less comprehensively to the talker.	(e) Responds more comprehensively to the talker.
(f) Less active when listening.	(f) More active when listening.
(g) Judging or evaluating.	(g) Non-judgmental.
(h) Feels a level higher than the speaker, and pities him.	(h) Feels at level with the speaker and identifies with him – literally in “his shoes”.

13. **Altruism**. A motive to increase another’s welfare, without conscious regard for one’s self-interests. It is Self-sacrifice for the benefit of others. Empathy is feeling another’s feelings but the arousal of empathy increases helping behavior and gets us closer to **pure altruism**. In this we focus more on the distress of the other person than on our own distress.

PART - II : IMPORTANCE OF EMPATHIZING WITH OTHERS



14. Empathy is the ability to understand and accept others who are different from us. It is the ability to imagine what it is like for another person by putting oneself in the other person's place/situation and to understand what he or she is going through.

15. Empathy allows us to find the common ground between ourselves and others. On this ground, we are able to make decisions that benefit ourselves without hurting others.

16. Empathy encourages a positive behavior towards people in need of care and assistance, not to laugh at others who are in need or difficulty. Empathy is most effective when both parties are willing to apply it. Someone however, has to take the lead. If we simply wait for others to empathise with us, it may never happen. If you are a parent, you can make efforts to understand your child first if you are the child, you train yourself to see the viewpoints of your parents first.

17. Empathy works wonders when we apply it to our relationships-with our loved ones classmates, parents, friends, cousins and colleagues. It helps us move closer to solutions, to resolve conflicts, and enhance our quality of life.

CONCLUSION

18. We can reflect empathy by caring for people and animals around us, by sharing people's grief and being with them in difficult circumstances, by assisting differently abled people, by not considering anyone as different or lower and in many other such actions, by helping any animal in pain, by not killing or hurting, by not making fun of people who are different from us, by not considering anyone as different or lower, by not mocking people who may not score high marks or lack talents, by helping those who are in need.

19. No matter what role we play in life, empathy remains the primary tool by which we come to understand and communicate effectively with others.

LESSON PLAN: PDLS-5

CRITICAL AND CREATIVE THINKING

Period - Two

Type - Lecture cum Discussion

Term - II (SD/SW)

Training Aids

1. Computer slides, flipchart, marker pens, pictures of / original gift items.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Critical Thinking	-	40 Min
	(c)	Creative Thinking	-	30 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. Critical thinking is an ability to analyze information and experiences in an objective manner. It helps us to recognize and assess the factors that influence attitudes and behavior, such as media and peer pressure influences.

4. Creativity is the ability to imagine or invent something new. Creativity is not the ability to create out of nothing, but the ability to generate new ideas by combining, changing or reapplying existing ideas. Some creative ideas are astonishing and brilliant, whiles others are just simple, good, practical ideas that no one seems to have thought of yet.

AIM

5. To acquaint the cadets about the concept of Critical Thinking and Creative Thinking

PREVIEW

6. The class will be conducted in the following parts:-

(a)	Part I	-	Critical Thinking.
(b)	Part II	-	Creative Thinking.

PART I : CRITICAL THINKING

7. Critical thinking is not criticism, it‘s a link between positive thinking and creative thinking, and are very essential for positive and creative emotions and behavior. It is also called “logical” thinking and “analytical” thinking. Critical thinking enables us to analyze information and experiences, objectively, and assess the factors that influence the way we think and act. Critical thinking is important for any of our crucial life decisions. What options do I have? What can each option lead to? Is this really what I want?

8. It is the process of determining the authenticity, accuracy or value of something; and is characterized by the ability to:-

(a) Seek reasons and alternatives.

(b) Perceive the total situation.

(c) Change one's views based on evidence.

9. Critical thinking involves logical thinking and reasoning. It also includes skills such as comparison, classification, cause/effect, deductive reasoning, and planning. After all, the quality of everything we do is determined by the quality of our thinking. It involves analyzing and judging the information provided, and then weighing the pros and cons and the consequences of any action. Critical thinkers gather information from all senses, verbal and/or written expressions, reflection, observation, experience and reasoning.

10. Critical thinking requires skills in:-

(a) Analyzing the information and examining it in detail.

(b) Thinking about different perspectives and possibilities

(c) Problem solving - considering available information before making an appropriate decision.

(d) Reasoning - thinking logically; making links between ideas and information.

(e) Evaluating - examining information, to assess whether it is useful, relevant, and reliable.

11. Critical thinking is about following attitudes:-

(a) Open-mindedness - willing to examine multiple points of views.

(b) Flexibility - able to change your point of view.

(c) Persistence - able to follow a line of reasoning.

(d) Interpersonal sensitivity - willing to respect the opinions of others.

(e) Intercultural sensitivity - respecting diversity of culture, socioeconomic variations, etc.

12. **Critical Thinking Promotes Creativity**. To come up with a creative solution to a problem involves not just having ideas. The new ideas being generated must also be useful and relevant to the task at hand. Critical thinking plays a crucial role in evaluating new ideas, selecting the best ones and modifying them if necessary.

13. **Critical Thinking is Crucial for Self-Reflection.** In order to live a meaningful life and tostructure our lives accordingly, we need to justify and reflect on our values and decisions. Critical thinking provides the tools for this process of self-evaluation.

14. An individual with critical thinking skills is able to do the following:-

(a) Raise pertinent questions, which are clear and precise.

(b) Identify the relevance and importance of ideas.

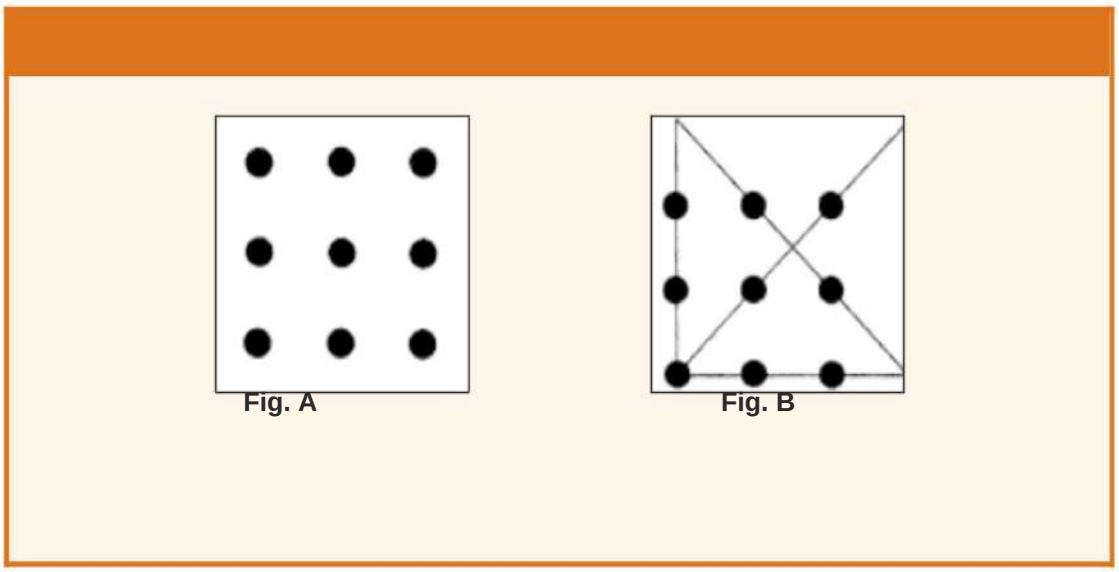
(c) Understand the logical connections between ideas.

(d) Assess statement and arguments.
(e) Detect inconsistencies and common mistake in reasoning.
(f) Examine belief, assumptions, and opinion and weigh them against facts.
(g) Listen carefully to others and give feedback.
(h) Suspend judgment until all facts have been gathered and considered.
(j) Look for evidence to support assumptions and beliefs.
(k) Adjust opinion when new facts are found.
(l) Reject information that is incorrect or irrelevant.
(m) Interested in finding new solutions.
(n) Gather and assess relevant information, using abstract ideas to interpret it effectively. Draw well-reasoned conclusions and solutions after testing them against relevant criteria and standards.
(o) Solve problems systematically.

PART II : CREATIVE THINKING

15. **Activity I.**

(a) **Step – 1**. Tell the participants that it is time for another interesting exercise. Make 9 dots on the flipchart as shown in Fig. A. Ask the participants to draw four straight lines through the nine dots without retracing and without lifting their pen from the paper.



(b) **Step – 2**. Give 5 minutes to the participants to do this exercise, and then ask them to share their drawings. Applaud those participants who could make the drawing correctly as shown in Fig. B. Tell the participants that the key to the solution is that the imaginary boundaries formed by the dots need not be observed. Once freed from this restriction, it is easy to find a solution, as shown here.

16. Creativity encompasses the following:-

(a) **An Ability**. Creativity is the ability to imagine or invent something new. Creativity isnot the ability to create out of nothing, but the ability to generate new ideas by combining, changing or reapplying existing ideas. Some creative ideas are astonishing and brilliant, whiles others are just simple, good, practical ideas that no one seems to have thought of yet. Everyone has substantial creative ability. Often all that‘s needed to be creative is to make a commitment to creativity and to take the time for it.

(b) **An Attitude**. Creativity is also an attitude: the ability to accept change andnewness, a willingness to play with ideas and possibilities, a flexibility of outlook, the habit of enjoying the good, while looking for ways to improve it.

(c) **A Process**. Creative people work hard continuously to improve ideas and solutions,by making gradual alterations and refinements to their work. Contrary to the mythology surrounding creativity, very few works of creative excellence are produced with single stroke of brilliance. The creative person knows that there is always room for improvement.

17. **Characteristics of the Creative Person**. A creative person has the following characteristics:-

(a) Curious.
(b) Seeks problems.
(c) Enjoys challenge.
(d) Optimistic.
(e) Able to suspend judgment.
(f) Comfortable with imagination.
(g) Sees problems as opportunities.
(h) Sees problems as interesting.
(j) Problems are emotionally acceptable.
(k) Challenges assumptions.
(l) Doesn‘t give up easily: perseveres, works hard.

18. **Activity 2**.

(a) **Step – 1**. Inform the participants that it is time to play another game. Take them outside where they can have a large area to work. Split them into two teams (or more if the group is large).

(b) **Step – 2**. Explain that they are to create a long line on the ground or floor, using whatever they currently have on their bodies (they are not permitted to take off their clothes except shoes and socks). They are not permitted to get additional things, but whatever they have tissue, handkerchief, watches, shoes, pen etc. can be used to make the line longer and longer. Their goal is to have a longer line than the other teams. (If people are really creative, they will use everything possible and then lie down on the ground themselves to make the line longer). The team with the longest line is the winner.Initiate a discussion on how creative and critical thinking helped them in making their line longer. How creative and critical thinking helps in finding solutions to the problems?

(c) **Step – 3**. Initiate a discussion on how creative and critical thinking helped them in making their line longer. How creative and critical thinking helps in finding solutions to the problems?

19. Creative thinking means finding solutions beyond our usual or traditional way of reacting to a problem. We are often limited by our past experiences, and we dread to think differently. To go beyond the traditional boundaries of doing things, it is necessary to empower ourselves with more information through newspapers, radio, TV, classmates, teachers, relatives, friends, or even strangers. Research is the key to help us formulate ideas towards finding a creative solution. Creative thinking will enable us to find solution when it looks as if there is no way out.

CONCLUSION

20. Critical thinking is not criticism, it‘s a link between positive thinking and creative thinking. Creativity is the ability to generate new ideas by combining, changing, or reapplying existing ideas. It helps us to look beyond our direct experience, and to respond adaptively and with flexibility to situations in our daily lives.

LESSON PLAN : PDLS - 6

COMMUNICATION SKILLS– 1

Period	-	**Two**
Type	-	**Lecture cum discussion**
Term	-	**II (SD/SW)**

Training Aids

1. Computer slides, pointer, charts, black board and chalk.

Time Plan

2.	(a)	Introduction	-	10 Min
	(b)	Understanding Basics of Communication	-	20 Min
	(c)	Different ways of Communication	-	20 Min
	(d)	Components of Communication	-	20 Min
	(e)	Conclusion	-	10 Min

INTRODUCTION

3. Communication issharing ideas, opinions, thoughts, feeling and understanding through speech, writing, gestures or symbols between two or more persons. We are communicating all the time with others.

AIM

4. To acquaint the cadets with thebasics of communication, different ways of communication and components of effective communication.

PREVIEW

5. The class will be conducted in the following parts:-

(a)	Part I	-	Understanding Basics of Communication.
(b)	Part II	-	Different ways of Communication.
(c)	Part III	-	Component of Effective Communication.

PART I : UNDERSTANDING BASICS OF COMMUNICATION

6. Communication is conveying a message – verbally, written or through the use of signs. If we do not talk with others, then they will not know what we are thinking and they will not be able to understand us. One will feel terribly lonely this way.

7. For some people, it is the problem of not knowing how to communicate. For others, it may be that they are too afraid to talk about their problems, share their views, and let others know what is going on in their mind.

8. In fact, without communication, our relationships with others are likely to be dominated by suspicion, guess work, misunderstandings and false assumptions. Empathy creates wonderful results only when we are willing to let others know how we feel.

9. Lack of communication breeds problems in our relationships. We tend to assume that others know what we want or how we feel. Then when they do not react as we expect they should, we get upset. We expect people to understand us. The truth is they do not understand us, if we choose to believe that ideas can get across at the unspoken level! All too often, the communication between us and our loved ones, is merely functional – out of necessity. We waste many opportunities to enhance our understanding of each other and improve our relationship.

10. For instance, if you are used to your mother cooking every day, and assume it is her role to cook so there is no need to feel special about it, she may increasingly find cooking a chore. Do you know each time your mother goes into the kitchen, she puts in her affection into the food by choosing the type of vegetables or ingredients you like? Do you know that each time she dishes out the food; she silently hopes you will enjoy it and tell her how good it was? She may be able to tell from the way you gobble up the dal bhat, but nothing is more powerful than language at that moment if you can simply say: 'Mummy, it`s delicious, I love it', you will make her day! You can do it every day to make her feel appreciated, even though it is not in your culture, or habit.

11. There are many such moments for us to express affection, especially to our family members. If you simply let those moments slip by, you will realize that the fountain will dry up one day. Relationship, like a reservoir, requires constant nourishment. Imagine what would happen to the reservoir if we keep drawing water from it but there was no rainfall to top it up. Similarly, we cannot draw affection without investing affection. By counting to take relationships for granted, we will come to a crisis one day – when the reservoir has dried up. That is how thing begin to fall apart.

12. We often find people harbouring grudges against each other for being unhelpful, uncaring, not showing sufficient understanding. Many times we stop talking to people for long durations because of anger. This long silence is like a time bomb, which may explode one day at the slightest provocation. We all have a part to play in triggering its explosion. If you can reduce your part, you are helping to diffuse the bomb. Long silence does not help to resolve problems. On the contrary, it breeds bitterness. When our heart is bitter, we cannot be happy and loving; even though we can suppress the bitterness to pretend we are fine. If you do not begin to make a change though, the silent relationship pattern will go on from generation to generation. It will stay the same with your parents, either your future wife or husband, and your friends.

PART II : DIFFERENT WAYS OF COMMUNICATION

13. **Activity 1**

(a) **Step – 1**. Ask the participants to find a partner with whom they haven't paired with before. When everyone has a partner, ask the pairs to sit together.

(b) **Step – 2**. Give two news clippings/messages to each participant. One of the news clippings should be relatively easy while the second clipping should be more difficult.

(c) **Step – 3**. Allow the first person a few moments to read the first news clipping. The second person does nothing at this point but sits quietly. The first person is then blindfolded and is asked to narrate what he/she had read.

(d) **Step – 4**. The second person who was listening will then repeat what he/she heard while the first person listens. Both partners will then check the news clipping to see if the information was reported correctly or if anything was missing from the narration.

(e) **Step – 5**. Let the participants switch roles by having the second person read his/her news clipping and then narrate it blindfolded to their partner. Follow the same process in Step 4.

(f) **Step –6**. Initiate a discussion with the help of following questions:

(i) What have they learnt from this activity?

(ii) How did they feel when they had to speak or when they had to listenwhile blindfolded – especially during the second item, which was more difficult than the first?

(iii) How did they feel being blindfolded when they were communicating with others?

(iv) Was it different from normal communication?

(v) What is the importance of eye contact when talking to another person?

(g) **Step – 7**. Discuss the three different styles of communication – Aggressive, Passive and Assertive. Ask participants if they can demonstrate these three different styles of communication, how the body language, tone and content changes with the style of communication.

14. There are three ways of communication as under:-

(a) **Aggressive.** They believe that everyone should like them; I am never wrong I`vegot rights but you don`t. They have a closed mind and are poor listeners. They havedifficulty in seeing the other person's point of view, they interrupt and monopolize. They tend to dominate and put down others. They are bossy. While communicating they frown, stare, talk loudly or have a yelling tone of voice.

(b) **Passive**. The persons do not express their true feelings; they do not disagree and think that others have more rights than they do. Their communication style is indirect, they always agree and do not speak out and are very hesitant. While communicating they often lack facial expression and stand with down cast eyes.

(c) **Assertive**. The person believes he/she as well asothers are valuable. They know that if they have rights then others also have rights. They are active listeners and check on others feelings. They are action oriented, attentive, vocal, expressive, good listeners, aware, supportive, persuasive, fair, open and consistent in behavior. Their expectations are realistic. They have open and natural gestures. They maintain an eye contact while communicating.

PART III:COMPONENTS OF EFFECTIVE COMMUNICATION

15. **Activity 2**.

(a) **Step – 1**. Ask the participants to form pairs – encourage the young people to form pairs with peers they haven't paired with before. When everyone has a partner have the pairs sit together.

(b) **Step – 2**. Then one of them should start by describing to the other an important event in his/her life, which made him/her feel happy.

(c) **Step – 3**. The listener should say nothing, but should just concentrate hard on hearing what is being said. After a couple of minutes, ask the listener to stop listening. She/he could yawn, look elsewhere, turn around, whistle, do whatever she/he wants to show that she/he has stopped listening, although the speaker should continue to describe her/his story. After a couple of minutes, call "halt". At this stage, the speaker and listener should change roles. Repeat Steps 2 and 3 of the exercise.

(d) **Step – 4**. Initiate a discussion with the help of following questions:-

(i) How did they feel as a speaker? Encourage them to compare telling their story to a willing listener and speaking with a non-willing listener.
(ii) How did they feel as good and bad listeners?

(iii) What are the characteristics of good and bad listening?

(iv) Could you make out from the body language of the listener whether she/he was listening?

(v) What do you do when the person you are communicating with is not listening?

(vi) What steps can be taken to communicate more effectively?

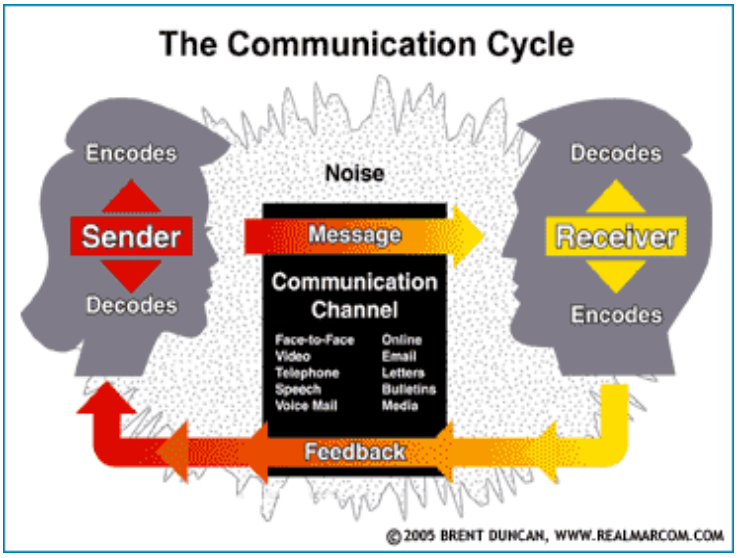
(e) **Step – 5**. Tell the participants that effective communication involves:

- (i) Verbal Communication.

(ii) Non-verbal Communication.

(iii) Listening.

(iv) Also tell them the other components of communication – Source, Message, Receiver, Channel with the help of a diagram. Discuss how one can reduce the communication gap.



16. Effective Communication involves:-

(a) **Verbal Communication**.One person talks and the other listen to be able to react. The conversation can be informative, in the form of questions, a negotiation, and statement or open ended questions, instruction, etc. And the situation can be formal or informal. In relationships, communication is usually informal. Speech problem, too long sentences, mumbling, speaking too softly, hearing problems, listeners interrupting the speaker, loud external noises, etc. all hamper proper communication.

(b) **Non-Verbal Communication**. Non verbal communication is that gives meaning to what is said and may communicate both appreciation and rejection. It includes such things as tone of voice, a nod of head, using silence, frowning, smiling, body posture, touch, shaking of

the head to communicate approval or disapproval, lifting of the eyebrows to show surprise, distance between persons, playing with something in hand instead of focusing.Make use of body language to communicate effectively. Ensure that you appreciate others through body language. React to what others say by nodding, smiling and generally showing you are listening.

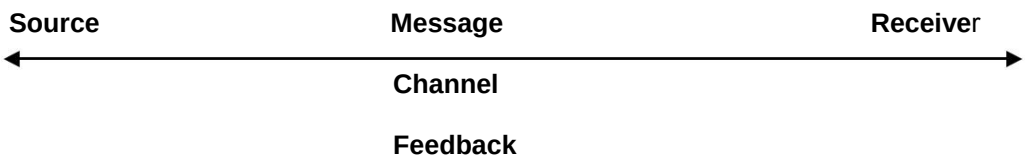
(c) **Listening**. During communication, one person talks and another person listens. The listeners must give attention to all that is said, without interrupting the speaker and react later in a relevant manner. Many people may listen but know what the full message is. Some people react to when only half is said. There are people who listen selectively, who miss much of the message and only focus on points relevant to him or her. Sometime wedo not listen to our friends and other people; sometimes they do not listen to us. In either situation, there will be a problem in communication and understanding.

17. How would we know if someone is not listening to us:-

(a) Look somewhere else.
(b) Interrupts communication.
(c) Constantly looks at the watch.
(d) Gets up to do something and returns.
(e) Gives advice.
(f) Talks to someone else.
(g) Answers the phone.
(h) Begins to do some work.
(j) Does not stop doing work.
(k) Says that she/he will be back in a minute and does not return.
(l) Looks bored.

18. Components of Communication:-

COMPONENTS OF COMMUNICATION



19. **Why is Effective Communication Important to Young People?** Adolescence being a period of immense change, communication during this transitional phase of life assumes even more importance. Young people should be equipped to effectively communicate with others regarding their feelings and emotions or decisions. Also, a young person who is in need of advice or who harbours some fears, needs to talk to others and express himself/herself.

CONCLUSION

20. The ability to effectively communicate with other people is an important life skill. Through communication, people reach some understanding of each other, learn to like each other, influence one another, build trust, and learn more about themselves and how people perceive them. People who communicate effectively know how to interact with others flexibly, skillfully, and responsibly, but without sacrificing their own needs and integrity.

LESSON PLAN : PDLS - 7

COMMUNICATION SKILLS - 2

Period - **Two**

Type - **Lecture cum Discussion**

Term - **II (SD/SW)**

Training Aids

1. Computer slides, charts, pointer, black board and chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Common Barriers to Effective Communication	-	25 Min
	(c)	Different types of Barriers to Communication	-	25 Min
	(d)	Communicate Tactfully	-	20 Min
	(e)	Conclusion	-	05 Min

INTRODUCTION

3. Overcoming the many barriers to communication is more a matter of common sense, practice and effort than any specific skill. Essentially, being an effective communicator means having the skill to recognize if and when there is a barrier to communication and being able to resolve it.

AIM

4. To acquaint the cadets about various barriers to Effective Communication and how to communicatetactfully.

PREVIEW

5. The class will be conducted in the following parts:-

(a) Part I - Common Barriers to Effective Communication.

(b) Part II - Different Type of Barriers to Communication.

(c) Part III - Communicate Tactfully.

PART I : COMMON BARRIERS TO EFFECTIVE COMMUNICATION

6. No matter how good and effective a communicator one maybe, yet the fact is that one does face certain barriers, from time to time, which forces them to work on becoming even more effective in their skills to communicate. Given here are the communication barriers that occur while listening, speaking and in the case of non- verbal communications.

7. **Listening Barriers**.

(a) Interrupting the speaker.

(b) Not maintaining eye contact with the speaker.

(c) Rushing the speaker to complete what he has to say.

(d) Making the speaker feel as though he is wasting the listener‘s time.

(e) Being distracted by something that is not part of the ongoing communication.

(f) Getting ahead of the speaker and completing his thoughts.

(g) Ignoring the speaker‘s requests.

(h) Topping the speaker‘s story with one‘s own set of examples.

(j) Forgetting what is being discussed.

8. **Barriers While Speaking**.

(a) Unclear message.

(b) Lack of consistency in the communication process.

(c) Incomplete sentences or mumbling words and sentences.

(d) Not understanding the receiver.

(e) Poor eye contact.

9. **The Other Barriers Include**.

(a) Assumptions, for instance assuming others see a situation same as you or have same feelings as yours.

(b) Patterns / reverting to type.

(c) Language - different level of meaning.
(d) Erroneous transition, value judgment.

(e) Use of negative words.

(f) Perceptions - depending on mood, the receiver may misinterpret the message.

PART II : DIFFERENT TYPE OF BARRIERS OF COMMUNICATION

10. Barriers of Communication are of different types. It may be combination of factors which make the barrier. These are:-

(a) **Linguistic Barriers**.

(i) Language/words.

(ii) Ambiguous words.

(iii) Lack of clarity.

(iv) Using technical terms.

(v) Accent, pronunciation.

(b) **Psychological Barriers**.

(i) Aggression.

(ii) Inferiority.

(iii) Symbol of status.

(iv) Hierarchy.

(v) Memory.

(vi) Disinterest.

(c) **Environmental Barriers**.

(i) Disturbance/sound.

(ii) Environmental changes.

(iii) Lack of ventilation.

(iv) Lack of space.

(v) Distance from participants.

(vi) Time.

(vii) Physical discomfort.

(d) **Sender and Receiver Related.**

(i) Depends on the mood (angry, happy, sad and depressed).

(ii) Personality type of sender or receiver (soft spoken, harsh with others, impatient, arrogant, not listening to others, cannot take orders, meek, docile, fearof authority etc.)

(iii) The level of trust one holds for the other person.

(iv) Perception about the other person.

(v) Value judgment (not effective, clever, hard worker, lazy)

(vi) Lack of empathy (not bothering to understand the situation the other person is in).

(e) **Content Related**.

(i) Content chosen is sensitive.

(ii) Inappropriate for the receiver.

(iii) Incoherently communicated.

(iv) Use of words (too complex expression, use of unknown language or words, hidden meaning etc.)

(f) **Method Related**.

(i) Inappropriate method (e.g. use of written text messages with illiterate population).

(ii) Loss in transmission (disturbance/noise).

11. **Activity 1.**

(a) **Step – 1.** Ask the participants to brainstorm on the effect of such barriers.

➢ (i) The communication may remain incomplete.

(ii) The intended results may not be achieved.
(iii) A 'communication gap' emerges due to the different perception that the sender (intended meaning of the communication) and the receiver (perceived meaning of the communication) have.

(b) **Step – 2.** Explain the factors that influence the communication gap.

The factors that cause the 'communication gap' are many. They include -
➢ . Hierarchy (not able to question higher authority for clarification)
. Conflict of interest (e.g. personal interest versus the parental expectations)
. The level of motivation that one holds. (e.g. I do not care, things can wait)
. Perception (e.g. Nobody understands me)
. Psychological factor (e.g. fear of authority and power, anger about following rules)
. Stress (e.g. stress due to exams/work/personal pressure and hence misunderstand the communication)

12. **Activity 2.**

(a) **Step – 1**. Ask the participants to add any more factors from their personal experience especially related to interpersonal communication with mother, father, elder /younger siblings, teachers, at work etc). Ask them to explain how do they resolve or bridge the gap?

(b) **Step – 2**. Tell them, that it is important to identify the communication gaps and develop skills to bridge the same. End the session by emphasising on the following key messages:

(i) Communication is a basic skill and forms the foundation of all relationships.

(ii) The quality of communication often determines the quality of a relationship.

(iii) We communicate to give information, express our feelings, solve problems/arguments/conflicts, to show that we care, etc.

(iv) Understanding how to communicate and learning how to communicate effectively in different situations protects young people from risks and risky behaviour.

13. **Reducing the Communication Gap**. The following steps will help in reducing the communication gap:-

(a) Plan ahead.
(b) Involve others to contribute to planning.
(c) Listen to the suggestions made by others.
(d) Speak with purpose and be specific.
(e) Justify your stand without upsetting others.
(f) Have sense of humour.
(g) Have empathy.
(h) Do not be judgmental.
(j) Do not underestimate the ability of others to contribute.
(k) Observe the body language or the non-verbal communication of others.
(l) Be transparent to inform others of the planned activities and get feedback.
(m) Make modification in the plan to suit the need.
(n) The words 'yes' and'no' are very powerful. Learn to use them appropriately.

PART III : COMMUNICATE TACTFULLY

14. The ability to deal with others without offending, giving feedback without creating conflict, a keen sense for what is appropriate, this is the skill of tactfulness. If you see the value of being tactful the following suggestions will help.

15. **Always Communicate Tactfully**.

(a) T - Think before you speak.

(b) A - Assertive communication.

(c) C - Clarity of thoughts and content.

(d) T - Tone and pitch of voice.

(f) F - Focus on interests, needs of the listener.

(g) U - Uncover hidden feelings.

(h) L - Listen for feedback.

CONCLUSION

16. Communication is a basic skill and forms the foundation of all relationships. The quality of communication often determines the quality of a relationship. We communicate to give information, express our feelings, solve problems/arguments/ conflicts, to show that we care, etc. Therefore understanding how to communicate and learning how to communicate effectively in different situations protects young people from risks and risky behavior.

LESSON PLAN : PDLS - 8

DECISION MAKING AND PROBLEM SOLVING

Period - Two
Type - Lecture cum Discussion
Term - II (SD/SW)

Training Aids

1 Computer slides, charts, pointer, black board and chalk.

Time Plan

2	(a)	Introduction	-	05 Min
	(b)	Decision Making Skills	-	20 Min
	(c)	Problem Solving and its Process	-	20 Min
	(d)	Practicing Decision Making and Problem Solving	-	30 Min
	(e)	Conclusion	-	05 Min

INTRODUCTION

3. We make decisions every day. Some are made after careful deliberation, some made more hastily. Problem solving skills enable us to deal with problems in our lives in a constructive manner. The process of problem solving involves various steps. They are identifying the problem, exploring the available alternative and deciding on the best possible solution.

AIM

4. To acquaint the cadets about Decision Making and Problem Solving Skills.

PREVIEW

5 The class will be conducted in the following parts:-

(a) Part I - Decision Making Skills.

(b) Part II - Problem Solving and its Process.

(c) Part III - Practicing Decision Making and Problem Solving.

PART I : DECISION MAKING SKILLS

6. **Activity 1**. What is Decision Making?

(a) **Step – 1**. Encourage the participants to think of any decision they have taken (or seen anyone taking) in the last one week and discuss how decisions are usually taken. Ask some of the participants to share their answers with the larger group. Some possible answers are:-

(i) Someone else takes it for them.
(ii) Decide suddenly.
(iii) Wait until someone else decides.
(iv) Do what an older person says.
(v) Don't take any decision at all.
(vi) Think through the choices and then choose.

(b) **Step – 2**. Ask the participants to sit in a circle. Walk around the circle with the cloth/paper bag in which you have put 8-10 small items and ask each participant to feel the contents in the bag (no peeping into the bag). The participants should try to remember what they felt in the bag. Each participant is given 20 seconds (facilitator counts to 20) to feel the contents in the bag. When all the participants have had a chance to feel the contents in the bag, ask all the participants to share what they felt in the bag. Then show the objects in the bag one by one.

(c) **Step – 3**. Initiate a discussion with the help of following questions:-

(i) When you felt the objects in the bag, why did you feel that you could identify what they were?

(ii) In spite of feeling the same contents, what made the participants identify some of the objects differently?

(iii) Do people use past experiences to help them make decisions about issues that have occurred after those experiences?

(iv) How can those experiences have a positive or negative effect on further decisions?

7. **Decision Making**. We make decisions every day. Examples of minor decisions which we take very often are - what to eat, what to wear or how to reach a place. Examples of major decisions which we take once in a life time are – what career to choose, when and whom to marry, where to buy a house, which college to go to etc.

8. Decision making is a complex process. Some decisions are made after careful deliberation, some are made more hastily; some are made through our own will, some under the pressure of others.Our past experiences determine many of the decisions we make. Sometimes due to the past experiences we are afraid of doing things differently.

9. Good decision making depends on understanding the situation well, being aware of our choices and, above all visualising the consequences of our choices.

10. Some of the major steps to be followed while making a decision are – define the problem, gather and analyse the relevant data, postulate solutions to the problem, analyse the implications of each alternative, select and act on the best alternative, follow-up and modify the approach if necessary.

PART II : PROBLEM SOLVING

11. **Activity 2**. We introduce the topics to the cadets by following activity:-

(a) **Step 1**. Ask the participants, when faced with a problem, how do you react? Most of you try to escape from the problem instead of facing it.

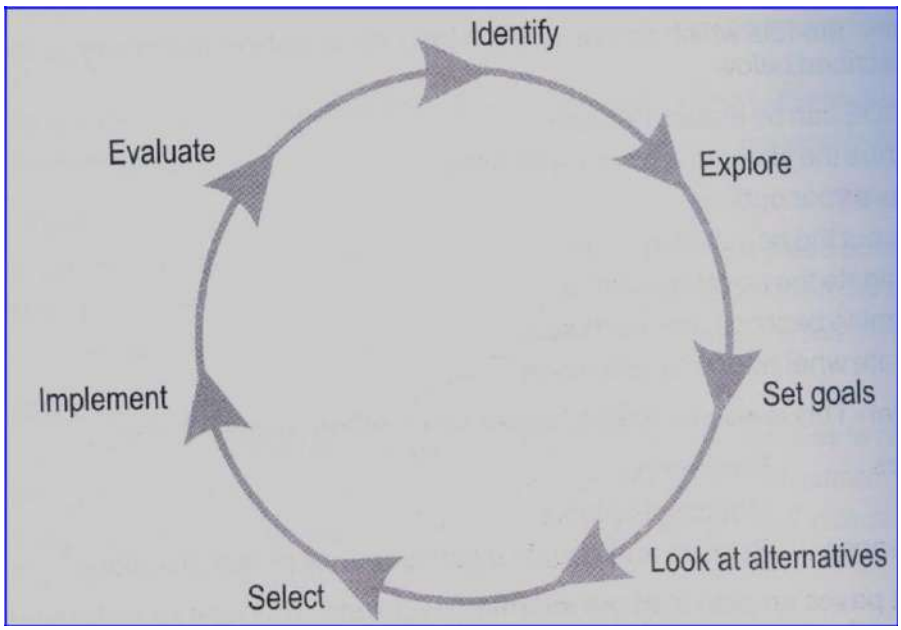
(b) **Step 2**. You should always question yourself, “Do I have problem?”If you don’t take any action to solve the problem, your ability cannot be improved. Problems give us opportunity to evolve to our full potential.

12. Most of the people refuse to identify the problem, once we write down the problem on piece of paper, it will be easy to solve it with suitable solutions.

13. Usually, we always think about only problem not solutions. Once we define the problem clearly on paper, we analyze the problem and find the ways to solve it. We have to adopt logical thinking instead of routine through the environment around us.

14. In general every problem has many solutions. So we should always find all alternatives and take the best one.

15. Problems are often opportunities in disguise. When we escape from problems, we give up the opportunity to develop our skills and potentials. Once we resolve our problems, we will find ourselves happier, more fulfilled, and more ready to confront new issues. Tackling problems involves the use of our mind. The process enhances our capacity to solve greater problems.



PART III : PRACTICING DECISION MAKING AND PROBLEM SOLVING

16. **Activity – 3**

(a) **Step – 1**. Brainstorm with the participants on some problem situations young people encounter in their lives: Situations where they have to make decisions very quickly and think very rapidly.Some examples are:-

(i) Your parents are asking you to quit school and stay home to take care of our younger brothers and sisters. You are very interested in studying – what is the best way to address this problem?

(ii) An uncle comes to meet you at an untimely hour and you are uncertain of what his intentions are. What is the best way to resolve the problem?

(iii) A friend asks you to distract the shopkeeper so that he can steal something from the shop. What should you do?

(iv) You are walking home from school. It is a very hot day. A stranger comes by and offers you a ride on his motorcycle (or a neighbour offers you a ride on his motorcycle). You are not sure of his intentions. What should you do?

(v) You are driving with a friend and you meet with an accident. Your friend is hurt and is bleeding. What will you do?

(vi) A friend has invited you to smoke cigarettes. What will you do?

(vii) A friend has asked you to steal mangoes from another house. What should you do?

(viii) You are taking an examination and your friend sitting behind is asking you to show your answer sheet to her for copying. What will you do?

(ix) You are being bullied everyday by your classmate in the school. What will you do?

(b) **Step – 2**. Tell the participants that everyone faces problems during all stages of their lives. Everyone must, therefore, make decisions and find solutions, but in order to make good decisions, we must practice – so that when we encounter that situation or similar situation we are prepared to handle it.

(c) **Step – 3.** Divide the participants in small groups of 4–6 each and have each of the group pick one scenario (as given in Step–1 or a scenario mentioned by the participants). When the groups have selected the situations, ask them to brainstorm and then prepare a role-play to enact the decision they have taken – one good decision, and one decision which has negative consequences.

(d) **Step – 4**. Invite each group to present its role-play with the good and bad effects. Observe the participants' skills in problem solving, i.e. analysing the situation and coming up with possible methods to solve the problem, evaluating the advantages and disadvantages to each method, and choosing the most appropriate method and reviewing the result.

(e) **Step – 5**. Remind the participants that everyone should keep an open mind during the discussion, listen to the presentation and learn from the suggestions of others.

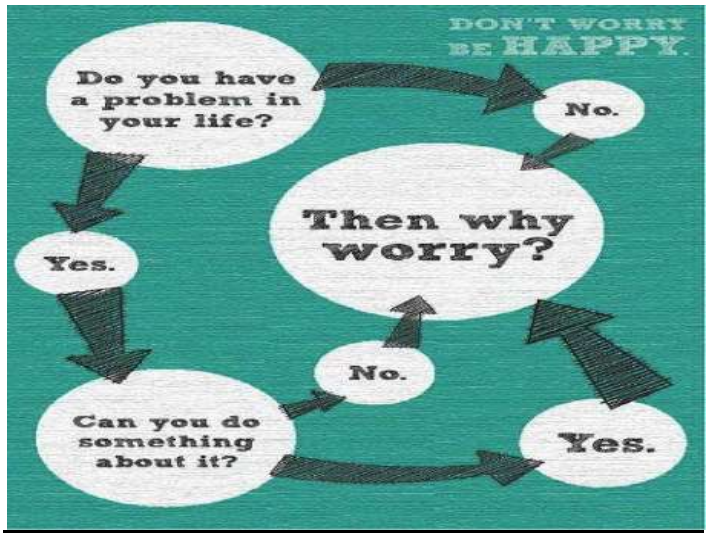
(f) **Step – 6**. Also initiate a discussion based on following questions:-

(i) What are the steps to problem solving?
(ii) Do you think it is better for you to make your own decisions or to have someone else (parents, siblings, friends) make decisions for you? Why?
(iii) Are there any problems that you cannot solve and need to take the help of another person? Why?
(iv) Who are you able to tell your problems to?

17. Problems are not to be avoided or feared. Problems are part of life, and are there for us to solve, not evade. Problems left unsolved can bring mental stress and eventually affect our health. Problem solving skills empower us not only to confront our problems, but can in fact turn them into opportunities.

CONCLUSION

18. Problems are not to be avoided or feared. Problems are part of life, and are there for us to solve, not evade. Problems left unsolved can bring mental stress and eventually affect our health. Problem solving skills empower us not only to confront our problems, but in fact turn them into opportunities. Whenever required cadets can take help from their trusted adults and friends in understanding their problem better and working at appropriate solution.



LESSON PLAN : PDLS - 9

COPING WITH STRESS AND EMOTIONS

Period - **Two**

Type - **Lecture, Discussion**

Term - **III (SD/SW)**

Training Aids

1. Computer slides, flip charts , marker pens, vip cards of three different colours, A4 size paper, sketch pens, one for each participant, bag containing cards with names of emotions such as happy, shy, sad, scared, excited, angry, envy, guilty, jealousy, love etc.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Understanding Stress and its Impact	-	20 Min
	(c)	Stress Management Techniques	-	25 Min
	(d)	Understanding Emotions and Feelings	-	25 Min
	(e)	Conclusion	-	05 min

INTRODUCTION

3. Stress is a very common phenomenon and is universal in nature. It is our body‘s reaction to people and events and to our own thoughts. Some level of stress is normal, such as before a test, stage performance or an athletic event. Coping with stress means recognizing the source of stress in our lives, recognizing how this affects us physically and emotionally, and acting in ways that help us control our levels of stress, by changing our environment or life style and learning how to relax.

AIM

4. To acquaint the cadets about coping with stress and emotions.

PREVIEW

5. The class will be conducted in the following parts:-

(a)	Part I	-	Understanding Stress and its Impact.
(b)	Part II	-	Stress Management Techniques.
(c)	Part III	-	Understanding Emotions and Feelings.

PART I : UNDERSTANDING STRESS AND ITS IMPACT

6. Stress is unique and personal to each of us. What is relaxing to one person may be stressful to another. But too much stress can have physical and psychological effects that interfere with the health and well-being of an individual. Overtime repeated stress can lower self-esteem, decrease academic performance and create a cycle of self-blame and self-doubt.

7. The key to reducing stress is to find strategies that help you as an individual. The best way to cope with unhealthy stress is to recognize when your stress levels are building. While we often think of stress as the result of external events, the events themselves are not necessarily stressful. It is the way we react to an event that causes stress.

8. The class will be introduced to understanding stress and its impact with an activity.

9. **Activity – Stress and its Impact on Us.** Distribute three cards, each with one of thefollowing titles:-

(a) "Physical","Emotional" and "Behavioral" to each participant.

(b) Ask the participants to imagine a stressful situation and write responses to the following questions:-

(i) What happens to their body when they are stressed? (Physical-e.g. headache, restless).
(ii) How do they feel when they are stressed?
(iii) What do they do when theyare stressed? (Behavioral -e.g. cry, shout at others).

10. Once they finish writing ask them to paste the card on the wall or board under each category separately.

11. **Expected Responses.**

(a) Effect on the body (Physical) – headache, grinding teeth, trembling.
(b) Effect on feelings (Emotional) – depressed, angry, irritated, anxious.
(c) Effect on behavior – do not sleep, eat a lot, do not eat, cry, break things, becomes silent.

12. The class will be explained that stress signals fall into four categories: thoughts, feelings, behaviours and physical symptoms. While under stress we may experience the following feelings, thoughts, behaviours or physical symptoms:-

(a) **Feelings.** Anxiety, irritability, fear, moodiness, embarrassment.
(b) **Thoughts.** Self-criticism, difficult in concentrating or making decisions, forgetfulness, pre-occupation with the future, repetitive thoughts, fear of failure.
(c) **Behaviour.** Stuttering, difficulty in speaking, crying, acting impulsive, do not feel liketalking to anyone, nervous laughter, yelling at friends and family, grinding teeth, jaw clenching, increased smoking, alcohol or drug use, increased or decreased appetite.
(d) **Physical Symptoms.**Tight muscles, cold or sweaty hand, headache, back or neck problems, sleep disturbance, abdominal pain, more colds and infections, fatigue, rapid breathing, pounding heart, trembling, dry mouth.

PART II : STRESS MANAGEMENT TECHNIQUES

13. There are many ways to manage negative stress. Everyone needs to find ways that work best for them.

(a) **Take Deep Breath.** Stress often causes us to breathe quickly and this almostalways causes more stress. Try to take deep slow breaths. Breathe in through your nose and count as you breathe out through mouth. Inhale enough so your lower abdomen rises and falls.

(b) **Talk It Out.** When you feel stressed, try to express your feelings. Bottling offeelings can increase stress. Share your feelings. Perhaps a friend, family members,

teacher can help you see your problem in a new way. Talking with someone else can help clear your mind of confusion so that you can focus on problem solving. Even if it is slightly embarrassing, asking for help after a problem occurs may avoid serious problems later. Writing down thoughts and feeling can help clarify the situation and give a new perspective.

(c) **Take A Break.** Recognize when you are most stressed and allow yourself somereasonable break. When things seem especially difficult, take a walk or otherwise change your scenery.

(d) **Create A Quiet Place In Your Mind**. You cannot always run away, but you candream. Imagining a quiet place can take you out of a stressful situation. When you have the chance, take a moment to close your eyes and imagine a place where you feel relaxed and comfortable. Notice all the details of your chosen place, including pleasant sounds, smells and temperature.

(e) **Pay Attention to Physical Comfort.** Be as physically comfortable as the situationwill allow. Wear comfortable clothing. If it`s too hot, go somewhere where it`s not. If chair is uncomfortable, move. Do not wait until your discomfort turns into a real problem.

(f) **Move**. Physical activity can help reduce and prevent stress. When you feelnervous, angry or upset, release the pressure through exercise or physical activity. Try to find something you enjoy and make regular time for it. Running, stretching, walking or dancing can be done anywhere. Working in the garden, cleaning or playing with your younger children can relieve stress, make you relax and energize you.

(g) **Take Care of your Body**. Healthy eating and adequate sleep fuels your mind aswell as your body. Avoid eating too much caffeine and sugar. Well-nourished bodies are better able to cope with stress.

(h) **Laugh**. Maintain your sense of humour, including the ability to laugh at yourself. Share jokes and funny stories with your friends. Laughter is good for you.

(j) **Manage your Time**. Plan ahead and make a realistic scheduled for yourself andinclude time for stress reduction as a regular part of your scheduled. Trying to take care of everything at once can seem overwhelming and may keep you from accomplishing anything. Instead, make a list of what you have to do, then do one at a time, checking them off as you finish. Do the most important ones first. If a particularly unpleasant task faces you, do it early in the day and get over with it; the rest of your day will be less stressful.

(k) **Know your Limits**. When in a stressful situation, ask yourselfis this my problem? If it isn`t, leave it alone. If it is, can I resolve it now? Once the problem is settled, leave italone. Do not agonize over the decision, and try to accept situation you cannot change. There are many circumstances in life beyond your control. If problem is beyond your control and cannot be changed at the moment, learn to accept as it is, for now, until such time when you can change things.

(l) **Do you have to be Right Always**? Do you get upset when things don`t go yourway? Consider cooperation or compromise rather than confrontation. It may reduce the strain and help everyone feel more comfortable.

(m) **Have a Good Cry.** It is normal for people of all ages to cry. A good cry duringstressful times can be a healthy way to bring relief to your stress, and may prevent a headache or other physical consequences of stress. However, crying daily can be sign of depression.

(n) **Look for the Good Things around You.** It is easy to see only the negative sidewhen you are stressed. Your thoughts can become like a pair of very dark glasses, allowing you to see very little light or joy in your life. Decide to notice five good things around you. These can be positive or enjoyable moments or interactions. These may seem like small events but as these good things add they can often provide a big lift to energy and spirits and help you begin to see things in a new, more balanced way.

(o) **Talk Less, Listen More**. Listening banishes stress, makes you more popular, moreknowledgeable, more sensitive.

PART III : UNDERSTANDING EMOTIONS AND FEELINGS

14. The class will be introduced to various emotions by activity method.

15. **Activity 1 – Understanding Emotions**.

(a) **Step-1**. Prepare cards with names of some emotions such as happy, shy, scared,excited, angry, envy, guilty, jealously, love etc. and put them in a bag. Note: Depending on the number of participants, you can have three-four cards having the same emotion.

(b) **Step-2**. Make the participants sit in a circleand pass the - parcel of emotions whilethe music plays. When the music stops, the participant who has the parcel picks up a card from the bag and acts on the emotion described. No words are to be used. The rest of the participants have to guess the emotion expressed.

(c) **Step-3**. Also ask the participants to say instances where they will feel like theemotion mentioned (like one feels happy when everything goes their way).

(d) **Step-4**. Tell the participants that all emotions are integral part of life.

16. **Activity 2 - Mixing and Matching of Feelings.**

(a) **Step-1**. Tell the participants that a good way to know our emotions is to understandour associated body language. Understanding how our body reacts to the feelings help us to think about the feeling and express it the way we choose.

(b) **Step-2**. Take one volunteer aside and tell him/her to say the following statement infour different ways sounding happy, fed-up, scared, and angry to the larger group. Ask the participants to identify the emotions he/she is expressing:-

(i) I was asked to go to the Principal‘s Office – (say it with excitement as if an honour is being given, and you are going to get some good news).

(ii) I was asked to go to the Principal‘s Office-(Say it as if you are fed-up of going there, you are bored).

(iii) I was asked to go the Principal‘s Office-(Say it as if you are scared, and you have no clue what is going to happen).

(iv) I was asked to go to the Principal‘s Office- (Say it as if you are angry at being asked to go-and as if an unfair event is taking place.

(c) **Alternative Statement**.

(i) My uncle from the neighbouring village will come home tomorrow.
(ii) I was asked to go to the village Pradhan‘s house.

(d) **Step-3**. Explain that with every feeling there is an associated body language, whichhelps us understand the feeling.If we want to change the consequence, we need to understand the feeling and associated body language.

(e) **Step-4**. Divide the participants into five groups - Give each group five feelingstatements (given below) and place them on the floor/table for each group:-

(i) When I am angry.
(ii) When I am very sad.

(iii) When I am happy.
(iv) When I am very scared.
(v) When I am very nervous.

(f) **Step-5**. Give each group a set of five body statements that have to be matchedwith the feeling statements. Give set A first, once they have completed Set A give Set B and following completion give Set C. Shuffle the statement cards before giving to the participants.

(i) **Set A Body Statements**.

(aa) I feel a lot of tension in my neck and my shoulders.
(ab) I feel empty inside.
(ac) I feel light, like I am flying in the air.
(ad) I feel weak at my knees.
(ae) I feel queasy or bad in my stomach.

(ii) **Set B Body Statements**.

(aa) I breathe shallow and quick.
(ab) My heart feels heavy.
(ac) I want to smile.
(ad) My heart beats very fast.
(ad) I can‘t sit still.

(iii) **Set C Body Statements**.

(aa) My head is about to burst and I perspire a lot.
(ab) I feel very tired and tears come from my eyes very fast.
(ac) I feel energetic.
(ad) Palms become very cold.
(ae) I have a headache.

17. An emotional experience is characterized by both external and internal changes in the human being. The external changes are those which are apparent and easily seen by others such as changes in facial expressions, changes in posture. By looking at the facial expressions we can find out if a person is angry, happy or depressed. Internal changes may include rapid pulse and breathing, increased blood pressure, sweating, dry mouth etc.

18. Individual variations in emotional expressions are primarily due to age and past experiences. Variations in expressions also occur within the individual, No one follows a consistent pattern at all time. How a person reacts to an emotion-provoking stimulus depends on his/her physical condition at that time, on the interests and activities that are preoccupying him/her at that time, on his/her mood, on the social group with which he/she happens to be etc.

CONCLUSION

19. Coping with stress means recognizing the source of stress in our lives, recognizing how this affects us physically and emotionally, and acting in ways that help us control our levels of stress, by changing our environment or life style and learning how to relax.Emotions form a as integral part of our life. A well adjusted and mentally healthy person is one who is able to keep his/her emotion under control. One should not be carried away by one’s emotions.

LESSON PLAN : PDLS - 10

CHANGE YOUR MINDSET

Period - One

Type - Lec

Term - III (SD/SW)

Training Aids

1. Computer slides, pointer, charts, black board and chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Understanding Mindset	-	10 Min
	(c)	How to Change Mindset	-	20 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. Mindset is something which constantly carries on in a persons mind. It is an attitude towards someone or something. It can form a permanent impression on the mind and is very difficult to change. At times it can develop into a negative attitude leading to disaster. Mindset is a simple idea that makes all the difference. What we say to ourselves each day can be the difference between maintaining the status quo and living the life we dream of and deserve. Most of what holds you back comes from within rather than from the judgements or actions of others. If you want to start making great changes in your life then start with looking at the ways you could be holding yourself back.

AIM

4. To acquaint the cadets about Mindset and how to change it.

PREVIEW

5. The class will be conducted in the following parts:-

(a)	Part I	-	What is Mindset.
(b)	Part II	-	How to Change your Mindset.

PART - I : WHAT IS MINDSET

6. Most people keep a running account of what's happening to them, what it means, and what they should do. In other words, our minds are constantly monitoring and interpreting. That's just how we stay on track. But sometimes the interpretation process goes awry. Some people put more extreme interpretations on things that happen—and then react with exaggerated feelings of anxiety, depression, anger or superiority. Your mindset is the sum of your knowledge, includingbeliefs and thoughts about the world and yourself in it. It is your filter for information you get in and put out. It determines how you receive and react to information. It's often used for a specific part in your life, as in "the mindset of an entrepreneur" or "the growth mindset.

7. Developing the right mindset is the way learning something new and strip out the most relevant information. Then you develop the beliefs that are most helpful for where you want to go or how you want to be. This belief-system is then your mindset. A good mindset will reflect reality and will help you. But not in that order, the order has to be like this:

(a) Find the beliefs that are most supportive.

(b) Check if the beliefs are in harmony with (a potential) reality.

8. You want to use your mindset to make a positive change. That's why your beliefs don't necessarily have to reflect your current reality. But of course the reality you believe in should bepossible.If you believe "I am successful entrepreneur", you will act in that way.If you believe "I want to be a successful entrepreneur", you will act in this way too: like you are NO successful entrepreneur. Adopting beliefs that seem slightly out of reach is very powerful. Because it changes your mindset and therefore how you behave. For the better, it let's you grow.

9. In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success without effort. They're wrong.

10. In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work. Brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities. Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships.

PART II : HOW TO CHANGE YOUR MINDSET

11. **Get the Best Information Only**. Try to find the very best information in yourfield. Then focus on learning this information only. In any worthwhile field there is more information available as needed, especially in the internet. You have to narrow down the information input to the most effective. One of the critical personal skills today is not to find information, but to select the best information and avoid the rest.

12. **Role Model the Best People**. Look for the best people in your field and try to model whatthey did right. Adopt their kind of thinking and mindset. Follow them. Of course, keep and only add what you think is right for you. That way you can actually improve and personalize their mindset to fit perfectly for you. It's never copying, it's taking what works for you by getting inspiration and quality input.

13. **Examine Your Current Beliefs.** Examine your mindset by looking at your currentbelief-system. Are these beliefs supporting you or are there self limiting beliefs? You have to identify those possible blocks and turn them around, because whether you know about limiting beliefs or not, they are working in your subconscious mind. To uncover your beliefs ask yourself the right questions about where you want to go and what is standing in your way right now. The key then is to turn those beliefs around by declaring supportive statements on the same belief. To internalize these new supportive beliefs you can make use of affirmations.

14. **Shape Your Mindset with Vision and Goals.** A proactive approach to build your mindset is to clearly see where you want to go. Seeing a vision, images describing your end result clearly in your minds eye, will create a strong pull towards this end result. Then go on and breakyour vision into goals. It will shape your mindset to become conform with your vision. Learn andadapt from your own experience and always try to look deeper for the real reasons why you get the results you are getting.

15. **Find Your Voice.** One of the most beautiful things is when you find your very own way, something what you could call finding your voice. To help you find this, answer these four questions**.**

(a) What are you good at? That's your mind.

(b) What do you love doing? That's your heart.

(c) What need can you serve? That's the body.

(d) And finally, what is life asking of you? What gives your life meaning and purpose? What do you feel like you should be doing? In short, what is your conscience directing you to do? That is your spirit.

16. **Protect Your Mindset.** One thing you have to do is to protect your mindset against thenay sayers and people who want to drag you down. You also have to protect it against bad information and against overload. Keeping your confidence is a big thing. So please stay on the right path, look to improve yourself and to help others along the way. You can't go wrong with that.

17. **Let Go of Comparisons**. Where you are at this very moment is all that matters. Try tostay focused on your own situation, needs and dreams without worrying about what other people are doing. A lot can be said for the gratitude movement – focusing on your own successes and what you have in your life is the path to true joy. When you switch that focus to what others may have or be doing you take a detour that will not end well. The reality of other people's situations is not transparent so your desires and jealousies are not even based on the full picture. The family with two luxury cars and a large house may be deeply in debt. The woman who seems to have it all may be lonely while her husband works 90 hour weeks so they can have those material possessions. What are your values and goals? Those are the key questions you can use to direct your path.

18. **Put an End to Perfectionism**. Perfectionism is often the biggest roadblock we face. Too many people feel that if they can't deliver 100% with everything right and "just so", then they should abandon the idea completely. Learn to take one step at a time, build on things (skills, tasks, writing) and accept that it will never be perfect. It is important to look at growth over time and accept that putting something imperfect out there in the universe is better than staying safe and never attempting anything new.

19. **Look at the Evidence.** When you hear yourself saying you can't do something or arenot good enough force your own hand and demand the evidence to back up the negative thoughts. Most of what you are thinking can be counter argued and disproved when you look at what you have done in the past, the feedback you received, etc. You may tell yourself you are not as good a blogger as someone else who is in the limelight, no one comments or cares about what you write. When you challenge that thought and look for evidence you see you do receive some comments and positive feedback. You may feel alone and like you are "never" included in social events, but when questioning this you admit you have been to a BBQ last month and had coffee with a friend last week. You may not be as busy as you wish, but you are actually included and can make the decision to organise a social event yourself.

20. **Redefine What Failure Means.** Fear of failing holds many of us back, especially highachievers who may be afraid to deviate from their comfort zones. If you go through life afraid to fail you often end up living a life where you never try anything new**.** When you re-define "fail" to mean "lessons learned" you can start to see how every step you take brings you closer to your dreams. When an idea or project fails to take off it offers you an opportunity to learn. What could you do differently? What did not work and why? Is there a better path for you to travel down?

21. **Stop Worrying about What "People" Think**. You will never please everyone sobasing your decisions on what other people will think of what you do or say is an exercise in frustration. This is true whether it is business where you cannot have everyone as your target market or your personal life where your friends and family have their own ideas separate to your own. Most people are not even thinking about you and your actions on a day to day basis so why hand over power to them and let their potential reactions influence your actual actions**.**

CONCLUSION

22. Developing the right mindset is really crucial to succeed in anything. Work to make changes in the mindset areas that are acting as the roadblocks to your success.

LESSON PLAN : PDLS - 11
TIME MANAGEMENT

Period - **Two**

Type - **Lecture cum Discussion**

Term - **III (SD/SW)**

Training Aids

1. Computer slides, pointer, charts, black board and chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Essentials of Time Management	-	20 Min
	(c)	Time Wasters	-	20 Min
	(d)	Principles of Time Management	-	30 Min
	(e)	Conclusion	-	05 Min

INTRODUCTION

"We all have one thing in common - a 24 hour day.
It is how we use our time that makes the difference."

3. Time is money because it is the only one you can't reorder or renew.Time is irreplaceable and irreversible. Few things are more important to us than learning how to save time and how to spend it wisely. Paradoxically, to save time you must spend time. Both time and money are limited resources. Therefore time (like money) is a valuable commodity. It cannot be borrowed, saved or squandered. Time is patently not money. You can make money; you can't make time.An old Chinese proverb says. An inch of gold cannot buy an inch of time.' Time is really infinitely more precious than money.

AIM

4. To acquaint the cadets with the importance aspects of time management and its principles.

PREVIEW

5 The class will be conducted in the following parts:-

(a)	Part I	-	Essentials of Time Management.
(b)	Part II	-	Time Wasters.
(c)	Part III	-	Principles of Time Management.

PART I : ESSENTIALS OF TIME MANAGEMENT

6 Time management is a set of skills, tools, and systems that work together to help you get more value out of your time and use it to accomplish what you want. Successful people use time management to achieve outstanding results, both personally and professionally. The key to time management is to realize that you cannot possibly do everything that there is to do; instead, you have to prioritise what you are going to do with the limited time that you have at your disposal.Look in a mirror and you will see your biggest time waster. Until you come to grips with that reality, your personal time problems will remain.

7. Time management helps you to: -

(a) Reduce or eliminate wasted time and effort so you'll have more productive time each day.

(b) Improve your productivity so you can accomplish more with less effort.

(c) Focus your time and energy on what is most important and make time for the things you want and value. Thus help you find greater balance and fulfillment.

(d) Improve your performance while reducing stress.

(e) Set and achieve your long-term goals.

PART II : TIME WASTERS

8. Time is like a precious jewel. It must be guarded well and worn with discretion or you will suddenly realize that it has been stolen. Major time-wasters are:-

(a) **Mobile Phone**. Learn to control the mobile phone, or it will control you. Regard yourmobilephone as a business tool, not a social one. Practice having quick, to the point conversations.

(b) **Visitors**. When faced with the question: Have you got a minute? Don‘t fall into the courtesy trap of saying yes when you really want to say no. Learn to give a polite no, and then tell them when they can see you. A complete open-door policy, which has been popular for some years, is not conducive to good time management. Try some of these techniques if a visitor overstays their time:-

(i) At the finish of work, stand up.

(ii) Let the visitor see you by looking at your watch, or your body language.

(iii) Don‘t make eye contact with the chatty one. Keep your head down and continue working.

(c) **Paper Work.** The best guideline for paperwork is to either file it or toss it. We never use80% of the paperwork we keep. Computer printers produce over two and a half million pieces of paper every minute throughout the world.

(i) Try, where possible, to make a decision about each piece of paper when you first handle it.

(ii) Don‘t handle your daily mail until you are ready to deal with it properly. If you take a quick look and then go back to it later, you‘ve just doubled thoseminutes.

(iii) Learn to read selectively.

(iv) Learn to throw out what you probably won‘t need.

(d) **Lack of Planning and Fire Fighting**. The best way to avoid crisis is to anticipatethem. Common reasons are lack of planning, unrealistic time frames, and reluctance by subordinates to break bad news. Tips to help you deal with the situation:-

(i) Firstly, take time to think. Then ask questions. What is the real problem? Where possible, get input from more than one source. What can you ask others to help with?

(ii) Once you've made a decision, get on with it. Whoever hesitates is lost!

(iii) What can be done to avoid the same problem happening again?

(e) **Socializing**. Avoid extended tea-breaks, regular social lunch-hours, and unnecessary chats in the corridors.

(f) **Indecision**. It is caused by ignorance, fear or lack of confidence in the facts. Improve your fact-finding procedures, and learn to listen to your intuition. If we can learn to make decisions quickly, we save time. Successful people make decisions quickly. They're not necessarily always right, but they do decide.

(g) WhatsApp, TV, Laptop, iPad Facebook etc. can be a huge time-wasters.

(h) **Procrastination**. Procrastination, which comes from the Latin word for tomorrowis the world's number one time-waster. Procrastination can best be defined as putting off the doing of something that should be done intentionally & habitually. It you suspect that you are prone to procrastination always ask yourself Why am I putting this off? If you can see no good reason – and don't confuse reasons with excuses brace yourself and take action this day. By off-loading today's work onto tomorrow you are simply storing up work for yourself. Start now by doing something today that you have been putting off.

9. The best tool to fight time-wasters is a firm decision to concentrate on the few things that, in a day, will make a long-term difference. People and opportunities waiting to waste our time, surround us. Any activity which is not, in some way, moving you in the direction you wish to go, is a time-wasting activity.

PART III : PRINCIPLES OF TIME MANAGEMENT

10. There are some basic principles of time management. These are given in the subsequentparagraphs.

11. **Develop a Personal Sense of Time**. Make sure you know where your time goes. Don't depend on memory, it's treacherous. Put time under the microscope. You cannot manage time that is past. But you can examine how you managed it in an objective and realistic way.

12. **Identify Long-Term Goals**. The foundation of good time management is to first, find out what matters deeply to you – what it is you really want to achieve in life. Spend time on considering what are your own personal values? What really matters to you at this stage of yourlife? Remember, they must be your values no-one else's. In this, concentrate on four key areas of your life - Self and Well being, Community and Humanity, Home and Family and Business and Career.

13. **Concentrate on High Return Activities**. In any organisation there are a few basic functions, which are central to its effective functioning. For a classroom teacher the high-return activity will be enabling the children to learn well. For a principal it will be empowering staff to be effective teachers by having a smoothly running school. Therefore, identify which activities are going to give you the highest return and concentrate on them.

14. **Weekly and Daily Planning**. Traditional time management teaching talks of daily planning, so why change? If we mainly focus on our daily scheduling, we're looking at what's under our nose

and we tend to become immersed in the urgent. Hence, from our monthly goals and objectives, plan a weekly focus. Planning on a weekly basis helps us to take better control of our lives.

15. **Make the Best Use of Your Best Time.** The quality of your attention or concentration varies at different times. You may notice that you habitually tend to be more mentally alert, at certain times of the day. 20% of your time produces 80% of your high-quality output. The most important tasks in a day only take about 20 percent of our time and will make 80 percent of the difference to the smooth running of things. So, make sure that you manage well that critical 20% of your time. Learn to focus on the vital few things which will make a long-term difference.

16. **Make Use of Committed Time**. You may sometimes complain that you lack time. But you have all the time there is for you. At work there is time which you can choose to spend as, committed time. If you are alert you may find portions of it, which are actually free time. Think of an example of committed time in the last week, where you found unexpectedly that you had at least half an hour to spare. What did you do with it? Could you have put that time to better use? What would you need to have had with you in order to do so?

17. **Manage Your Health**.

(a) Even a few weeks off being avoidably ill is going to involve you in a major waste of productive time. Depending on the nature of your illness, you may be able to use it in some constructive way. To give to your work and to others high quality time you must top up your energy levels.

(b) Do you get enough sleep? The norm is eight hours, slightly less as you grow older. You can function on much less, but your creativity is 15% down. Do you apply common sense to diet? The Golden rule is moderation in all things. Do you take exercise? Do you take holidays? Remember that you can do a full year‘s work in 11 months, but you cannot do it in 12 months. It is a good idea to spend some time just meditating.

CONCLUSION

18. Time management should be fun. Keep it as simple as possible. The good news is that you will never meet the perfect time manager. You are probably very good - now you could be better. The wonderful thing is that tomorrow‘s 24 hours now await you untouched and unwasted. You are now in a position to make more effective use of your time. Always remember, ‘NOW’ is the keyword of time management. If you want to reap in the future, you have to sow now. And, Your Time Starts Now!

LESSON PLAN : PDLS - 12

SOCIABILITY: SOCIAL SKILLS ETIQUETTES AND MANNERS

Period - **Two**
Type - **Lecture cum Discussion**
Term - **III (SD/SW)**

Training Aids

1 Computer slides, pointer, charts, black board and chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Etiquette &Types of Etiquette	-	25 Min
	(c)	Manners	-	25 Min
	(d)	How to improve your Social Skills	-	20 Min
	(e)	Conclusion	-	05 Min

INTRODUCTION

3. Etiquette, the manners and forms prescribed by custom, usage, or authority and accepted when people deal with each other, as correct or proper behavior. Etiquette is necessary to have an effective and well groomed personality. It is considered as an everlasting impression on the people you meet. Mannerism is any exaggerated style, distinctive traits, or behavioral habit of one individual. Etiquette and public mannerism can have good or bad impression depending on how we behave. To have an everlasting good impression on the people we meet, we must possess qualities to build a personality that is charming, decent, lovable and welcome anywhere & everywhere we go.

AIM

4. To acquaint the cadets with the importance of Etiquettes and Manners in social life and how to pay compliments as NCC Cadets.

PREVIEW

5. The class will be conducted in the following parts:-

(a) Part I - Types of Etiquettes.

(b) Part II - Manners.

(c) Part III - How to improve your Social Skills.

PART I: TYPES OF ETIQUETTE

6. Etiquette is a code of behaviour that delineates expectations for social behavior according to contemporary conventional norms within a society, social class, or group. Rules of etiquette encompass most aspects of social interaction in any society. The various types of etiquettes are discussed below:-

7. **Types of Etiquettes**.

(a) **Social Etiquette**. Social etiquette is how to behave in the society.

(b) **Bathroom Etiquette**. Bathroom etiquette refers to the set of rules which an individual needs to follow while using public restrooms or office toilets. Make sure you leave the restroom clean and tidy for the other person.

(c) **Corporate Etiquette**. Corporate Etiquette refers to how an individual shouldbehave while he is at work. Each one needs to maintain the decorum of the organisation.Don't loiter around unnecessary or peep into other's cubicles.

(d) **Wedding Etiquette.** Wedding is a special event in every one's life. Individualsshould ensure they behave sensibly at weddings. Never be late to weddings or drink uncontrollably.

(e) **Meeting Etiquette.** Meeting Etiquette refers to styles one need to adopt when he is attending any meeting, seminar, presentation and so on. Listen to what the other person has to say. Never enter meeting room without a notepad and pen. It is important to jot down important points for future reference.

(f) **Telephone Etiquette**. It is essential to learn how one should interact with the otherperson over the phone. Telephone etiquette refers to the way an individual should speak on the phone. Never put the other person on long holds. Make sure you greet the other person. Take care of your pitch and tone.

(g) **Eating Etiquette**. Individuals must follow certain decorum while eating in public.Don't make noise while eating. One should not leave the table unless and until everyone has finished eating.

(h) **Business Etiquette**. Business etique tte includes ways to conduct a certainbusiness. Don't ever cheat customers. It is simply unethical.

8. **Need for Etiquette**.

(a) Etiquette makes you a cultured individual who leaves his mark wherever hegoes.

(b) Etiquette teaches you the way to talk, walk and most importantly behave in the society.

(c) Etiquette is essential for an everlasting first impression. The way you interact with your superiors, parents, fellow workers, friends speak a lot about your personality and up-bringing.

(d) Etiquette enables the individuals to earn respect and appreciation in the society. No one would feel like talking to a person who does not know how to speak or behave in the society. Etiquette inculcates a feeling of trust and loyalty in the individuals. One becomes more responsible and mature. Etiquette helps individuals to value relationships.

PART - II : MANNERS

9. Some of the manners we've learned from our parents and teachers who try and implant us the importance of being well-mannered. At some point, our manners are categorized as good or bad depending on the society we live in and on the environment we grew in. Here's a list of some very poor manners we observe a lot (actually there's a lot more of them):-

(a) Eating with your mouth open.

(b) Making loud noise and slurping sound while eating.

(c) Pricking your nose in the public.

(d) Biting nails.

(e) Spitting in the public.

(f) Coughing and yawning and without covering your mouth.

(g) Sneezing without covering your nose.

(h) Acting rude and vulgar jokes in front of lady colleagues.

(j) Not saying please and thank you.

(k) Not saying 'excuse me' when trying to get pass someone.

(l) Ridiculing someone for his physical limitations and shortcomings.
(m) Smoking at prohibited places.

(n) Barging on someone's room without permission.

(o) Not saying – sorrywhen you bump into somebody.

10. Having good manners is not just about blending with the best; rather it is more about considering the feelings of others and taking responsibility. Take for example when you eat in the restaurant or in public places, try not to chew with one's mouth open. The unpleasant sound and scene is repelling for others. In public speaking, we must not interrupt when he/she is talking. It is considered highly ill-mannered if you do not complete his sentence. These are just some of the things we should avoid doing.

PART – III : HOW TO IMPROVE YOUR SOCIAL SKILLS

11. They say, a human being is a social animal, but the question is, does everyone possess social skills? Most of the people do not know the art of speaking. While some are just inept and incompetent, there are others who lack confidence and yet others who do not have mannerism and etiquettes. Having sound social skills is extremely important in the present times, given to the fact that interaction and conversation forms the basis for everything we do. If you also face difficulty in interacting, remember, it is not the end of the world. You can improve your social skills by just putting in a little effort. However, you cannot be perfect overnight. It would take some time.Following are few tips on how to improve social skills.

12. **Improving Social Skills.**

(a) **Be Yourself**. Only when you are your own self do you feel comfortable. And it iswhen you are in utmost comfort that you indulge in free conversation and interaction. Do not change your inner self for anything in the world. Remember, humans have this innate quality of discovering whether a person is real or fake. In case you pretend to be someone you are not, you would be lonelier than ever before.

(b) **Be Responsible**. One of the vital components of social interaction is to know thatart of carrying yourself. It is very important for you to know what to do and how to behave in a social gathering. A person behaving in an undesirable and unacceptable manner is usually avoided by people. So, be responsible for your actions and act according to the situation.

(c) **Be Open & Approachable**. Imagine talking to a person who is an absoluteintrovert or extrovert! Extremes of personality often turn off people. Ideally, you should have a fusion of both the characters. While being too shy and withdrawn is enough to repel people immediately, being too loud and outgoing would not do much good either. Just strike a delicate balance between both the personalities and you would be thestar of the social gathering.

(d) **Be Attentive**. The art of listening is a stepping stone for conversation and interaction. Alas! Not many have it in them. If you would have attended a social gathering, you will know that everyone wants to talk, but no one is ready to listen. So, the trick is to be an attentive listener and people would definitely talk to you. Also, do not interrupt or chip in a piece of advice or suggestion just when the other person is in the middle of a subject.

(e) **Be Polite**. Being humble and down-to-earth is an excellent way to break the ice. Itsheds off all the apprehensions and nervousness and gives a good impression. It would speak miles about your manners, personality and confidence. Apart from being polite, it is also advisable to be diplomatic. While being honest and forthright definitely pays, sugar-coating the truth is very necessary at times.

(f) **Be Aware**. It is very important to be aware and observant of people's behavior.For instance, watch if the person you are talking to is comfortable with the specific topic. If he looks uncomfortable or is simply disinterested, just move on to the next topic. In casehe/she is not interested in talking to you completely, the best bet would be to move out of the scene.

(g) **Be Cautious**. It is advisable to keep your senses active. Do not shut your eyes, close your ears and numb your senses at the time of interacting. Keep a keen eye on who are your friends and who are your enemies. Do not confront everything to someone you have just met.

CONCLUSION

13. The point of etiquette is not, of course, the rules themselves but the comfort of the people concerned. Exhibiting bad manners and 'I don't care a damn' attitude are the ones who are the social outcast. Manners that put a strain on others are not good manners, no matter whose rules they follow. Remember, having good manners and etiquette can gravitate everybody towards you.

LESSON PLAN : PDLS - 13
IMPORTANCE OF GROUP/TEAM WORK

Period - Two
Type - Lecture
Term - III (SD/SW)

Training Aids

1. Computer slides, pointer, charts, black board, chalk.

Time Plan

2.

(a)	Introduction	-	05 Min
(b)	Types and Characteristics of Groups	-	35 Min
(c)	Types and Characteristics of Teams	-	35 Min
(c)	Conclusion	-	05 Min

INTRODUCTION

3. It is a universal truth that teamwork is the ability to work together towards a common vision. It divides the task and multiplies the success. Teamwork is the fuel that allows common people to attain uncommon results. The opportunity to work with others, rather than on your own, can provide distinct benefits. Groups that work well together can achieve much more than individuals working on their own. A broader range of skills can be applied to practical activities and sharing and discussing ideas can play a pivotal role in deepening your understanding of a particular subject area. Being a part of a team will help you develop your interpersonal skills such as speaking and listening as well as team working skills such as leadership, and working with and motivating others.

AIM

4. To acquaint the cadets of the Importance of Group / Team Work.

PREVIEW

5. The class will be conducted in following parts:-

(a) Part – I - Types and characteristics of Group.

(b) Part-II - Types and characteristics of Team.

PART - I : TYPES AND CHARACTERISTICS OF GROUPS

6. **Definition of a Group.** A group can be defined as any number of people who sharegoals, often communicate withone another over a period of time, and are few enough so that each individual may communicate with all the others, person-to-person. Two or more people interacting to achieve a common objective is also called a group.

7. **Classification / Types of Groups.** Groups can be following types:-

(a) **Friendship Group**. It evolves informally to meet its members' personal security,esteem and belonging needs.

(b) **Task Group**. It is created by the management to accomplish certain organisationgoals. Task group can further be classified as under:-

(i) **Formal Groups**. They are established by an organisation to facilitate theachievement of the organisation goals.

(ii) **Informal Group**. It is one that develops out of the day-to-day activities,interactions and sentiments of the members for the purpose of meeting their social needs.

(iii) **Effective Group**. An effective group is one which has the following characteristics:-

(aa) Its members know why the group exists; they have shared goals.
(ab) Its members support agreed upon guidelines procedures for and making decisions.
(ac) Its members communicate freely among themselves.
(ad) Its members have learned to receive help from one another and to give help to one another.
(ae) Its members have learned to deal with conflict within the group.
(af) Its members have learned to diagnose individual and group processes and improve their own and the group's functioning.

8. **Importance of a Group.**

(a) In a group people come together to achieve some common objectives for which they work in a structured fashion and utilise resources to reach pre-determined goals and targets.
(b) A group carries a lots of power in it. One work which seems impossible, can be done by a group strength very easily. We have a number of examples of group work around us. India is itself a great example of group work. India is probably the only country in the world where people belong to different languages, having different cultures, modes of living, clothing, feeding habits and even different Gods and deities. In spite of all these differences, they live together in harmony and even believe to be the children of one mother called "Mother India".

(c) We are one large nation with one central authority. In India we have unity in diversity and we work together to make our country a developed country. It is because of the strength of the nation as a group only that India could achieve freedom in 1947.

9. **Characteristics of a Mature Group.**

(a) An increasing ability to be self-directed (not dependent on the leader).
(b) An increased tolerance that progress takes time.
(c) An increasing sensitivity to their own feelings and those of others.
(d) Improvement in the ability to withstand tension, frustration and disagreement.
(e) A perception of the common denominators, which bind the group as well as areas of individual difference.
(f) A better ability to anticipate realistic results of behavior to channel emotions into more socially acceptable ways of expressing these emotions.
(g) An increased ability to change plans and methods as new situations develop.
(h) A decrease in time needed to recover from threatening group situations. Peaks and valleys of emotional group crises become less personal.
(j) Increased efficiency in locating problems, engaging in problem solving and providing help to individuals as needed.

(k) A willingness to face one`s own responsibilities and to assist others when help is needed.

(l) An acceptance of the right of the other person to be different.

PART - II : TYPES AND CHARACTERISTICS OF A TEAM

10. **Definition of a Team.** When two or more people who are interdependent, who share responsibility for outcomes, who see themselves and are seen by others as an intact social entity in a larger social system are called as "Teams". When teams are formed, its member must have (or

quickly develop) the right mix of complementary competencies to achieve the team's goals. Also its members need to be able to influence how they will work together to accomplish those goals.

11. **Types of Teams.**

(a) **Functional Teams**. They usually represent individuals who work together daily ona cluster of ongoing and independent tasks. Functional teams often exist within functional departments, marketing, production, finance, auditing, human resources and the like.

(b) **Problem Solving Teams**. They focuson specific issues in their areas of responsibility, develop potential solutions and are often empowered to take actions within defined limits.

(c) **Cross - Functional Teams**. They bring together the knowledge and skills ofpeople from various work areas to identity and solve mutual problems.

(d) **Self - Managed Teams**. They normally consist of employees who must worktogether effectively daily to manufacture entire product (or major identifiable component) or service.

12. **Importance of a Team.**

(a) A team is a small number of employees with complementary competencies (abilities, skills and knowledge) who are committed to common performance, goals and working relationship for which they hold themselves mutually accountable.

(b) A key aim of teamwork is group synergy, namely the achievement of high quality as a result of combined individual contributions. Synergy can help you solve complex problems because you will be working with people who have a wide range of skills and perspective. Students working in teams benefit particularly from brainstorming and bouncing ideas of each other, learning from each other, discussing work in teams outside contact times and checking results.

(c) In a team we can establish an agreed set of team guidelines. We know team members, their strengths, and preferred ways of working and preferred roles. We can discuss the task problems to arrive at a shared understanding and summarise this shared understanding of any project.

13. **Characteristics of a Team.**

(a) Illusion of invulnerability.
(b) Collective rationalization.
(c) Unquestioned belief.
(d) Stereotypical views.
(e) Direct pressure.
(f) Self censorship.
(g) Shared illusion of unanimity.

CONCLUSION

14. Working in groups and teams requires a lot of tolerance and time to come to conclusions and make decisions. Cooperation and respect for group / team norms are important in group / team work. Some group / team members may be able to do tasks alone, but success for one group / team member does not mean success for the entire group / team. Group / team members should accomplish a shared task or goal together.

LESSON PLAN : PDLS - 14
INTERVIEW SKILLS

Period - **Two**
Type - **Lec**
Term - **III (SD/SW)**

Training Aids

1. Computer slides, pointer, charts, black board, chalk, pen, A-4 size paper.

Time Plan

2.

(a)	Introduction	-	05 Min
(b)	Curriculum Vitae	-	20 Min
(c)	The Interview	-	30 Min
(d)	Mock Interview	-	20 Min
(e)	Conclusion	-	05 Min

INTRODUCTION

3. This is a short guide to constructing an effective interview. Interviewing skills are similar to story-crafting skills. In both of them one completes the story in their mind through their own activity. In crafting a story, one decides what more to imagine; in interviewing, one asks questions to fill in what is needed to make a complete imagined picture.

AIM

4. To acquaint the cadets about the importance of interviewing skills and learn how to prepare curriculum vitae and participate in a mock interview.

PREVIEW

5. The class will be conducted in the following parts:-

(a) Part I - Curriculum Vitae.
(b) Part II - The Interview.
(c) Part III - Mock Interview.

PART - I : CURRICULUM VITAE

6. **Curriculum Vitae (CV)**. An outline of a person's educational and professional history, it is usually prepared for job applications. Another name for a CV is a resume.

7. A CV is the most flexible and convenient way to make applications. It can convey your personal details in the way that presents you in the best possible light and can be used to make multiple applications to employers in a specific career area. There is no "one best way" to construct a CV. It is your document and can be structured and presented as you wish within the basic framework set out below.

8. **When Should a CV be Used**?

(a) When an employer asks for applications to be received in this format.

(b) When an employer simply states "apply to ..." without specifying the format.

(c) When making **speculative applications** (when writing to an employer who has not advertised a vacancy but who you hope may have one).

9. **What Information Should a CV Include?**

(a) Personal details.
(b) Education & qualifications.
(c) Work experience.
(d) Interests and achievements.
(e) Skills.
(f) References (if required).

10. The order in which you present these informations and the emphasis which you give to each one, will depend on what you are applying for and what you have to offer. The Personal details should be correct and accurate so that they don't have any difficulty in getting in touch with you. Your Professional profile should be relevant to the kind of job you are applying. And the best served and successful ones should head the list.

11. A personal profile at the start of the CV can sometimes be effective for jobs in competitive industries such as the media or advertising, to help you to stand out from the crowd. It needs to be original and well written. Don't just use the usual hackneyed expressions: *"*I am an excellent communicator who works well in a team……*"*.

12. You will also need a Covering Letter to accompany your CV, you should personalize the covering letter - e.g. by putting in a paragraph on why you want to work for that organisation.

13. **What Makes a Good CV**. There is no single "correct" way to write and present a CV. The following general rules apply:-

(a) It is targeted on the specific job or career area for which you are applying and brings out the relevant skills you have to offer.
(b) It is carefully and clearly laid out: logically ordered, easy to read and not cramped.
(c) It is informative but concise.
(d) It is accurate - in content, spelling and grammar.

14. **How Long Should a CV Be.** There are no absolute rules on this but, in general, a newgraduate's CV should cover no more than two sides of A4 size paper. If you can summarize your career history comfortably on a single side, this is fine and has advantages when you are making speculative applications and need to put yourself across concisely. However, you should not leave out important items, or crowd your text too closely together, in order to fit it onto that single side. Academic and technical CVs may be much longer up to 4 or 5 sides.

15. **Tips on Presentation**.

(a) Your CV should be carefully and clearly laid out - not too cramped but not with large empty spaces either. Use bold and italic typefaces for headings and important information.

(b) Never back a CV - each page should be on a separate sheet of paper. It's a good idea to put your name in the footer area so that it appears on each sheet.

(c) **Be concise** - a CV is an appetizer and it should make the reader want to knowmore about you. Don't feel that you have to list every exam you have ever taken, or every activity you have ever been involved in - consider which are the most relevant and/or impressive.

(d) **Be positive** - put yourself over confidently and highlight your strong points. Forexample, when listing your A-levels, put your highest grade first.

(e) **Be honest** - although a CV does allow you to omit details (such as exam resets)which you would prefer the employer not to know about, you should never give inaccurate or misleading information.

(f) If you are posting your CV, don't fold it - put it in a full-size A4 envelope so that it doesn't arrive creased.

16. **Different Types of CV**.

(a) **Chronological**. Outlining your career history in date order, normally beginning with the most recent items (reverse chronological) . This is the "conventional" approach and the easiest to prepare. It is detailed, comprehensive and biographical and usually works well for "traditional" students with a good all-round mixture of education and work experience. Mature students, however, may not benefit from this approach, which does emphasize your age, any career breaks and work experience which has little surface relevance to the posts you are applying for now.

(b) **Skills-Based**. Highly-focused CVs which relate your skills and abilities to a specific job or career area by highlighting these skills and your major achievements. The factual, chronological details of your education and work history are subordinate. These works well for anybody whose degree subject and work experience is not directly relevant to their application. Skills -based CVs should be closely targeted to a specific job.

17. Ask the participants to fill in the blank format of CVs.

CURRICULUMVITAE

Your name *(capitalized, boldfaced and 16 pt. font)*

House Address

Town

Pin Code

Objective. *(List out your objective or aim like…)*

A challenging position with growth opportunities to nourish the objective of organisation working with its values and skills.

Academic Qualifications. *(Each heading should be in capital letters and boldfaced)*

Examination	Board/university	Year of passing	%age

Technical Qualification. *(List out any technical experience you have)*

Work Experience. *(List any job you have held)*

Job title	Company name	Location	Dates	Describe your position, duties and skills learned using key verbs

Achievements. *(List any achievements, awards or special recognition you have received)*

Title of Achievements	Month	Year

Curricular Activities *(Volunteer work, etc.)*

Activity	Number of years

Interests. *(List a few of your hobbies if pertinent)*

Strengths. *(List a few of your strength)*

Personal Profile.

Name :
Date of Birth :
Father's Name :
Nationality :
Languages Known :
Contact No. :
E-Mail Id :

(Your Signature block)

18. **Interview Skills.** The interview is the final hurdle most people have to cross in getting ajob. Some colleges and scholarship committees also require interviews. Being chosen for an interview means someone is interested in your skills, knowledge and experience. However, a great application or resume can quickly find its way into the garbage if you do not come across well in an interview. You now must become a sales person. The interviewer is the buyer. They want to see if your talents meet their needs for the job or for admission to the college. Sell yourself

19. The interview is when you want to tell the employer or admissions representative about your strengths, skills, education, and work experience. Knowing yourself - positively selling your strong points - is what is going to get you the job or admission to the college. The easiest way to learn something is to break it down into parts. The interview process has five distinct parts.

PART - II : THE INTERVIEW

Before the Interview.

20. (a) Do your homework! Learn as much as you can about the company or college before the interview.

(b) Do some research: ask people who work there, go to the library, look on the internet, and make an anonymous call to the secretary. Find out what services/products the company provides, how long they have been in business, whether the company is growing or downsizing the company.

(c) Reputation, etc. An interviewer will be impressed that you have made an effort to learn about the company or college. Read any material they send you!

(d) Know where you are going. Drive by the site of the interview a day or two before the interview.

(e) Arrive 5 - 15 minutes early.

(f) Be prepared when you go to the interview. Bring extra copies of your resume, yourportfolio, a notepad with some questions prepared for theinterview, and a pen.

(g) Dress for Success! Hair should be clean and combed. Fingernails must be cleanwith no gaudy polish. Keep perfume, cologne and aftershave to a minimum. Brush your teeth and don't forget deodorant.

(i) **Women**. Dress, skirt (not too short), or dress pants with a nice blouse orblazer. No excessive jewelry, make-up, or "big hair."

(ii) **Men**. Pants (not jeans!), collared shirt, tie, sport coat and shoes. A suit isnot always necessary.

Conducting Yourself During The Interview

21. The major points that are important will include the following:-

(a) Try to remember persons' names, and call each person by his or her name.

(b) Always focus on the person asking the question, but use your peripheral vision toobserve the facial and other nonverbal expressions of others involved in the interview.

(c) If you don't have an answer to a specific question, respond honestly thatyou don'tknow much about that topic.

(d) Be aware of your tone of voice and your body language. Do not, for example, slouch and put your arms on a table. Also, do not display nervous mannerisms or speak with a strained voice.

(e) Don't try to answer a question immediately; if you want to, take a little time to provide a more complete answer.

(f) Always answer each question honestly, because you will probably have to live with what you present. Being dishonest in your answers may occasionally assist you in obtaining the position you desire, but you will have to live with the dishonesty. If you have presented a false image and you behave differently on the job, you may soon be on your way out.

(g) Display a good knowledge of the subject, based upon all the homework you have done. However, do not bury the interviewers with your knowledge, as you may very well turn them off. Also, if you display greater knowledge of a variety of subjects than the interviewers, you may scare them off from your candidacy.

(h) Don't argue if you disagree with the opinion of an interviewer. If youcan,avoid them.

(j) At the end of the interview, you will often be asked whether you have any questions for the interviewer(s). It is wise, at this point, to respond:-

(i) That the interviewers and your homework have provided you with all the information that you feel you need, but ask permission to call to obtain additional information if you think of something important that you missed.

(ii) Ask if you can take a few minutes to stress why you desire the specific job, emphasizing strengths that you will bring to the position.

(k) If you have materials that you would like the interviewers to review, do not hand them out prior / during the interview.. If you do this, the interviewers many times will be reading your handout materials rather than paying attention to what is being discussed during the interview.

(l) At the end, make certain to express your gratitude for being given the opportunity for the interview.

(m) At the very end, provide an additional copy of your resume to each personconducting the interview. This will probably be taken home and will remind them of you when they think about a final employment decision. This is especially important if you were fortunate enough to obtain the final interview.

(n) Throughout the entire interview, respond with sincerity, tact, and a high degree of interest.

(o) Engage in active listening. Pay attention to the emotional tone of the interviewer, not just the words he or she utters.

(p) Most important, throughout the entire interview situation, display life, pep, enthusiasm. Let your personality shine and display a high interest for the job for which you are interviewed.

22. A final recommendation is that you attempt to obtain the final interview if multiple candidates are being interviewed. This has the following advantages:-

(a) You will be the last person the interviewers will see and the last contact in their memories;

(b) If the interviewers are not experienced, they will become accustomed to the process and be much more at ease when your turn comes to be interviewed.

(c) If you can have a friend or someone you know observe the prior interviews and provide you with feedback, you will have attained much valuable information that will assist you when you are interviewed.

Following through after the Interview.

23. Once your interview has been completed and you have returned home, don't forget to follow through with the interviewers. Write a letter of thanks, and inform the interviewers that you would very much like to serve in the administrative position they have announced. Also, if you have picked up on areas of specific interest to a certain member of the interview team, try to find interesting information about that subject and send it to that person. Also, include a note that indicates your high degree of mutual interest in that specific area.

24. The advantages of this approach are that:-

(a) It shows courtesy and the fact that you appreciated the interview.

(b) It allows you a final chance to impress the individual interviewers.

(c) It gives them a final contact that makes you memorable with the interviewers.

25. Why People aren't hired:-

(a) Poor personal appearance.

(b) Inability to communicate clearly, poor voice, and grammar.

(c) Lack of planning for a career...no purpose or goals.

(d) Lack of enthusiasm and confidence in the interview.

(e) Condemning past employers.

(f) Failure to look the interviewer in the eye.

(g) Limp handshake.

(h) Late to the interview.

(j) Does not thank the interviewer for his/her time.

(k) Asks no questions.

(l) Lack of knowledge about the business or the position.

26. **Interview Questions To Think About.**

	Questions Often Asked By Employers		**Questions Often Asked By Applicants**
1.	Tell me about yourself.	1.	What are the strengths of the organisation or department?

2.	What are your short-range and long-range career goals, and how are you preparing to achieve them?	2.	What are the career opportunities for someone entering this position?
3.	Why did you choose this career?	3.	What kind of orientation and training is available to new employees?
4.	What do you consider to be your greatest strengths? Weaknesses?	4.	How large is the company/college? How large is this particular department/major?
5.	How would you describe yourself? How would a friend or professor describe you?	5.	To whom would I be reporting and what kind of communication channels are there?
6.	How has your college experience prepared you for your career?	6.	What are the long-range plans for this organisation?
7.	Why should I hire you?	7.	How long was my predecessor in this position? Why did he/she leave?
8.	How do you determine or evaluate success?	8.	How will I be evaluated? How often?
9.	In what ways do you think you can make a contribution to our company?	9.	Is there an opportunity to transfer from one division to another?
10.	Describe the relationship that should exist between a supervisor and those reporting to him/her.	10.	What are the prospects for promotion in the future? What are some of the qualities or accomplishments you would consider important for promotion?
11.	Describe your most rewarding high school/college experience	11.	What is the management philosophy of this organisation? What is the general philosophy?
12.	If you were hiring for this position, what qualities would you look for?	12.	In what areas of the organisation do you expect growth?

13.	What led you to choose your field or major?	13.	Is continuing education encouraged? Is tuition reimbursement offered?
14.	What have you learned from participation in extracurricular activities?	14.	Can you tell me about the history of this position, and changes anticipated?
15.	How do you work under pressure?	15.	What are your expectations of the person in this position?
16.	Describe the ideal job/college.	16.	Is overtime the norm in this office?
17.	Why did you decide to seek a position with this organisation and what do you know about us?	17.	What kind of support staff is available? What is the ratio of support staff to professionals, and how is work distributed?
18.	What major problems have you encountered and how did you deal with it?	18.	Generally, what percentage of time will be devoted to each of my responsibilities?
19.	What criteria are you using to evaluate the company/college for which you hope to work/attend?	19.	Do you work with daily, weekly, monthly, or annual deadlines?
20.	What salary do you want?	20.	Does the organisation have a process for sharing creative ideas?

PART - III : MOCK INTERVIEW

27. **Mock Interview Evaluation**. Wrap up the discussion by showing students the How Are You Rated during the Interview? Students will participate in brief (5 - 10 minute) mock interviews to develop skills in the interviewing process. The Mock Interview Evaluation form has been included to provide students with feedback.

MOCK INTERVIEW EVALUATION

INTERVIEWER:	
STUDENT:	
DATE OF INTERVIEW :	

28. Rate the student interviewee on a scale of 1 (lowest) to 5 (highest) in the following areas of interviewing skill.

NON-VERBAL BEHAVIOURS

1.	Dressed appropriately	1	2	3	4	5
2.	Firmly shook hands of interviewer before and after	1	2	3	4	5
3.	Maintained eye contact with interviewer	1	2	3	4	5
4.	Maintained good posture	1	2	3	4	5
5.	Did not fidget	1	2	3	4	5
6.	Used hands for emphasis where appropriate	1	2	3	4	5

VERBAL BEHAVIOURS

1.	Listened closely to questions	1	2	3	4	5
2.	Answered questions completely, yet briefly	1	2	3	4	5
3.	Greeted interviewer by name	1	2	3	4	5
4.	Thanked interviewer	1	2	3	4	5
5.	Emphasized qualifications	1	2	3	4	5
6.	Pointed out work-related skills	1	2	3	4	5
7.	Displayed enthusiasm	1	2	3	4	5
8.	Focused on strengths; avoided weaknesses	1	2	3	4	5
9.	Acted in polite manner	1	2	3	4	5
10	Stayed calm	1	2	3	4	5
11	Responded to questions promptly, but not hurriedly	1	2	3	4	5
12	Knows when a decision will be made	1	2	3	4	5
13	Asked appropriate questions of the interviewer	1	2	3	4	5
14	Spoke clearly and at a reasonable volume	1	2	3	4	5
15	Demonstrated knowledge of the field/company	1	2	3	4	5
16	Avoided use of phrases such as “um” & “you know”	1	2	3	4	5
17	Stated career goal(s) and related it to position	1	2	3	4	5

CONCLUSION

29. Interviewing is one of the most important skills one can have in the workplace. You cannot move in or up without passing the interview. Yet as important as it is, few people ever take the time to study material on the skills needed to master that process. They go in to an interview, answer the questions as best as they can and hope for the best. However, there is a technique to interviewing. It’s just as important as your CVs’, skills, experience, and accomplishments.

LESSON PLAN : PDLS - 15

CAREER COUNSELLING

Period - **Two**
Type - **Lecture**
Term - **II (SD/SW)**

Training Aids

1. Computer slides, projector, charts, pointer, black board & chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Career Counselling and Counselor	-	25 Min
	(c)	Needs for Career Counselling	-	20 Min
	(d)	Option Available after 12th Standard	-	25 Min
	(e)	Conclusion	-	05 Min

INTRODUCTION

3. Career development is a lifelong process that actually starts when an individual is born. There are a number of factors that influence career development, including one's interest, abilities, values, personality, background, and circumstances. Career Counselling is a process that will help you to know and understand yourself and the world of work in order to make career, educational, and life decisions with more and more diverse career options and professional opportunities emerging. Choosing a career is not a serious affair until 12th grade. However, once you are done with 12th, it is necessary to choose a definite career and decide a career goal. Choosing the right career option keeping one's interest in mind is necessary. In addition to this, selecting the right education institution is equally important. Unfortunately, not many students are able to discover their potentials and interests at the stage and this is when pressure starts building.

AIM

4. To acquaint the cadets about Career Counselling and its need to students.

PREVIEW

5. The lecture will be conducted in following parts:-
   (a) Part I - Career counselling and counselor.
   (b) Part II - Needs for career counselling.
   (c) Part III - Options available after 12th standard.

PART- I : CAREER COUNSELING AND COUNSELOR

Career Counselling

6. Career counselling is counselling or mentoring/coaching on issues related to an individual's career. Career counselling helps individuals make the right choice about their career paths, career development and career change. Career Counselling is a process that will help you to know and understand yourself and the world of work in order to make career, educational, and lifedecisions. Career development is more than just deciding on a subject and what job you want to get when you graduate.

7. Career counselling or career guidance includes a wide variety of professional activities which help people deal with career-related challenges. Career counselors work with adolescents seeking to explore career options, experienced professionals contemplating a career change, parents who want to return to the world of work after taking time to raise their child, or people seeking employment. Career counselling is also offered in various settings, including in groups and individually, in person or by means of digital communication.

8. Several approaches have been undertaken to systemize the variety of professional activities related to career guidance and counselling. There are many career guidance and counsellingcenters all over the world. They give services of guidance and counselling on higher studies, possibilities, chances and nature of courses and institutes. These services are also offered either fixing up a meeting with the experts or having telephonic conversations with the guide or even the online guidance which is very common these days with the people getting services on click of their mouse. There are many such service providers all over the world providing online counselling to people about their career or conducting a psychometric test to know the person's aptitude as well as interests.

Career Counselor

9. The Career Counselor holds a masters degree and has expertise in career development theory, counselling techniques, administration and interpretation of assessments, and career information resources.He gives information about education and work opportunities to children and youths. He gives information about opportunities, as well as helping with competencies and help with CVs and application forms.Career counselors help individuals with the task of self-assessment and self-analysis. They then match the aptitude, skills and interests of the individuals with various job types. They also help identify the various job options available and provide clarity on different job roles. Overall, they help individuals make informed career choices and help them define their career paths to maximize the success in their chosen careers.

10. Professional career counselors can support people with career-related challenges. Through their expertise in career development and labor markets, they can put a person's qualifications, experience, strengths and weakness in a broad perspective while also considering their desired salary, personal hobbies and interests, location, job market and educational possibilities. Through their counselling and teaching abilities, career counselors can additionally support people in gaining a better understanding of what really matters for them personally, how they can plan their careers autonomously, or help them in making tough decisions and getting through times of crisis. Finally, career counselors are often capable of supporting their clients in finding suitable placements/ jobs, in working out conflicts with their employers, or finding the support of other helpful services. In a nutshell a career counselor will help you in the following:-

(a) Help you figure out who you are and what you want out of your education, your career, and your life.

(b) Be someone for you to talk to about your thoughts, ideas, feelings, and concerns about your career and educational choices, who will help you sort out, organize, and make sense of your thoughts and feelings.

(c) Help you identify the factors influencing your career development, and help you assess your interests, abilities, and values.

(d) Help you locate resources and sources of career information.

(e) Help you to determine next steps and develop a plan to achieve your goals.

PART- II : NEEDS FOR CAREER COUNSELLING

Who Needs Career Counseling?

11. Since career development is a lifelong process, Career Counselling can be appropriate for anyone, including freshmen, sophomores, juniors, seniors, and even alumni. The earlier you get started making intentional decisions about your future, however, the better prepared you will be! We recommend that all freshmen to visit a Career Counselor.

12. Below are some examples of concerns that bring students to Career Counselling:-

(a) "I have no idea what I want to do with my life."

(b) "I don't know what stream to opt for after 10^{th} class."

(c) "I've narrowed it down to a couple of career options, but I'm having a hard time choosing between them."

(d) "I know what I want to graduate in, but I have no idea what I want to do once I graduate."

(e) "I know what I want to do, but I'm not sure what the best stream would be.

(f) "I want to know what kinds of jobs I can get with my graduation degree."

(g) "I don't feel like I know enough about all the different careers out there to know what I want to do."

(h) "I have a lot of work experience and I want to find a new career path that will build on the skills I already have."

(i) "I know what type of work I'd like to do, but I'm afraid I won't be able to make enough money doing it."

(j) "My family really wants me to be a _____, but I'm not sure if that's really what I want."

(k) "I've always planned on being a _____, but I'm wondering if it's only because that's all I know."

(l) "I want to find a field to go into where there will always be plenty of jobs."

(m) "I want to find a career that will allow me to provide significant financial support for my family."

Benefits of Career Counselling

13. Approaching a career counselor is essential when you are not sure about choosing a suitable career option. Selecting a career option determines your course of life. While a good decision at the right point of time can make your life pleasant, a wrong one can ruin it. Remember that these decisions are irreversible. In case of dilemma, it is also better to take professional help. Career counselling is probably the best option in this case. Benefits of career counselling are as follows:-

(a) **Helps in Determining a Student's True Potential**. There are students who are clear as to what they want to become. On the other hand, there are others who are either confused or have no idea about their career preferences. Regular aptitude tests and counselling sessions conducted by career counselors can help students in finding out the right career options and the fields that interest them. On the basis of these counselling results, students make the right choice regarding what course they want to enroll into in order to accomplish their career goals.

(b) **Clear Doubts.** Despite having a clear idea of what they want to achieve in life, some students do not know the career path they need to follow to have the requisite academic qualification to join a particular course. Career counselling can help students clear these doubts by giving them a clear cut view of what they can expect from various educational courses. Some students might also have preconceived beliefs about certain fields. Career counselling also helps students overcome these by knowing the true facts.

(c) **Support and Motivation.** A career counselor also provides essential support and boosts the morale of a student by understanding the kind of requirements. Building the motivational level of a student is necessary for long term success. This aids in improving overall performance of a student. In addition to this, career counselling also teaches how to expand your network which in turn enhances emotional support.

(d) **Guidance to Students.** Career counselling is the guidance given to a student on the road he/she should take to achieve his/her goals. The advice and counselling provided is based on three deciding factors — personality, aptitude and interest.

PART - III : OPTIONS AVAILABLE AFTER 12TH STANDARD

14. There are hundreds of career options available after your 12th depending on your backgrounds like Science, Commerce and Arts. Not everyone wants to be a doctor, engineer or a dentist. Today, young students are ready to explore various other career options. You could choose one of them according to your inclination and background.But before choosing a career you should contemplate seriously on the faculty of interest, your aptitude, educational qualifications, and ability to cope with the subject and above all the financial commitments that is necessary during the course. Options available to students after 12th class are as under:-

(a) **Medical Course.**

(i) MBBS – Allopathy.
(ii) BUMS – Unani.
(iii) BHMS – Homeopathy.
(iv) BAMS – Ayurveda.
(v) BSMS – Siddha.
(vi) BNYS – Naturopathy.
(vii) BDS – Dental.
(viii) BVSc– Veterinary.

(b) **Paramedical Diploma.**

(i) Nursing.
(ii) Pharmacy.
(iii) Anaesthesia Technician.
(iv) Cardiac Care Technician.
(v) Cathlab Technician.
(vi) Clinical Optormetry.
(vii) Dental Hygiene.
(viii) Dental Mechanic.
(ix) Dental Technician.
(x) Health Inspector.
(xi) Medical X-ray Tech.
(xii) Nuclear Medicine Tech.
(xiii) Occupational Therapist.
(xiv) Operation Theatre Tech.
(xv) Ophthalmic Assistant.
(xvi) Physiotherapy.
(xvii) Radiographic Assistant.
(xviii) Radiotherapy Tech.
(xix) Rehabilitation Therapy.
(xx) Respiratory Therapy Tech.
(xxi) Blood Transfusion Tech.

(c) **Integrated Courses (BS/MS/M Tech/M Sc/ MA/MBA).**

(i) Biological Sciences.
(ii) Life Sciences.
(iii) Earth& Atmospheric Sciences.

(iv) Applied Physics.
(v) Mathematics.
(vi) Physics, Chemistry& Maths.
(vii) Bioinformatics/ Bio Technology.
(viii) Computer Science Engineering.
(ix) Geo Technology & Geo Info.
(x) Mass Communication.

(d) **Engineering Courses (BE/ B Tech).**

(i) Aeronautical Engineering.
(ii) Aerospace Engineering.
(iii) Agricultural Engineering.
(iv) Architecture Engineering.
(v) Automobile Engineering.
(vi) Automation & Robotics Engineering.
(vii) Avionics Engineering.
(viii) Bio Medical Engineering.
(ix) Bio Technology Engineering.
(x) Civil Engineering.
(xi) Chemical Engineering.
(xii) Ceramic Engineering.
(xiii) Computer Science Engineering.
(xiv) Construction Tech Management.
(xv) Electronics & Communication Engineering.
(xvi) Electrical & Electronics Engineering.
(xvii) Environmental Science Engineering.
(xviii) Information Science Engineering.
(xix) Industrial Engineering.
(xx) Industrial Production Engineering.
(xxi) Instrumentation Technology.
(xxii) Marine Engineering.
(xxiii) Medical Electronics Engineering.
(xxiv) Mechanical Engineering.
(xxv) Mining Engineering.
(xxvi) Manufacturing Science Engineering.
(xxvii) Naval Architecture.
(xxviii) Polymer Technology.
(xxix) Silk Technology Engineering.
(xxx) Carpet Technology Engineering.
(xxxi) Textile Engineering.

(e) **Humanities Courses.**

(i) Advertising.
(ii) BA – General.
(iii) Criminology.
(iv) Economics.
(v) Fine Arts.
(vi) Foreign Languages.
(vii) Home Science.
(viii) Interior Design.
(ix) Journalism.
(x) Library Sciences.

(xi) Physical Education.
(xii) Political Science.
(xiii) Psychology.
(xiv) Social Work.
(xv) Sociology.
(xvi) Travel & Tourism.

(f) **Management Courses.**

(i) Business Management.
(ii) Bank Management.
(iii) Event Management.
(iv) Hospital Management.
(v) Hotel Management.
(vi) Human Resource Management.
(vii) Logistics & Management.

(g) **Commerce Courses.**

(i) CA -Chartered Accountant.
(ii) CMA -Cost Management Accountant.
(iii) CS - Company Secretary (Foundation).
(iv) B Com – Regular.
(v) B Com – Taxation & Tax Procedure.
(vi) B Com –Travel & Tourism.
(vii) B Com – Bank Management.
(viii) B Com – Professional.
(ix) BBA/BBM – Regular.
(x) BFM – Bachelors in Financial Markets.
(xi) BMS - Bachelors in Management Studies.
(xii) BAF - Bachelors in Accounting &Finance.
(xiii) Certified Stock Broker & Investment Analysts.
(xiv) Certified Financial Analysts.
(xv) Certified Financial Planner.
(xvi) Certified Investment Banker.

(h) **B Sc Courses.**

(i) B Sc– Physics.
(ii) B Sc– Chemistry.
(iii) B Sc– Botany.
(iv) B Sc– Zoology.
(v) B Sc– Mathematics.
(vi) B Sc– Computer Science.
(vii) B Sc– PCM.
(viii) B Sc– CBZ.
(ix) B Sc– Dietician & Nutritionist.
(x) B Sc– Home Science.
(xi) B Sc– Horticulture.
(xii) B Sc– Forestry.
(xiii) B Sc- Sericulture.
(xiv) B Sc– Oceanography.
(xv) B Sc– Meteorology.
(xvi) B Sc- Anthropology.
(xvii) B Sc– Forensic Science.
(xviii) B Sc– Food Technology.
(xix) B Sc– Dairy Technology.
(xx) B Sc– Hotel Management .

(xxi) B Sc– Fashion Design.
(xxii) B Sc– Economics.
(xxiii) B Sc– Mass Communication .
(xxiv) B Sc– Electronic Media.
(xxv) B Sc– Multimedia.
(xxvi) B Sc– 3 D Animation.

(i) **Law courses.**

(i) LLB
(ii) BA + LLB
(iii) B. Com + LLB
(iv) BBM + LLB
(v) BBA + LLB

(j) **Defence.**

(i) NDA – Army, Navy and Airforce.
(ii) Technical Entry in Indian Army.
(iii) Naval Academy – Navy.

CONCLUSION

15. The crux of career counselling is to provide the necessary guidance that would help the student in making the right choice regarding their career.To have guidance from your parents, friends, relatives and other experienced persons really helps, but the ultimate decision should be yours. Your career decision should be taken keeping in mind your own interests and what you want to become in life. While choosing a career and in practical life as well, if you **follow your passion and pursue what you like**, the road to success shall become very easy for you. A person who takes the right career decisions at the right time can very well enjoy the career path he has chosen.

SUMMARY

- Personality Development means enhancing and grooming one's outer and inner self to bring about a positive change to your life which includes boosting one's confidence, improving communication and language speaking abilities, widening ones scope of knowledge, developing certain hobbies or skills, learning fine etiquettes and manners, adding style and grace to the way one looks, talks and walks and overall imbibing oneself with positivity, liveliness and peace.

- Personality is the characteristics and patterns of feelings, thoughts, and behaviors, which make a person exceptional, one of a kind and exclusive to his or herself.Physical and social factors influencing / shaping personality are hereditary, self-development ,environment, education and life-situations. Psychological and philosophical factors influencing / shaping personality are past experiences, dreams and ambitions, self-image and values.

- Self-awareness is the concept that one exists as an individual, separate from other people, with private thoughts. It is a personal understanding of the core of one's own identity. Self-awareness includes self recognition, character, strengths, weaknesses, desires and dislikes. The dimensions of self-awareness are self realization, self knowledge or self exploration, self confidence, self talk,, self motivation, self esteem, self image, self control, self purpose, individuality and uniqueness, personality, values, attitude, character.

- Empathy is an ability to be sensitive to another person`s situation, to understand his/her concerns, worries, fears and needs and how they feel. Empathy works wonders when we apply it to our relationships.

- Critical thinking is an ability to analyze information and experiences in an objective manner. Creativity is the ability to imagine or invent something new but the ability to generate new ideas by combining, changing or reapplying existing ideas. Critical thinking requires skills in analyzing the information, thinking creatively, problem solving, reasoning and evaluating. Critical thinking is about open-mindedness, flexibility, persistence, interpersonal sensitivity and intercultural sensitivity. Creativity encompasses an ability, an attitude and a process.

- Communication is the exchange of information between people by means of speaking, writing or by using a common system of signs or behavior. Styles of communication are aggressive, passive and assertive. The ways of communication are one way communication and two way communication. Effective communication involves verbal communication, non-verbal communication and listening.

- The barriers of communication are linguistic barriers, psychological barriers, environmental barriers, sender-receiver related, content related and method related. The causes of communication gap are the hierarchy, conflict of interest, level of motivation, perception, psychological factors and stress.

- The ability to effectively communicate with other people is an important skill. Through communication, people reach some understanding of each other, learn to like each other, influence on another, build trust, and learn more about themselves and how people perceive them. People who communicate effectively know how to interact with others flexibly, skillfully, and responsibly, but without sacrificing their own needs and integrity.

- Problem solving skills enable us to deal with problems in our lives in a constructive manner. The process of problem solving involves various steps. They are identifying the problem, exploring the available alternative and deciding on the best possible solution. Problems are at the center of what many people do at work every day. There are four basic steps in solving a problem: Defining the problem, generating alternatives, evaluating and selecting alternatives and implementing solutions.

- Although life provides numerous demands that can prove difficult to handle, stress management provides a number of ways to manage anxiety and maintain overall well-being. Stress is a very common fact and is universal in nature. It is our body's reaction to people and events and to our own thoughts. Coping with stress means recognizing the source of stress in our lives, recognizing how this affects us physically and emotionally, and acting in ways that help us control our levels of stress, by changing our environment or life style and learning how to relax.

- Mindset is something which constantly carries on in a persons' mind. It is an attitude towards someone or something. It can form a permanent impression on the mind and is very difficult to change. At times it can develop into a negative attitude leading to disaster.Developing the right mindset is really crucial to succeed in anything.

- Time management is the process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. Time management is a set of skills, tools, and systems that work together to help you get more value out of your time and use it to accomplish what you want. Time wasters are telephone, visitors, paper work, lack of planning & fire fighting, socializing, indecision, TV, laptop, i-pod, and procrastination principles.

- Etiquette, the manners and forms prescribed by custom, usage, or authority and accepted when people deal with each other, as correct or proper behaviour. Etiquette/good manners are necessary to have an effective and well groomed personality. It is considered as an everlasting impression on the people you meet. This does not only refer about etiquette but also public mannerism. Mannerism is any exaggerated style, distinctive traits, or behavioural habit of one individual. Types of etiquettes include social etiquette, bathroom etiquette, corporate etiquette wedding etiquette, meeting etiquette, telephone etiquette, eating etiquette and business etiquette. A social skill is any skill facilitating interaction and communication with others. Social rulesand relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning these skills is called socialization.

- Teamwork is the fuel that allows common people to attain uncommon results. The opportunity to work with others, rather than on your own, can provide distinct benefits. Groups that work well together can achieve much more than individuals working on their own. A broader range of skills can be applied to practical activities and sharing and discussing ideas can play a pivotal role in deepening your understanding of a particular subject area.

- Interviewing is one of the most important skills one can have in the workplace. You cannot move in or up without passing the interview.Some colleges and scholarship committees also require interviews. Being chosen for an interview means someone is interested in your skills, knowledge and experience.However, there is a technique to interviewing. It's just as important as your CVs', skills, experience, and accomplishments.

- Career counselling is counselling or mentoring/coaching on issues related to an individual's career. Career counselling helps individuals make the right choice about their career paths, career development and career change. Career Counselling is a process that will help you to know and understand yourself and the world of work in order to make career, educational, and lifedecisions. Career development is more than just deciding on a subject and what job you want to get when you graduate.

Comprehension Questions:

Q1. Answer the following in about 15 words:

(a) What do you understand by skills?
(b) List out the physical and social factors influencing/shaping personality of a person?
(c) What do you understand by self-awareness?
(d) In what ways does self awareness help us?
(e) What is the difference between Empathy and Sympathy?
(f) Define following:-
  (i) Critical thinking.
  (ii) Creative thinking.
(g) What do you understand by effective communications?
(h) What are the various ways of communications?
(i) What are the non-verbal modes of communications?
(j) What is decision making skill?
(k) What do you understand by stress?
(l) What is mindset ?
(m) Why is time a valuable commodity?
(n) List out the major time wasters.
(o) What is etiquette? Why is etiquette necessary?
(p) Define a group/team?
(q) When should a CV be used?
(r) Who needs career counselling?

Q2. Answer the following in about 50 words:

(a) List out the ten core life skills?
(b) What are the psychological and philosophical factors influencing/shaping personality?
(c) What are the aspects on which one needs to concentrate in order to have complete self-awareness?
(d) What are the components of Empathy?
(e) Which all skills are required for critical thinking?
(f) Discuss the various styles of the communications?
(g) Why effective communication is important to young people?
(h) List out the factors hampering effective communications?
(i) Draw a neat diagram showing problem solving process?
(j) How can stress be relieved?
(k) What are the qualities of assertive people?
(l) What do you understand by time management?
(m) What is the common mistake that people make while managing their time? How can it be corrected?
(n) List out the types of etiquettes?
(o) What are the types/classification of groups?
(p) What all preparations to be done before an interview?
(q) Why do we need for career counselling?

Q3. Answer the following in about 75 words:

(a) What are the concept of life skills? Explain.

(b) What are the physical and social factors influencing/ shaping personality? Explain.

(c) Explain the SWOT analysis method for self realization.

(d) What is the importance of emphathizing with others?

(e) What are the characteristics of a creative person?

(f) How would you know that if someone is listening to you or not?

(g) What are the listening barriers during effective communication?

(h) Write five stress management techniques?

(i) Write five ways to change your mindset to develop a positive attitude?

(j) How does maintaining a Time log helps to save time?

(k) Explain following:-

(i) Social etiquette.

(ii) Bathroom etiquette.

(iii) Eating etiquette.

(l) What are the characteristics of a mature group?

(m) What all information should a good CV include?

(n) What are the benefits of career counselling?

Q4. Answer the following in about 150 words:

(a) 'Every single human being is born in this world with different qualities inherent and later they acquire some as they live and learn'. Comment.

(b) Sometimes we feel that we are unable to do something or we are not good enough. What is the reason for such feelings? How can they be changed?

(c) What are qualities of an individual with critical thinking?

(d) What are the characteristics of the creative person?

(e) What are the components of effective communication? Please explain.

(f) Explain following:-

(i) Psychological Barriers.

(ii) Environmental Barriers.

(iii) Linguistic Barriers.

(g) Explain the principles of time management?

(h) Explain why there is a need for etiquette.

(i) How can you improve your social skills? Give some suggestions?

(j) How to conduct yourself during an interview?

(k) What do you understand by a Career counselor? Write the career options available after 12th standard?

Q5. Answer the following in about 250 words:

(a) Explain the ten core life skills?

(b) What are the dimensions of self-awareness? Explain.

(c) What are the means to change a persons' mindset? Explain.

(d) What do you understand by Communication gap? What are its causes and methods of reducing communication gap?

(e) What are the methods of managing negative stress? Explain.

(f) What is the role of verbal communication, non-verbal communication and listening in making communication effective? Explain.

(g) How do you carry out follow through after an interview?

Lets Discuss

Q6. HOTS (Higher Order Thinking Skills)

(a) Why Self-awareness called mother of all skills?

(b) Explain the statement: '**To save time, you must spend time**'.

(c) "**Having good manners and etiquette can gravitate everybody towards you**". Explain the statement with examples from your own real life experiences.

(d) "**A healthy interaction is essential for a healthy relationship**". Explain the statement in the light of inter-personal relationship and communication.

(e) Write an essay (100-120) about a good friend, someone you know well. Describe his/her characteristics. Include in this description those elements of the ways in which he or she interacts with, or adapts to the physical, social and intra-psychic environments.

(f) Make a group of 6-8 students. Each student to prepare their own curriculam Vitae (CV) and show to each other. Also conduct a mock interview of 10-15 minutes.

UNIT 6: LEADERSHIP

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UNIT 6: LEADERSHIP

Content	Comprehension	Analysis	Synthesis	Evaluation
Leadership Traits	Acquaint themselves with the different types and traits of leadership.	Analyse the leadership traits and its effectiveness in management.	Inculcate the leadership qualities in personal life.	Worksheets, comprehension questions, discussion and activities.
Indicators of Good Leadership	The cadets will learn various indicators of a good leadership.	Analyse the various indicators of good leadership and its development.	Inculcate the various indicators of good leadership and apply them in practical life.	Worksheets, comprehension questions, discussion and activities.
Leadership and Motivation	The cadets will get an insight on the principles of leadership and motivation.	Examine the different factors which motivate others to be a good leader.	To appreciate the visible outcome of leadership and motivation.	Comprehension questions, discussion and activities.
Case Studies on Effects of Leadership in NCC	The cadet will learn from case studies to understand the effects of leadership in NCC.	Analyse the various case studies in relation to leadership in NCC.	Inculcate the various leadership traits exhibited in their practical life.	Worksheets, comprehension questions, discussion and activities.
Moral Values and Character Traits	The cadets will learn about the moral values and character traits.	Analyse the moral values and character traits and its effectiveness in leadership roles.	Inculcate the moral values and the character traits in practical life.	Worksheets, comprehension questions, discussion and activities.
Honour Code Concept	Understand the importance of honour code concept.	Examine the procedure for conduct of honour code in NCC settings.	Appreciate the requirement for instituting an honour code.	Worksheets, comprehension questions, discussion and activities.
Leadership case study I: Vivekananda	The cadets will get an insight of the leadership qualities exhibited by Vivekananda	Analyse the various leadership qualities relevant for NCC cadets.	Appreciate the various leadership traits and apply in practical life.	Worksheets, comprehension questions, discussion and activities.
Leadership case study II: Kiran Bedi	The cadets will get an insight of the leadership qualities exhibited by Kiran Bedi.	Analyse the various leadership qualities relevant for NCC cadets.	Appreciate the various leadership traits and apply in practical life.	Worksheets, comprehension questions, discussion and activities.
Leadership case study III: M S Dhoni	The cadets will get an insight of the leadership qualities exhibited by MS Dhoni	Analyse the various leadership qualities relevant for NCC cadets.	Appreciate the various leadership traits and apply in practical life.	Worksheets, comprehension questions, discussion and activities.

LESSON PLAN: L-1

LEADERSHIP TRAITS

Period - Two
Type - Lecture
Term - I (SD/SW)

Training Aids

1. Computers slides, pointer, black board and chalk.

Time Plan

2.

(a)	Introduction	-	05	Min
(b)	Leadership and Its Types	-	25	Min
(c)	Important Leadership Traits	-	35	Min
(d)	Other Useful Leadership Traits	-	10	Min
(e)	Conclusion	-	05	Min

INTRODUCTION

3. Leading a team or group is a real skill that takes time, thought and dedication. Leadership is the most studied aspect of business and organisation because it is the one underlying factor that makes the difference between success and failure. At times it may seem overwhelmingly complex, but by focusing on some fundamentals you will find that you can lead your team with confidence and skill.

4. There are some common traits in the lives and careers of all successful leaders. Leadership traits are human qualities that are of great value to a leader. Possession of these traits simplifies the task of applying the leadership principles and assists greatly in winning the confidence, respect and cooperation of other men. Individuals posses these traits in different degree according to the constitution of their character. These cause variation in the type of leadership exercised by individuals and make leadership a personal function. An individual can benefit by studying the traits considered important to a leader. But with careful self-analysis and application, he can develop those traits in which he is deficient and further strengthen those in which he is strong.

AIM

5. To acquaint the cadets with the importance of Leadership and its Traits

PREVIEW

6. The class will be conducted in two parts:-

(a) Part I - Leadership and its Types

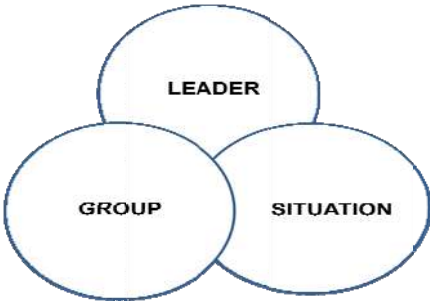
(b) Part II - Leadership Traits

(c) Part III - Other useful leadership Traits

PART I : LEADERSHIP AND ITS TYPES

Leadership

7. Leadership is that process in which one person sets the purpose or direction for one or more other persons and gets them to move along together with him or her and with each other in that direction with competence and full commitment. Leadership is influencing the thoughts and actions of other people. Everybody can improve his/her leadership skills by little thinking and practice. A leader emerges out of a group in a given situation.



8. Any leader will have certain distinguishing qualities demonstrated in daily activities that help him to earn respect, confidence, willing obedience and loyal cooperation of his fellow beings. These qualities are best developed at young age. The effectiveness of leadership can be measured from the amount of influence he is able to exert on the activities of a group towards a specific goal. In the past leadership training had centered on life studies of some eminent personalities. Over time, it has been seen that there are certain traits which make a person a successful leader.

Types of Leadership

9. Leadership involves accomplishing the task with and through men under command.The need to accomplish his/her task should not blind him/her from the importance of his/her relationship with the group.Style of leadership refers to the manner and techniques employed to accomplish the task.Basically there are two styles of leadership. It must however be realised that there is a wide range of styles between the two extremes, the autocratic and the democratic.

10. **Autocratic Style of Leadership.** The traditional autocratic style implies the total concern for mission accomplishment with little or no concern for human relations. It is based on the assumption that a leader derives power from the position he holds.A military leader holds an appointment position in a formal organisation. The accountability for decisions and subsequent actions within his/her unit or command rests entirely with him/her. The higher officers in the organisation use a highly centralised and autocratic style of leadership for making decisions and seldom consult subordinates. They rely primarily on their own ability and experience.

11. **Democratic Style of Leadership**. This stresses the concern for human relationships. In this style of leadership, the leader shares the responsibilities with his subordinates by involving them in both the planning and execution of tasks. This style assumes that the real power of a leader is granted by the group he leads. This style also assumes that people can be basically self-directed and creative at work if properly motivated. Democratic style encourages group discussion and decisions are arrived through consensus.If the leader delegates much of authority for decision making and execution to the subordinates and invariably consult the subordinates before making key decisions, his/her style of leadership will be democratic.To a large extent, the persuasive leader bases his/her skill in leadership upon his/her personal examples and ability.

PART II: IMPORTANT LEADERSHIP TRAITS

12. A study of great military leaders reveal that none possessed all the leadership traits in the maximum degree but their weakness in one trait was compensated by the strength in the other. A good leader will capitalize on his strong traits and at the same time take steps to improve his weak traits. It would, however, be recognized that the leader‘s goal, the personalities of the people with whom he is working and the circumstances of the specific situation, all will have a profound effect on which particular trait needs most emphasis. Traits that are of paramount importance to a leader are given below:-

(a) **Alertness**. In a given situation a leader is always offered number of fleeting opportunities, which if seized and exploited can bring decisive result to his team. Alertness of mind is what helps a leader to pick up these opportunities at the right time and exploit the situation to his/her own advantage.

(b) **Bearing**. Denotes desirable physical appearance, dress and deportment. A leaderand more so an officer should, therefore remember that his personal bearing will exercise a dominating and permeating influence not only with his own team but with the general public too.

(c) **Courage**. Courage is a mental state. It gets its strength from spiritual andintellectual sources. The way in which these spiritual and intellectual elements are blended, produces roughly two types of courage. The first is emotional state which urges a man to risk injury or death is physical courage. The second, a more reasoning attitude which enable him coolly to stake career, happiness, his whole future on his judgment of what he thinks either right or worthwhile is morale courage. A leader must posses both forms of courage.

(d) **Decisiveness**. A logical thought process is essential for solving a problem ormaking a plan. Thereafter the leader‘s intention and his proposed method of execution must be made perfectly clear to all taking part. He must therefore acquire the ability to make decisions promptly when required and announce them authoritatively, concisely and clearly. The leader‘s power of decision results from his ability to remain unperturbed in a crisis. His greatest assets are the ability to think rationally when his men have ceased to think, to be decisive in action when they are paralyzed by fear.

(e) **Dependability**. You cannot get very far in any sphere of activity without reliability.Set yourself high standards both for the amount of worry you get through and the quality of work irrespective of supervision. Make a practice of carrying out all instructions and plans of your superiors to the best of your ability, and always on time. Always be ready to help out in an emergency even if it interferes considerably with your personal conveniences. ‘Business before self‘ should be the rule. Whatever has to be done, take it in your stride, and never allow yourself to appear moody. Dependability has to be built up slowly by deliberate effort. It can be lost overnight if not guarded jealously.

(f) **Endurance**. In a military setting, a time comes in battle when both the opposing forces feel thatprobably they are fighting a losing battle. It is a time when battles are won or lost. The side which has that little extra endurance wins. It is the leader who has that extra endurance both of mind and body that can inspire his team to produce that extra endurance required to win battle or accomplish the assigned task. Mental and physical endurance are complementary. The old adage “A healthy body in a healthy mind” still holds good and both are essential for a leader.

Alexander’s Leadership

Alexander’s most important campaign was his conquest of the Middle East. During this campaign Alexander along with 30,000 foot soldiers was crossing the dreaded Gedrosian Desert in Asia Minor. It was a very hot summer day with only the vast stretches of sand till the horizon to see. The column had completely run out of water.Arian, the most reliable historian of Alexander’s era records the incident in the following words.

“Alexander, like everyone else, was tormented by thirst, yet he kept marching on foot, leading his men.It was all he could do to keep going, but he did so, and the result as always was that the men were better able to endure their misery, when they saw it was equally shared. As they toiled on, a party of light infantry, which had gone ahead looking for water found some, just a wretched little trickle collected in a shallow gully. They scooped up with difficulty whatever little they could and hurried back, with their priceless treasure to Alexander. Then just before they reached him they tipped it into a helmet and gave it to him.Alexander with a word of thanks took it and in the full view of his troops, poured the priceless water onto the ground. So extraordinary was the effect of this action that the water wasted was as good as a drink for every man in the army. I cannot praise this act too highly; it was a proof, if anything was, not only of his power of endurance, but also of his genius for leadership.”

As expected Alexander’s army was victorious even though they faced a numerically superior enemy, such was Alexander’s leadership.

(g) **Enthusiasm**. It is the display of genuine interest and zeal in the performance ofduties. Enthusiasm comes from liking your job, having a living interest in all facets of your work and seeing the possibilities for development of new ideas and techniques. However mundane an occupation may seem to some people there is nearly always some feature in it which inspires the imagination. Jobs only appear dull, routine or mechanical when they are looked at with dull eyes and a dull mind.

(h) **Initiative**. Initiative is the willingness to act or offer well considered recommendations in the absence of orders. It should always be done right away what you might have done later. In other words initiative means one should not wait for things to happen but one has the ability to see quickly what needs to be done, making up ones mind to do it and accomplishing it. When a choice between two courses is available, one cautious and other bold and daring, the trait required is daring initiative.

(j) **Integrity**. As a leader one has to be honest, not only to oneself but to the men one leads and the people with whom one works. Honesty and integrity are absolute qualities that one cannot compromise or alter. Any loss or weakness in moral character will result in losing the confidence of our superiors, contemporaries and subordinates.

(k) **Judgment**. This is the power of the mind to assess various factors and values quickly and often under difficult circumstances and arrive at a wise decision. It is learned by experience and practice. At times a mistake or error of judgment may result, but it is more positive to learn from the mistake or error, rather than fight for exercising the power of judgment.

(l) **Justice**. The quality of being impartial and consistent in exercising command. Dispense justice quickly. "Justice delayed is justice denied".

(m) **Knowledge**. A leader must know more than the men he commands. Until he does, he has no business to be called their leader. Any profession requires a great deal of study, practice and experience not only of the organisation and tasks but more importantly of characteristics and capabilities of the team he leads. The process of acquiring knowledge never ends. There is always something new to learn even from re-reading or re-thinking of the same material or problem.

(n) **Loyalty**. The quality of being faithful to the country, the organisation,subordinates, colleagues and superiors. It is given by subordinates to a leader, in the manner in which the leader gives the same to them and to his own leaders. A leader must never take shelter behind the shortcomings or mistakes of his subordinates. When plans for which he is responsible go wrong he must take the blame, correcting the mistakes of subordinates himself. Every leader has the right to express his views to his superiors on any question under consideration but once a decision has been reached, he must act on it as if it were his own decision.

(o) **Sense of Humour**. The ability to appreciate the many amusing or lighter momentsin everyday, life especially those which pertain to the leader himself. It is also the ability to remain cheerful under stress. At times when things go wrong and tensions mount, humour if it comes naturally at the appropriate time can go a long way in defusing a situation or raising sagging spirits. This together with a sense of balanced optimism, are useful traits to develop. However, attempts at artificial coarseness and sarcasm do more harm than good.

PART III: OTHER USEFUL LEADERSHIP TRAITS

13. Some other important leadership traits are listed below:-

(a)	Truthfulness	- In word and action.
(b)	Team spirit	- Standing firmly for ones group.
(c)	Patience	- Waiting expectedly, tolerance, giving time to others etc.
(d)	Self confidence	- Being sure of oneself even in emergency.
(e)	Maturity	- Facing any situation with calm and coolness and arriving at a right decision.
(f)	Humility	- The ability to restrain self and serve others habitually.

CONCLUSION

14. In life there is no substitute for good, sound and virtuous leadership. What needs attention is the cultivation of these qualities and their application. A leader must gain the respect and confidence of his group so that they are willing to complete the given task. Leadership is a mixture of personal example, persuasion and compulsion. These traits are not in-born but ones that can be acquired by continuous practice and efforts.

LESSON PLAN: L-2

INDICATORS OF GOOD LEADERSHIP

Period - One
Type - Lecture
Term - I (SD/SW)

Training Aids.

1. Computer slides, pointer, black board and chalk.

Time plan.

2.
(a)	Introduction	-	05 Min
(b)	Indicators of leadership and its evaluation	-	15 Min
(c)	Development of the indicators	-	15 Min
(e)	Conclusion	-	05 Min

INTRODUCTION

3. Any good leader would have left some clearly distinguishable habits or traits or attitudes among the group as indicators of quality of his or her leadership. These are morale, discipline, team spirit and competence. These indicators can be used as a measure to evaluate himself or his organisation. A leader can use these indicators to shape up or ship out of the group.

AIM

4. To acquaint the cadets with the indicators of good leadership and the methods of evaluating them.

PREVIEW

5. The lecture will be conducted in the following parts:-

(a) Part I - Indicators of Leadership and its evaluation

(b) Part II - Development of the indicators

PART I : INDICATORS OF LEADERSHIP AND EVALUATION

6. Morale, team spirit, discipline and competence are the four indicators of leadership. All indicators of leadership contribute to the effectiveness of a group and are to some extent interdependent. The absence of one indicator could negatively affect or destroy the others.

Morale

7. Morale may be defined as the positive state of mind. It gives a feeling of confidence and wellbeing that enables a person to face hardship with courage, will power and determination. Morale depends upon the attitude towards everything that affects him and his fellow members of the group.

8. The state of morale does not remain the same. You can measure morale by close observation of your group in their daily activities, by inspections and interaction. Following are some of the factors to be considered for evaluation of morale:-

(a) Appearance.

(b) Personal conduct.

(c) Personal hygiene.

(d) Excessive quarreling.

(e) Interest in various activities.

(f) Response to instructions.

(g) Use of recreational facilities.

(h) Harmful or irresponsible rumours.

Team Spirit

9. Team spirit is the loyalty to, pride in, and enthusiasm for the group shown by its members. It is the common spirit of the group. It implies devotion and loyalty to the group. The spirit is the group's personality and expresses the team's will to try and win even in difficult situations.

10. Following are some of the factors to be considered for evaluation of team spirit:-

(a) Expressions of individual members showing enthusiasm in the activities they do.

(b) A good reputation among peers and others.

(c) A strong competitive spirit.

(d) Willing participation by the members in group activities.

(f) Readiness on the part of the members to help one another.

(g) The belief that their group is better than any other group.

Discipline

11. Discipline means quick and willing obedience to instructions. Taking appropriate action without wasting time when instructions are absent. Voluntary or self discipline among the members of the group brings in better results in the long run.

12. Following are some of the factors to be considered for evaluation of discipline in a group:-

(a) Proper attention to instructions.

(b) Harmonious relations between group and its members.

(c) Devotion to duty.

(d) Good senior- junior relationship.

(f) Standards of cleanliness, dress and courtesy.

(h) Ability and willingness to perform effectively with little or no supervision.

Competence

13. Competence is the technique, tactics and physical ability of the individual members as well as group to perform the task. A good leader brings together different members with varying skills as a team for smooth functioning.

14. Following are some of the factors to be considered in evaluating competence in a group:-

(a) Personal appearance and physical fitness of members.

(b) Group leading ability of individual members.

(d) Level of skill shown by members while doing the tasks.

PART II - DEVELOPMENT OF THE INDICATORS OF GOOD LEADERSHIP

15. The development of the indicators of leadership is a continuous process which must be carried out at all times, particularly during the group activities. If you understand the factors that produce desired results, you will be able to direct your efforts along these lines.

16. Certain known actions will aid in the development of specific indicators. They are as given below:-

(a) **Morale**.

(i) Teach belief in the organisation and the activities of NCC.
(ii) Enhance confidence in the members of the group.
(iii) Give prize/award for good performance.
(iv) Make the members feel that they are essential part of the group.

(b) **Team Spirit**.

(i) Develop the feeling that the team must excel.
(ii) Recognize achievements of the team and its members, and ensure that they are properly highlighted.
(iii) Conduct competitions to develop team spirit.
(iv) Make each member realise that he/she is an important part of the team.
(v) Emphasize on team work.

(c) **Discipline**.

(i) Personal conduct and example is essential.
(ii) Be fair and impartial while giving judgment and proper distribution of privileges and rewards.
(iii) Strive for mutual confidence and respect through sharing.
(iv) Encourage, foster and develop self-discipline among the members.

(d) **Competence**.

(i) Thorough training and preparations in the duties of members.
(ii) Emphasize team work through continuous efforts.
(iii) Improve the physical standards of the group.
(iv) Do lot of outdoor activities.

CONCLUSION

17. A good leader will always try to maintain morale and discipline, which in turn enables the group and individuals to withstand sustained physical strain and mental stress and achieve their goals ultimately.

LESSON PLAN: L-3

LEADERSHIP AND MOTIVATION

Period - One
Type - Lecture
Term - I (SD/SW)

Training Aids

1. Computer slides, pointer, black board and chalk.

Time plan

2.
(a)	Introduction	-	05 Min
(b)	Leadership principles	-	10 Min
(c)	Motivation and factors which motivate	-	20 Min
(d)	Conclusion	-	15 Min

INTRODUCTION

3. Leadership helps the individuals to achieve a goal while motivation is the willingness of the individual to stay with task until it is complete. Throughout the ages, we have examples of leaders and groups performing well beyond their known capabilities under the most difficult conditions. We read and hear of leaders exhorting their men to perform tasks which appear to be almost impossible. How did these leaders motivate their followers to accomplish tasks which were so difficult?

AIM

4. To acquaint cadets the means adopted by leaders to motivate their followers to accomplish a task.

PREVIEW

5. This lecture will be conducted in two parts:-

(a) Part I - Leadership Principle

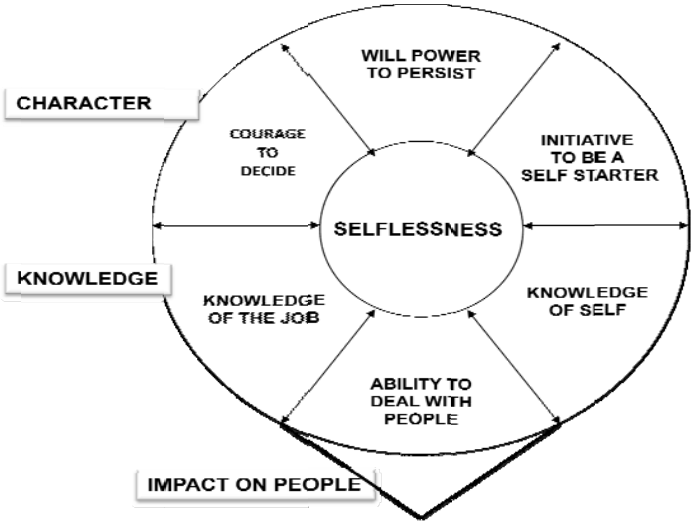
(a) Part II - Motivation and factors which motivate

PART I : LEADERSHIP PRINCIPLES

6. Leadership Principles are fundamental factors for exercise of leadership. These principles have emerged from practice and experience over the years, and enable you to become an effective and successful leader. They are given below:-

(a) Know everything of what your task involves.
(b) Know yourself and strive for self improvement in all spheres.
(c) Know each and every member well and attend to their welfare.
(d) Keep your members informed of your intentions and task in hand.
(e) Set example of what you preach and what you expect others to perform.
(f) Ensure accomplishment of the task in the stipulated time.
(g) Train the members well as a team for the assigned task.
(h) Make sound and timely decisions to allow members to make necessary preparations.
(i) Seek responsibilities from your seniors and perform every task to the best of your ability.
(j) Employ your authority according to the capabilities of individual members.
(k) Develop a sense of responsibility in your subordinates.

(l) Accept responsibility for your actions when things go wrong and have the courage of your convictions.



Universal Inner Structure of Good Leaders

PART - II :MOTIVATION AND FACTORS WHICH MOTIVATE

7. "Motivation is the commitment and urge within a member which makes him accomplish his task under all situations without thinking about the cost"

8. A good leader understands this basic truth and devices ways and means to keep his entire team always motivated. In a game of football or social services field work, each member's motivation level is important for achieving the overall stated goal of the group. The urge or the force that motivates an individual comes from within. It is his will alone which pushes him to the limits of his capabilities.

9. A study of human history has given us three factors which help motivate any person. These are:-

(a) Material Factors.

(b) Intellectual Factors.

(c) Spiritual Factors.

10. These factors generate pride in and team spirit in one's group. We shall look at each in some detail.

Material Factors

11. Material Factors are resources which are required to establish, maintain and enhance the basic quality of the life of the team and furtherance of their goals. A football team will require good and sufficient quantity of football boots, quality grounds, funds, kits for players etc. Once the team is provided with the resources, the motivation level of members goes up .Lets consider an example.

12. **Kitting Of RDC Contingent**. Participation in Republic Day Camp is a prestigious honor for any NCC cadet .The Inter Directorate competition held in Delhi requires that the teams go well prepared and with maximum of resources. Some of the state Directorates go out of their way to provide all the support and resources required by the contingent which invariably increases the motivation level of these teams .It has been seen that those Directorates who provide all the material resources have performed better in the Inter Directorate competitions.

Intellectual Factors

13. These factors make an individual proud of his/her group and motivate other members to perform better in difficult situations. Leadership by personal example is one of the elements which motivate soldiers to perform better.Let's look at few examples.

14. **Malala, an International Activist**. MalalaYousafzai, a girl born in a small village in Pakistan is an international activist for girls education. Her courage, determination and zeal for her cause made her an international youth icon. She was shot in the head by Taliban for speaking against the ban against girl education and destroying schools in the region. With great efforts of number of countries and individuals she recovered fully after long period of treatment. It made her doubly determined to fight for the education rights of girl students across muslim world.

15. She founded Malala Education Fund and opened a school for Syrian refugee girls in Lebanon. Pakistani citizens came out in support of her forcing the Pakistani government to ratify the Right To Education bill. For her courage, bravery and zeal, she became youngest recipient of Nobel Peace Prize in October, 2014. Her acts of courage and selfless service have motivated million across the globe to emulate her feat.

16. **Babur.** The battle of Khanwa against Rana Sanga was the supreme test of Babur's generalship. His soldiers marched to it disheartened by defeat in recent actions, terrified by stories of Rajput valour and astrologer's prediction of adverse stars, and weakened by the desertion of timid allies. Facing him was an enemy more than double his own numbers and flushed with unbroken success. If he was defeated, the shock of his failure would shatter his new born empire of Delhi to pieces. Something had to be done to motivate his army. Babur made a public announcement that he would hence forth renounce wine. This little act of sacrifice rejuvenated his soldiers and in the battle that followed, Babur decisively defeated the Rajputs.

Spiritual Factors

17. Our soul offers the highest inspiration for our extra ordinary feats. It is the only factor which sustains a man when all hope is lost. The spiritual factor stems from group identity, pride in the group, team spirit, history and positive aspects of religion.

18. Religion has played an important role in motivating men. Alexander's men imagined they were playing the role of their many gods during his conquests. Krishna's advice to Arjun on the battlefield of Kurukshetra is a soul-stirring speech. Even today it inspires and motivates men to war. It is the victory of the spirit which has led many physically and mentally challenged persons to take part and excel in various sports and other physical activities.

CONCLUSION

19. There are three factors namely Material, Intellectual and Spiritual factors, which motivate an individual to go beyond his limits and do something which seems impossible otherwise. Motivation is an unseen force from within which makes a person to improve his performance beyond his normal limits.

LESSON PLAN: L-4

CASE STUDIES ON EFFECTS OF LEADERSHIP IN NCC

Period - Two
Type - Lecture cum Discussion
Term - II (SD/SW)

Training Aids

1. Computers slides, pointer, black board and chalk.

Time plan

2.	(a)	Introduction	-	05 Min
	(b)	Case study I	-	25 Min
	(c)	Case study II	-	20Min
	(d)	Case study III	-	25 Min
	(e)	Conclusion	-	05 Min

INTRODUCTION

3. Case studies are an important means of studying important events/ lives of great personalities and then analyzing them in the background of leadership traits that we have learnt. An in-depth study of these cases will help all of us improve upon training for dealing with similar situations when we are faced with them. NCC has been grooming the youth of the country to be potential leaders and responsible citizens with character qualities. Cadets have risen to the occasion at many times exhibiting the leadership traits thus fulfilling the noble aims of NCC. We will discuss some of the real life situations that have happened in NCC and how various cadets have reacted to such situations.

AIM

4. To acquaint the cadets about Effects of Leadership in NCC.

PREVIEW

5. The lesson will be conducted in three parts:-

(a) Part I - Case study I : Rescue of cadets from drowning.

(b) Part II - Case study II : Action by NCC cadets against terrorist assault.

(c) Part III - Case study III: Facing Outbreak of Fire.

PART I: CASE STUDY-I: DROWNING OF CADETS AT CAMP SITE

6. An Annual Training Camp (ATC) was being organized by Directorate at Dehradun. A total of 789 cadets both from SD as well as JD participated in the camp. The advance party was sent well in advance. It sited the camp at a scenic place which had all the facilities required for the camp as well as for the training. The cadets reached the camp location by road/ rail under their respective ANOs.

7. There was general enthusiasm all around. Excellent weather further increased the eagerness to conduct the training and get benefits of outdoor training. The training started in right earnest. As there was no proper firing range in the vicinity of the camp location, an improvised location in the river

bed, which was dry with only a small water channel in the middle, was selected as firing range. The location was approximately 1.5 km from the camp location. The firing was conducted in batches.

8. On 6 June 2014, a group of 110 cadets were detailed to carry out firing at the improvised range. Second Officer D P Saini was in charge of firing, and was assisted by Sub H R Chahar, Sub Premlal, Hav Karam Chand and Hav Kiran Singh.

9. The firing got over by 1100 hrs. By now, the day had warmed up. A canal which originated from the headworks located upstream flowed nearby. The cadets made earnest request to the ANO in charge for permission for bathing in the canal, which he granted and instructed his man of all seasons and able, CUO Alam Baig to take charge of the party. Almost all the cadets joined in the swimming and bathing in the canal. At approximately 1120 hrs, there was shrill sound of siren. Soon water level in canal started rising at an alarming speed as well as the current became swift. The situation has turned into an emergency in no time.

Requirement I

10. If you were CUO Alam Baig, what action would you have taken?

11. CUO Alam Baig who was made in charge of the swimming party by the ANO, at the outset did quick assessment of the tasks at hand and risks involved. He organised the cadets properly; first into buddy pairs and then into squads with a squad leader each nominated. He took the assistance of PI staff too. A detailed briefing was given to the entire party which included the following:-

(a) Separation of swimmers and weak swimmers.

(b) Dangers involved in going into water and safety precaution to be followed.

(c) Earmarking of life guards and tasking them.

(d) Earmarking separate areas; shallow banks for weak swimmers and so on.

(e) Arrangement for safety equipment like life jackets, improvised floats, ropes, whistles, etc.

(f) A list of Do’s and Don’ts to be followed.

(g) Information on head-works,its opening and closing times, warning signals, depth of canal when water is released, speed of water current etc.

(h) Nominating a lookout man to keep watch on warning signal and rise in water level etc.

(j) Action to be taken in case of rise in water or increase in speed of current like:-

(i) Whistle signals.
(ii) Action of weak swimmers.
(iii) Duties of life guards.
(iv) Agencies to be informed in case of emergency.
(v) First aid stores and protocol to be followed.

12. In the meantime, CUO Alam Baig who was aware about various water body related accidents and safety instructions issued by HQ DG NCC, gathered information about the nearby headworks, its timings, warning signal etc. through liaison with them. As soon as the warning siren was heard, he immediately blew the whistle signal for all cadets to leave canal. He took assistance of PI staff, activated the life guards and cautioned the lookout man. His first action was to get all weak swimmers onto the banks which he successfully achieved. However the water current was so fast that last few of the good swimmers hitting for the banks were swept away.

13 CUO Alam Baig and his team of life guards and others in tow, ran down stream using ropes and floats, started rescuing one by one. In the meantime message was conveyed to ANO, Second Officer D P Saini who rushed to the spot with additional staff, after informing the Camp Comdt who too sought immediate assistance from the nearby army unit and villagers. A massive rescue effort followed in right earnest. CUO Alam Baig then arranged for immediate closing of the Head Works which eased the flow of water. The rescue team was finally able to save all five swimmers from downstream who got washed away and thus avoided a major catastrophe.

Requirement II

14. What leadership traits were demonstrated by CUO AlamBaig in the whole episode?

(a)	Alertness	(b)	Courage	(c)	Decisiveness
(d)	Dependability	(e)	Enthusiasm	(f)	Initiative
(g)	Self Confidence	(h)	Judgment	(j)	Knowledge.

PART II: CASE STUDY NO II - ACTION BY NCC CADETS AGAINST TERRORIST ASSAULT

15. Cadet Under Officer (CUO) Gurmail Singh had been a regular cadet of the NCC in the SD for the last 3 yrs. CUO Gurmail Singh was a devoted and well disciplined cadet and he excelled in all spheres of NCC training and was given the appointment of CUO.

16. On 26 Jan2013, the Republic Day celebration of the town was being held in CUO Gurmail Singh's college and a colorful parade was organized by the JD as well as the SD NCC cadets of all the three wings in the town. CUO Gurmail Singh was nominated as a parade commander since he had the most commanding personality and always had the best turn out. He was the best in drill and had a commanding voice.

17. The Education Minister of the State who was on the hit list of the terrorists was to unfurl the national flag and review the parade. Elaborate security arrangements were made and extensive rehearsals of the parade had been carried out to ensure success of the parade since the whole town was to witness it.

18. On the day of the parade all the arrangements had been made. The chief guest arrived on time and hoisted the national flag after which CUO Gurmail Singh gave report to the chief guest and told him that the parade was ready for his inspection. He there after lead the chief guest to inspect the parade.

19. When the chief guest was inspecting the parade CUO Gurmail Singh was with him. He saw someone pointing a pistol towards the chief guest walking by his side.

Requirement I

20. If you were CUO Gurmail Singh what action would you have taken?

21. With utter disregard to the occasion and to personal safety, CUO Gurmail Singh immediately threw himself on the chief guest and along with him took a roll on the ground. In doing so he asked the bodyguards of the chief guest to cover him. He himself immediately got up and helped the security guards to apprehend the assailant. In the meantime, the chief guest was covered by the NCC cadets. Some of the NCC cadets joined CUO Gurmail Singh and security guards in apprehending the assailant.

22. There was slight confusion, interruption and delay in the parade. At this juncture soon after restoring the situation, CUO Gurmail reorganized the parade and brought the parade to attention. Seeing the involvement and dedication of CUO Gurmail Singh and other NCC cadets, chief guest felt secured and decided to go on with the parade and reviewed it.

23. The chief guest thanked the CUO Gurmail Singh and other NCC cadets for their timely action as a result of which his life was saved. He also complimented their trainers for grooming such sincere, alert, devoted and dedicated NCC cadets.

Requirement II

24. What leadership traits were demonstrated by CUO Gurmail Singh in the incident?

25. CUO Gurmail Singh quickly seized initiative and saved the life of the VIP. By his act he not only saved the life of the VIP but also assisted in apprehension of a terrorist. The action by CUO Gurmail Singh showed his grooming received in NCC. The leadership traits shown by CUO Gurmail Singh by his act are as under :-

(a)	Alertness	(b)	Courage	(c)	Decisiveness
(d)	Dependability	(e)	Self Confidence	(f)	Initiative
(g)	Maturity	(h)	Judgment		

PART III : CASE STUDY III - FACING OUTBREAK OF FIRE

26. Cadet Valmiki was from a crowded slum locality of Mumbai where everybody lived in clumsy dwellings which could be destroyed by any form of natural calamity. As was the case, there were no safety measures in the locality.

27. On that unfortunate day while he was leaving for his college he found that a small fire had broken out in one of the homes. The local residents who were mainly womenfolk who were unable to help the few people fighting the fire. The men had left earlier for daily jobs.

28. Cadet Valmiki rushed to the spot. As it was destined, the fire soon spread engulfing the house and the adjacent ones. The wailing and stampede had started. Except for a couple of women combating the fire, all were fleeing the locality.

Requirement I

29. If you were Cadet Valmiki, plan what actions would you have taken?

30. Cadet Valmiki decided to put into practice his NCC training. Shouting at the top of his voice he organized those available into stated groups and another to isolate the fire. The other group was made to make a chain to tap water from the nearby well. He sent a boy to a nearby telephone booth to alert the fire brigade. Help soon arrived and the fire was put out. The timely action avoided a certain disaster.

Requirement II

31. What leadership traits were demonstrated by Cadet Valmiki in the incident?

(a)	Alertness	(b)	Courage	(c)	Knowledge
(d)	Team Spirit	(e)	Initiative	(f)	Judgment
(g)	Decisiveness				

CONCLUSION

32. NCC training aims to produce potential leaders and responsible citizens in all walks of life. We have seen several examples of positive effects of leadership in the context of NCC. Every NCC Cadet must be aware of his leadership potential, role and responsibility in their day to day life even after leaving NCC.

LESSON PLAN: L-5

MORAL VALUES AND CHARACTER TRAITS

Period - One
Type - Lecture
Term - II (SD/SW)

Training Aids

1. Computer slides, pointer, white board and marker.

Time Plan

2.

(a)	Introduction	-	05 Min
(b)	Moral Values	-	15 Min
(c)	Character Traits	-	15 Min
(d)	Conclusion	-	05 Min

INTRODUCTION

3. Morals describe what is right and wrong, whereas values explain important behaviour and beliefs of a person or groups. Moral values comprises of qualities relating to character and behavior which makes person's personality. Moral values are the aggregate of qualities like truthfulness, honour, honesty, loyalty, kindness, reliability and sense of responsibility towards others and to the society. Good moral values allow a person to make the right decisions and improve their interaction with other people.

AIM

4. To acquaint the cadets about moral values and character traits

PREVIEW

5. The class will be conducted in the following parts:-

(a)	Part I	-	Moral Values
(b)	Part II	-	Character Traits

PART I : MORAL VALUES

"A man would be judged by not the color of his skin, but by the content of his character."

Martin Luther King Jr.

6. Moral values consist of acts, well and honourably performed. Our habits, behaviour and conduct are reflections of our values. NCC cadet must conduct himself / herself such that his/her personal habits are not open to criticism. Tendencies toward selfishness and self-indulgence in luxuries are to be avoided strictly.As per Greek philosopher, Plato, there are four cardinal virtues or human values. They are:-

(a)	Prudence	-	To make right decision.
(b)	Courage	-	To stay course and resist temptation of all kind.
(c)	Self control	-	To subordinate passion, emotion and feelings to the spirit and fulfill mission at hand.
(d)	Justice	-	To give every individual his due.

7. **Prudence**. In order to make the right decision one has to go through three steps:-
   (a) Gather all the information pertaining to subject
   (b) Now evaluate each of the information and its pro and cons
   (c) Finally deciding on the best course of action after weighing various options.

8. **Courage**. It is both physical as well as mental courage. Persisting with the path or decision taken involves:-

   (a) Sacrificing self interest for realizing the prudent and just goals.
   (b) One has to endure trials, challenges and opposition courageously.
   (c) Their daily life is consistent and precise in details
   (d) They resist going along with the ongoing trends.
   (e) They face obstacles but persist with that.
   (f) They have a capacity to take risks.

9. **Self Control**. This is something every leader is required to attain; mastery of his/her heart and mind. For that he or she has to:-

   (a) Subordinate his/her passions, emotions and feelings to the human spirit.
   (b) Influence his/her sphere of activity like time management etc.
   (c) Not too much attracted by worldly things.
   (d) Be wise with his/her reactions like anger, meekness etc.

10. **Justice**. Every fellow citizen needs to be gives his/her due. It involves striving for common good or good of others. A sense of equality, equity and fairness should be the bench mark.

11. In addition to these, any good leader should possess two essential virtues too; an Inner urge for Excellence and Selfness Service.

12. **An Inner Urge for Excellence**. It is the virtue of striving for excellence by challenging self and challenging others too. Such a person is

   (a) A dreamer; like a parent for children or teacher for a student.
   (b) He/she has an exciting vision of life which can be easily communicated and shared with others.
   (c) For him/her, his/her family is also a mission.
   (d) He/she cultivates a sense of mission in his/her studies or profession too.
   (e) He/she challenges people around him/her to strive for higher personal excellence.

13. **Selfless Service**. It means overcoming selfishness and serving others habitually. It involves:-

   (a) Overcoming selfishness

   (b) Serving other like friends, family, society or country habitually.

   (c) The consistent practice makes it a habit of service.

14. Thus a leader must possess these virtues or values in good measure to become a good leader. These are not inborn qualities but acquired through constant effort and practice.

PART II: CHARACTER TRAITS

15. **What is Character?** Each individual is a bundle of virtues and weaknesses, of head and heart. The resulting individuality of a person, from this balance sheet of good and bad qualities is his character; it is reflected in his conduct.

16. Character traits are all the aspects of a person's behavior and attitude that makes up a person's personality. It is the proudest possession of any person. Character is not inborn, but developed over period of time.

17. There are certain characters qualities which have been listed below and their observance will go a long way in day to day interaction with others.

(a) **Speak Truth**. The consequences of speaking a lie are enormous and cannot be taken back. Hence speak truth always.

(b) **Be Honest**. It means total honesty in thought, word and behavior.

(c) **Keep Your Word**. Always keep the word once given. You will be recognised for this and will gain respect for the same.

(d) **Own Up Your Mistake**. Have the moral courage to admit to mistakes, however unpleasant the results.

(e) **Be Your Own Judge**. Be honest when not under supervision.

(f) **Do Not Seek Cheap Popularity**. A person of character is always loved for his qualities of honesty, self-sacrifice and attention to duty.

(g) **Resist Temptation**. Temporary gain leads to long term pain. Hence, a person should not be attracted towards immediate pleasure and control his mind from all kinds of temptations by keeping in view his future life.

(h) **Set an Example**. By doing this one inspires others to act like self. You should not do things which you do not expect others to do.

(j) **Sense of Responsibility**. Take responsibility for one's actions.

(k) **Self Sacrifice**. Interests of others and the society above always one's own are always appreciated.

(l) **Be Impartial**. Be just and impartial in all your dealings with others. You should not show favouritism.

(m) **Discipline**. One's personal discipline must be of highest standards and it should be followed strictly.

(m) **Do Your Duty**. It means to carry out duties even when you disagree with them or when conditions are difficult. It also implies doing one's best without looking for reward or recognition.

18. A person of character is:-

(a) An honest person.
(b) A person with a sense of duties and obligations of the position, whatever it may be.
(c) A person who tells the truth.
(d) A person who gives to others their due.
(e) A person considerate to the weak.
(f) A person who has principles and stands by them.
(g) A person not too elated by good fortune and not too depressed by bad.
(h) A person who is loyal.
(i) A person who can be trusted.

CONCLUSION

19. The observance of above qualities will help in development of character in cadets. An individual becomes a good leader only when he/she is a person of character.

LESSON PLAN: L-6

HONOUR CODE CONCEPT

Period - Two
Type - Lecture
Term - II (SD/SW)

Training Aids

1. Computer slides, pointer, black board and chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Background	-	10 Min
	(c)	Structure and Functions of the Committee	-	25 Min
	(d)	Tenets of Honour Code	-	10 Min
	(e)	Case Study	-	25 Min
	(f)	Conclusion	-	05 Min

INTRODUCTION

3. The honour code system has been introduced with an aim to foster the vital ingredients of a character amongst students. In our country, good character has been the mainstay of our existence. The growing consumerism and societal pressure at times divert the youth towards easier wrong than the harder right. The honour code system is an effective system to ensure character development in an organisation.

AIM

4. To foster among cadets the vital ingredients of a character namely integrity, moral courage and comradeship.

PREVIEW

5. This lecture shall be conducted in following parts:-

(a) Part I - Background

(b) Part II - Structure & Functioning of the Committee

(c) Part III - Tenets of Honour Code

PART I : BACKGROUND

6. Every human being values his/her honour dearly. Seldom will he/ she trade it for personal benefit. The character qualities possessed by one is very dear to us and it is personal too. In a group the vital ingredients of character can be fostered by instituting anHonour Code. The character qualities which are being fostered are given below:-

7. **Respect**. It is a sense of self respect, earned through an honourable conduct.

8. **Integrity**. Honesty, uprightness and purity are the ingredients of integrity. Lying, cheating, dishonesty is against integrity.

9. **Character**. It is the sum total of the moral values of a person. A man of character is a man of honour.

10. **Discipline**. Discipline is an ordered way of life as expected in the institution, in the society and as citizens of the country.

11. **Moral courage**. It is essentially the inner strength in a person which enables him to loyally adhere to the right course of action, despite opposition or criticism.

12. **Comradeship**. The fellow feeling you should have for your group. It is not merely friendship, but the ability to undergo hardship and even sacrificing your interest for your group.

PART II : STRUCTURE AND FUNCTIONING OF THE COMMITTEE

Structure

13. The honour code consists of the following parts:-

(a) The directions of the honour code.

(b) The honour code committee.

(c) The feedback system.

The Honour Code

14. The directions of the honour code are:-

(a) You shall not lie, steal, cheat or tolerate those who do so.

(b) You shall not do anything selfish or mean including letting down a fellow cadet for self interest.

(c) You shall not, by any actions bring the name of your institution to disgrace.

(d) You shall accept voluntarily your responsibility for any violation of this code.

15. The composition of Honour Code Committee will be at institution level and as given under:-

(a) Chairman - SUO/Sergeant (SD/JW)

(b) Members - One cadet (nominated from 1st year)
One cadet (nominated from 2nd year)

(c) ANO to bé nominated as Officer Guide

16. No cadet/member punished for an offence involving character can be part of the committee. The members are elected from the entire group.

17. Duties of the Committee are:-

(a) During the meeting, a review of the activities in relation to the honour code in the group is undertaken.

(b) Ensure that other cadets are involved in discussions as observers.

(c) All honour cases will be discussed by them. Guilty will not be called an accused and the discussion not a trial.

18. Duties of ANO are:-

(a) Attend all meetings.

(b) Arrange for all witnesses for discussion in a case.

(c) Only guide the committee in its functioning. He/she will moderate decisions given by the committee.

The Feedback System

19. An honour code register will be opened by the institution and contents of each meeting will be recorded. The ANO will endorse his/her remarks. The comments of the Principal will also be endorsed.

20. The register will be fwd to the CO once a month or immediately after discussion of a case where a cadet has violated the principles of the honour code.

PART III :TENETS OF HONOUR CODE

21. Tenets of Honour Code are given below:-

(a) Good conduct to enhance your own self respect, honour and image of institution.

(b) Give priority to group interest over personal interest.

(c) Stand up for what is right and accept responsibility.

(d) Answer questions fully and truthfully to the honour code committee even if it results in action against you or your friends.

(e) Own up to the committee any breach of discipline or honour code, whether intentional or unintentional.

(f) Give all help and encouragement to fellow cadets who are weak.

(g) Participate in all competitions and sports in the true spirit of sportsmanship. Accept defeat with grace and victory with humility.

(h) Treat all fellow cadets with love and affection.

(i) Be secular, truthful, honest and straight forward in your dealings.

PART IV : CASE STUDY

22. cadet PP Khatri had done his schooling from a very prestigious school and thereafter doing graduation from St Stephen College, New Delhi. NCC cadets of the college were attending the CATC.

23. During the camp, one day, cadet PP Khatri overheard cadet Jaikar requesting Sergeant RM Singh for some money. Sergeant RM Singh gave his ATM Card to Cadet Jaikar, told him his ATM pin and asked him to draw money from the ATM.

24. The next day, cadet PP Khatri went to cadet Jaikar’s cabin and picked up the ATM card from his dressing table while cadet Jaikar was in the bathroom. He then withdrew Rs 3000/- without anybody’s knowledge and kept the ATM card back at the same place in cadet Jaikar’s cabin.

25. After cadet Jaikar returned the ATM card to Sergent RM Singh, it was discovered that an additional Rs 3000/- was withdrawn from his account. Sergeant RM Singh announced in the roll call parade that the culprit should own up. cadet PP Khatri did not own up until he realised that the closed circuit TV camera located at the ATM would disclose the identity of the individual who had come to draw money from the ATM.

26. cadet PP Khatri later on confessed to his offence. Investigations into the incident later revealed that cadet PP Khatri had also stolen Rs 2,500/- from another cadets cabin but the matter had not been reported to anyone.

27. Post this incident cadet PP Khatri was assessed very low by his ANOs, Commanding Officer as well as by his peers and subordinates. Consequently his membership was terminated and was not allowed to appear for the NCC 'C' certificate examination.

28. The following issues will be discussed in the class:-

(a) Cadet PP Khatri had been an NCC cadet since his school days. It was not only his but also his parent's dream that he clear NCC 'C' certificate exam. Was the act in which he indulged worth committing?

(b) Why did cadet PP Khatri steal despite the fact that he might get caught and will be penalised?

(c) Was termination of NCC membership of cadet PP Khatri justified?

(d) What qualities did cadet PP Khatri lack in his character which is essential for a potential leader of the Nation?

(e) What methods/means do you recommend should be incorporated to prevent such cases?

29. The issues to be highlighted are:-

(a) Truthfulness.

(b) Honesty.

(c) Moral courage.

CONCLUSION

30. The honour code is the foundation for each cadet's ethical behavior for the rest of his life. It is hoped that this basic foundation provided to cadets will help to build better character qualities to make them ideal citizens of the country.

LESSON PLAN: L-7

LEADERSHIP CASE STUDY -I
SWAMI VIVEKANANDA

Period - Two

Type - Lec

Term - III (SD/SW)

Training Aids

1. Computers slides, pointer, black board and chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Early Life.	-	20 Min
	(c)	Swami Vivekananda as a sage and prophet	-	20 Min
	(d)	Leadership Qualities.	-	30 Min
	(e)	Conclusion	-	05 Min

INTRODUCTION

3. Swami Vivekananda, known in his childhood as Narendra Nath Datta, was born in Kolkata on 12 January 1863. His father, Vishwanath Datta and mother, Bhuvaneshwari Devi were endowed with deep devotion, strong character and other qualities. Narendra excelled in music, gymnastics and studies. By the time, he graduated from Calcutta University, he had acquired a vast knowledge of different subjects, especially Western philosophy and history. Born with a yogic temperament, he used to practice meditation right from his childhood. He was a spiritual genius of amazing intellect and power. Sri Ramakrishna, was his Guru who gave him ways to attain God and transformed him into sage and prophet.But at times he opposed his ideas of Kali worship.

AIM

4. To acquaint the cadets with the Leadership qualities of Swami Vivekananda.

PREVIEW

5. The lesson will be covered in three parts.

   (a) Part I – Early Life.

   (b) Part II – Swami Vivekananda as a sage and prophet.

   (c) Part III – Leadership Qualities.

PART I : EARLY LIFE



Swami Vivekananda

6. Narendra received his early education from his mother, who taught him Bengali, English words, as well as stories from the *Ramayana* and the *Mahabharata*. He had acquired vast knowledge in western philosophy and history.He was also interested in Hindu scriptures like Vedas, Upanishads, Bhagvad Gita and Puranas. He was trained in Indian Classical music also.

7. He got associated with Brahmo Samaj and was greatly influenced by it ideas of social service .He worked towards the abolition of caste system, dowry system and emancipation of women. Narendra met Ramakrishna and became his disciple.

PART II : SWAMI VIVEKANANDA AS A SAGE AND PROPHET

8. Swami Vivekananda travelled for exploration and discovery of India.During his travels all over the country, Swami Vivekananda was deeply moved to see the poverty and backwardness of the masses. He understood the immediate need to provide food and other necessities of life to the hungry millions. It could be achieved only by imparting secular and spiritual education.

9. Swami travelled to the United States to attend World's Parliament of Religions held at Chicago in 1893, to seek financial help for his project of uplifting the masses. His speeches there, made him famous as a 'speaker by heavenly right'. He propagated Vedanta mostly in the eastern parts of USA and also in London. After returning to India he delivered a series of lectures in different parts of India, which created a great stir all over the country. He returned to Belur Math and spent the rest of his life, inspiring and guiding people, His health deteriorated and the end came quietly on of 4 July 1902, at an young age 42.

PART III : LEADERSHIP QUALITIES

Knowledge

10. Swamiji had immense knowledge of different subjects, especially western philosophy and history. It was with this knowledge that he could make a mark on western world with his lectures.

Inquisitive

11. Swamiji was a curious person who wanted to acquire knowledge about variety of subjects. Not only he was interested in Hindu philosophy and scriptures,he got training in Indian classical music too. He studied the works of great philosophers like August Comte,John Stuart Mill and David Hume.His association with Ramakrishna was also due to his curiosity about advancedspiritualism.

Initiative

12. He took the initiative of spreading the knowledge of Practical Vedanta, and motivated the people to take up various forms of social service, such as running hospitals, schools, colleges, hostels, rural development centres etc.Due to this trait of initiative, he travelled to foreign land to tell people about the Indian spiritualism.

Empathy

13. Swamiji was deeply moved to see the effect of caste system on Indian society and the plight of Indian women.His ideals of Brahmo Samaj made him understand that the immediate need was to reform the society with the help of spiritual education.

Oratory

14. His Oratory skills made him world famous after he delivered his speech at the World's Parliament of Religions held at Chicago .He was known as the 'Messenger of Indian knowledge to the Western world'.

CONCLUSION

15. Swami Vivekananda was a great sage and propagator of Hinduism all over the world towards the end of nineteenth century. He had vast knowledge and was a great orator. He spread the message of his master through his teachings. He travelled all over India and had firsthand knowledge of the poverty, backwardness and misery of the masses due of their ignorance and illiteracy. He started Ramkrishna Mission to motivate youth to take up social service for the development of mankind.

LESSON PLAN: L-8

LEADERSHIP CASE STUDIES - II
KIRAN BEDI

Period - **Two**

Type - **Lec**

Term - **III (SD/SW)**

Training Aids

1. Computers slides, pointer, black board and chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Early Life	-	20 Min
	(c)	Kiran Bedi as IPS Officer and Social Activist	-	25 Min
	(d)	Leadership Qualities	-	25 Min
	(e)	Conclusion	-	05 Min

INTRODUCTION

3. Kiran Bedi is the first woman to join the Indian Police Service (IPS) in 1972.She served as IPS Officer for 35 years. In 2003; she became the first Indian woman to be appointed as a Police Advisor to Secretary-General of the United Nations. She resigned from IPS in 2007, to focus on social activism and writing. She was one of the key leaders of the 2011 India against Corruption movement. She is holding the position of the Lieutenant Governor of Puducherry.

AIM

4. To acquaint the cadets with the life and leadership qualities of Kiran Bedi.

PREVIEW

5. The lesson will be covered in three parts:-

(a) Part I – Early life

(b) Part II – KiranBedi as IPS Officer and Social Activist

(c) Part III – Leadership Qualities.

PART I : EARLY LIFE

6. Kiran Bedi was born on 09 June 1949 in Amritsar, in a well-to do Punjabi business family. She was the second child out of four of Prakash Lal Peshawaria and Prem Lata. Her great-great grandfather Lala Hargobind had migrated from Peshawar to Amritsar, where he set up a business. Bedi started her formal studies in 1954, at the Sacred Heart Convent School in Amritsar.

7. She was a NCC cadet and participated in extra-curricular activities. She graduated in 1968, with BA (Honours) in English, from Government College for Women at Amritsar where she won the best NCC Cadet Award. In 1970, she obtained a master's degree in Political Science from Punjab University, Chandigarh.

8. Inspired by her father, Bedi started playing tennis at the age of nine. In 1964, she played her first tournament outside Amritsar, participating in the national junior lawn tennis championship at Delhi Gymkhana. Bedi won several national tennis championships from 1966 to 1976. She was also a part of Indian team that beat Sri Lanka to win the Lionel Fonseka Memorial Trophy in Colombo. She continued playing tennis until the age of thirty, when she started focusing on her career.



Dr Kiran Bedi

PART II : KIRAN BEDI AS IPS OFFICER AND A SOCIAL ACTIVIST

9. On 16 July 1972, Bedi started her police training at the National Academy of Administration in Mussoorie. She was the only woman in a batch of 80 men, and became the first woman IPS officer. After a 6-month foundation course, she underwent another 9 months of police training at Mount Abu in Rajasthan, and further training with Punjab Police in 1974.

10. In 1975, she became the first woman to lead the all-male contingent of the Delhi Police at the Republic Day Parade in 1975. In October 1981, Bedi was made DCP (Traffic). The preparation for the 1982 Asian Games had caused traffic problems in the city. She came down heavily on rude motorists and also replaced challans with spot fines. This earned her the nickname "Crane Bedi". She even fined a car belonging to Prime Minister Office as it was wrongly parked.

11. In November 1983, Bedi involved NCC cadets in Goa for traffic regulation along the VIP routes during the Commonwealth Heads of Government Meet. In 1986, Bedi became DCP of Delhi's North District, where the primary problem was drug abuse. With help from her superiors, Bedi set up Navjyot Police Foundation detox centers for correction, de-addiction and rehabilitation. In May 1993, she was posted to the Delhi Prisons as Inspector General (IG). Bedi decided to turn Tihar into a model prison. She introduced several reforms. She arranged vocational training with certificates for the prisoners so that they could find a job after their release.

12. Bedi resigned from police service in November 2007, citing personal reasons. She stated that she wanted to focus on academic and social work in October 2010, Bedi led the campaign India against Corruption and to pass the Lokpal bill. On 22 May 2016, Bedi was appointed as the Lieutenant Governor of Puducherry.

PART III : LEADERSHIP QUALITIES

13. Dr. Bedi is truly an inspiration not only to Indian women, but others too for her determination, hard work, honesty and the desire to serve her country through her leadership.

Tactful and Initiative

14. Kiran Bedi as the DCP (Traffic) during Asian Games, 1982 put as end to traffic problem in the city. On her initiative, Bedi could get so many reforms to control traffic. In Tihar Jail, Bedi decided to turn it into a model prison. She introduced several reforms, involved outsiders – including NGOs, schools, arranged vocational training with certificates etc.

Knowledge

15. Bedi was an intellectual. As a social commentator and trainer, she frequently spoke on various social issues like education, domestic violence & other social ills.

Decisiveness

16. Bedi's quick and firm decision making capabilities are legendry. She was instrumental in solving chaotic traffic problem during PM visit to Goa.

Humane

17. Bedi started many detoxification centers for correction, de-addiction and rehabilitation. In 1994, Bedi was awarded the Ramon Magsaysay Award and the Nehru Fellowship. US President Bill Clinton invited her to National Prayer Breakfast in Washington, D.C. to meet her.

CONCLUSION

18. Kiran Bedi was one of India's top cops. She was innovative and committed to social change. She reached out to people as a police officer and her effort towards women's empowerment and education were appreciated by the people. Her urge to serve the society brought her into higher leadership positions.

LESSON PLAN: L-9

LEADERSHIP CASE STUDIES - III
MAHENDRA SINGH DHONI

Period - **Two**

Type - **Lec**

Term - **III (SD/SW)**

Training Aids

1. Computers slides, pointer, black board and chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Early Life.	-	25 Min
	(c)	M.S. Dhoni as Captain	-	15 Min
	(d)	Leadership Qualities.	-	30 Min
	(e)	Conclusion	-	05 Min

INTRODUCTION

3. Mahendra Singh Dhoni was born on 7 July 1981 and is commonly known as Mahi. He was captain of the Indian cricket team from the year 2008 to 2015.Dhoni, a right-handed batsman and wicket keeper is considered as the greatest captain of all time, having achieved more successes than any other captain in the history of Indian cricket. His test cricket and One Day International records are the best among all Indian captains to date. He has been awarded the ICC ODI Player of the Year award in 2008 and 2009 (the first Indian player to achieve this), the Rajiv Gandhi Khel Ratna award in 2007 and the Padma Shri, India's fourth-highest civilian honour, in 2009.The Indian Territorial Army conferred honorary rank of Lt. Col. to Dhoni on 1 November 2011.

AIM

4. To acquaint the cadets with the life and leadership qualities of Mahendra Singh Dhoni.

PREVIEW

5. The lesson will be covered in the following parts.

(a)	Part I	–	Early Life
(b)	Part II	–	M.S. Dhoni as Captain
(c)	Part III	–	Leadership Qualities

PART I : EARLY LIFE



Mahendra Singh Dhoni

6. M S Dhoni was born in Ranchi, Bihar now in Jharkhand in a Rajput family on 07 July 1981. He studied at DAV Jawahar Vidya Mandir, Shyamali, Ranchi. He initially excelled in badminton and football .He was a goalkeeper for his football team and was sent to play cricket for a local cricket club by his football coach. Though he had not played cricket before he performed well and was picked for the Vinoo Mankad Trophy Under-16 Championship.

7. Dhoni made his Ranji Trophy debut for Bihar in the 1999–2000 season as an eighteen-year old. He also worked as a Travelling Ticket Examiner (TTE) at Kharagpur railway station from 2001 to 2003, under South Eastern Railway in West Bengal.

8. Dhoni's talent was discovered via the BCCI's small-town talent-spotting initiative by Prakash Poddar, when he saw him playing for Jharkhand at a match in Jamshedpur in 2003, and sent a report to the National Cricket Academy. He was picked up for the India A squad for a tour of Zimbabwe and Kenya and his performance in the series received attention from the then Indian captain – Sourav Ganguly and Ravi Shastri amongst others.

9. He was picked up for the ODI squad for the Bangladesh tour in 2004-05. Later on during the second match of the Pakistan ODI series, his 148 runs broke the earlier record for the highest score by an Indian wicket-keeper.

10. During the Sri Lankan bilateral ODI series held in October–November 2005, Dhoni was promoted to No. 3 in the third ODI. He recorded highest individual score by wicket keeper in ODI cricket, a record that still stands. Dhoni came up as number one in the ICC ODI Rankings for batsmen on 20 April 2006.

PART II : DHONI AS CAPTAIN

11. Dhoni was named the captain of Indian squad for the inaugural ICC World Twenty 20 held in South Africa in September 2007. India were crowned champions as Dhoni led the team to victory against Pakistan in a thrilling contest. He, then, went on to become the ODI captain of the Indian team for the seven-match ODI series against Australia in September 2007. He made his debut as full-time Test captain of India during the fourth and final Test against Australia at Nagpur in November 2008

replacing Anil Kumble who was injured in the third test and who then announced his retirement. Dhoni was vice-captain in this series up to that point. India eventually won that Test thus clinching the series 2–0 and retained the Border-Gavaskar Trophy. Dhoni had previously captained India on a stand-in basis against South Africa and Australia in 2008 and 2009 respectively.

12. It was under his captaincy that India climbed to No. 1 in the ICC Test Rankings in December 2009. After that he managed to lead India in a series-leveling world championship of Tests against the South Africans in February 2010. India also managed to draw the Test series 1–1 in South Africa later that year.

13. After winning the 2011 ICC Cricket World Cup final against Sri Lanka on 2 April 2011 with his match winning knock of unbeaten 91, Tendulkar heaped praises on Dhoni, claiming him to be the best captain he has played under. Tendulkar mentioned that it was Dhoni's calm influence that was rubbing off on all his team-mates and described Dhoni's handling of pressure was incredible.

14. Only eleven players have captained ten or more Tests playing as a wicket-keeper. Dhoni leads the table with 60 Tests as captain, 35 ahead of Mushfiqur Rahim in second place.

15. In March 2013, Dhoni became the most successful Indian Test captain when he eclipsed Sourav Ganguly's record of 21 victories from 49 Tests. Ganguly also said in an interview to a news channel that Dhoni is the all-time greatest captain of India and he has a great record to support this credential.

16. In August 2016, Dhoni was selected as captain for India's first tour to the United States, where India played two T20Is against the West Indies in Lauderhill, Florida. India lost the first match on 27 August 2016, during which Dhoni surpassed former Australian captain Ricky Ponting to become the most experienced captain in international cricket.

17. Dhoni's final game as Indian captain was on 10 January, 2017 in a warm up match between England and India during the limited-overs leg of England tour of India. Dhoni stated he will still fulfill his duties as captains in various domestic teams.

PART III : LEADERSHIP QUALITIES

Patience

18. He neither succumbed to any pressure nor took irrational decisions in tough situations. His patience and calmness is the major facet of his personality.

Commitment

19. An ability to cut through distraction and negative energy is one of the best marks of a leader, which he possessed in abundance even, in his bad phase.

Decisiveness

20. His correct judgment in crunch scenarios and belief in players has been his trade mark identity as a successful captain.

Maintenance of Aim

21. After becoming the captain he took his time for making changes and maintained his aim steadfastly that proved successful later for the team.

Motivation

22. Dhoni backed his players and supported them to play to their best ability. He endowed them with a sense of responsibility to perform well.

Physical Fitness

23. Staying fit in sport is a necessity. Dhoni’s ability to play three styles of the game where he could bat, keep wicket and bowl with the same energy level brought him laurels throughout his playing career. It was possible because of his excellent fitness level.

CONCLUSION

24. MS Dhoni is a man who is loved and respected, not just for his game, but for his personality and persona on and off the pitch. Dhoni has the title of “Captain Cool” for his ability to handle with cool tense situations. He fought against all odds and made his way to becoming the most successful Captain of the Indian cricket team.

SUMMARY

- Leadership is that process in which one person sets the purpose or direction for one or more other persons and gets them to move along together with him or her and with each other in that direction with competence and full commitment.

- **Types of Leadership.**

  - **Autocratic Style of Leadership.** The traditional autocratic style implies the total concern for mission accomplishment with little or no concern for human relations.

  - **Democratic Style of Leadership.** In this style of leadership, the leader shares the responsibilities with his subordinates by involving them in both the planning and execution of tasks.

- Important leadership traits for a good leader are:-

  - Alertness.
  - Bearing.
  - Courage.
  - Decisiveness.
  - Dependability.
  - Endurance.
  - Enthusiasm.
  - Initiative.
  - Integrity.
  - Judgment.
  - Justice.
  - Knowledge.
  - Loyalty.
  - Sense of humour.

- Other important leadership traits are:-

  - Truthfulness.
  - Team spirit.
  - Patience.
  - Self confidence.
  - Maturity.
  - Humility.

- Morale, team spirit, discipline and competence are the four indicator of leadership.

- The development of the indicators of leadership is a continuous process which must be carried out at all times, particularly during the group activities.

- Principles of Leadership are as under:-

  - Know everything about your task.
  - Know yourself.
  - Know each and every member well.
  - Keep your members informed.
  - Set example.
  - Ensure accomplishment of the task in the stipulated time.
  - Train the members well as a team for the assigned task.
  - Make sound and timely decisions.
  - Seek responsibilities.
  - Employ your authority.

- Develop a sense of responsibility.
- Accept responsibility for your actions.

- Motivation is the commitment and urge within a member which makes him accomplish his task under all situations without thinking about the cost.

- Motivation is an unseen force from within which makes a person to improve his performance beyond his normal limits. Three factors which help motivate any person are:-

  - Material Factors.
  - Intellectual Factors.
  - Spiritual Factors.

- In addition to these factors, any good leader should possess two essential virtues too; an inner urge for Excellence and Selfless Service.

- We can also imbibe good leadership qualities by analyzing case studies from our past experiences.

- There are four cardinal virtues or human values. They are:-

  (a) Prudence.
  (b) Courage.
  (c) Self control.
  (d) Justice.

- The aspects of a person's behavior and attitude that makes up a person's personality is known as character traits. Some of them are:-

  - Speak truth.
  - Be honest.
  - Keep your word.
  - Own up your mistake.
  - Be your own judge.
  - Do not seek cheap popularity.
  - Resist temptation.
  - Set an example.
  - Sense of responsibility.
  - Self sacrifice.
  - Be impartial.
  - Discipline.
  - Do your duty.

- The HonourCode system has been introduced with an aim to foster the vital ingredients of a character amongst cadets. The character qualities which are being fostered are:-

  - Respect.
  - Integrity.
  - Character.
  - Discipline.
  - Moral courage.
  - Comradeship.

- The HonourCode consists of the following parts:-

  - The directions of honour code.
  - The honour code committee.

- The feedback system.

- Swami Vivekananda was a great sage and propagator of Hinduism all over the world towards the end of nineteenth century.He spread the message of his master through his teachings. He started Ramkrishna Mission to motivate youth to take up social service for the development of mankind.

- Some of the leadership qualities exhibited by Swami Vivekananda are:-

  - Knowledge.
  - Inquisitive.
  - Initiative.
  - Empathy.
  - Oratory.

- KiranBedi was one of India's top cops. She was innovative and committed to social change. She reached out to people as a police officer and her effort towards women's empowerment and education were appreciated by the people. Her urge to serve the society brought her into higher leadership positions.

- Some of the leadership qualities exhibited byKirenBedi are:-

  - Tactful and Initiative.
  - Knowledge.
  - Decisiveness.
  - Humane.

- MS Dhoni is a man who is loved and respected, not just for his game, but for his personality and persona on and off the pitch. Dhoni has the title of "Captain Cool" for his ability to handle with cool tense situations. He fought against all odds and made his way to becoming the most successful Captain of the Indian cricket team.

- Some of the leadership qualities exhibited by MS Dhoniare:-

  - Patience.
  - Commitment.
  - Decisiveness.
  - Maintenance of aim.
  - Motivation.
  - Physical fitness.

Comprehension Questions:

Q.1. Answer the following in about 15 words:

(a) What is leadership? What are leadership traits?
(b) What are the indicators of a good leadership?
(c) What you understand by motivation? How does it relate with good leadership?
(d) How many types of leadership are there?
(e) What are the three factors which help motivate any person?
(f) As per Plato, the Greek philosopher, what are the four cardinal virtues or human values?
(g) What are the character qualities which are being fostered while instituting Honour Code?
(h) Write short notes on the early life of Swami Vivekananda.
(i) Write short notes on the early life of KiranBedi.
(j) Write short notes on the childhood and early training days of MS Dhoni?

Q.2. Answer the following in about 50 words:

(a) List out the important traits or qualities that are seen in a good leader and explain them in short.

(b) How can you evaluate morale and team spirit which are indicators of a good leadership?

(c) Explain the material factors for motivation with a practical life example?

(d) Any good leader should possess two essential virtues; an Inner urge for Excellence and Selfless Service. Explain.

(e) Write down the structure and functioning of the committee for an honour code.

(f) Write a short note on the relation between NetajiSubhash Chandra Bose and INA emphasizing on his leadership qualities.

(g) Write a short note on Swami Vivekananda as a Sage and Prophet.

(h) Write a short note on KiranBedi as an IPS officer and a social activist.

(i) List out the major achievements of MS Dhoni as captain of Indian Cricket Team.

Q.3. Answer the following in about 75 words:

(a) Discus about the various leadership qualities seen in a good leader.

(b) What do you mean by discipline and competence in relation to indicators of a good leadership? Explain in detail.

(c) Discuss on MalalaYousafzai, the international activist on her contributions in relation to intellectual factors for motivation.

(d) What is the meaning of the term ‘character traits’? List out all the character traits that are essential for becoming a good leader?

(e) Write the tenets of honour code. How does the feedback system work in an honour code?

(f) Which all leadership qualities can we imbibe from Swami Vivekanada?

(g) List out the leadership qualities displayed by KiranBedi in her life?

(h) List out the leadership qualities displayed by MS Dhoni as a sportsman.Explain with examples.

Q.4. Answer the following in about 150 words:

(a) 'Leadership is the capacity to influence a group towards realization of a common goal. Substantiate your answer with the help of suitable examples in our practical life.

(b) 'The development of the indicators of leadership is a continuous process which must be carried out at all times'. What all actions will aid in the development of specific indicators?

(c) Explain the different styles of leadership? In your opinion which style is better and why?

(d) How has religion played an important role in motivating men? Elaborate.

(e) Explain the various qualities a person with good character must possess.

(f) 'The honour code is the foundation for each cadet's ethical behavior for the rest of his life'. Explain the statement with the help of suitable examples.

(g) Explain the various leadership qualities displayed by Mohandas Karamchand Gandhi in his life giving appropriate examples.

Q.5. Answer the following in about 250 words:

(a) 'Leadership is a mixture of personal example, persuasion and compulsion'. Elaborate.

(b) 'Character is not inborn, but developed over period of time'. Explain and substantiate your answer with the help of suitable examples.

(c) Every human being values his/her honour dearly. The character qualities possessed by one is very dear to us and it is personal too. Explain any five character qualities in detail which are being fostered by instituting an Honour Code.

Let's Discuss:

Q.6. HOTS (Higher Order Thinking Skills):

(a) 'Leaders are born, not made'. Do you agree with the statement? Please explain with the help of suitable examples.

(b) 'The deteriorating law and order situation in the country makes us realize the necessity of good leadership''. What are your views regarding the said statement and how far you agree with it and why?

(c) Discuss how NCC can contribute and provide platform to develop leadership qualities among NCC cadets.

Q.7. Group Activities:

(a) 'Leaders are required to develop future vision and to motivate the members'.Organise an inter class/intra class/ inter house debate on the motion.

(b) Research on the great leaders of India like Jawaharlal Nehru, Mother Teresa, A.P.J. Abdul Kalam, Ashoka and BR Ambedkar. Tell the class or speak in the assembly about their role in the development of the nation with special emphasis to their leadership qualities.

UNIT - 7: DISASTER MANAGEMENT

INDEX

Ser No	Lesson Code	Subject	Page Number	
			From	To
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UNIT - 7: DISASTER MANAGEMENT

Content	Comprehension	Analysis	Synthesis	Evaluation
Disaster Management Organisation – NDMA and NDRF	Understand the disaster management organisation – NDMA and NDRF.	Analyse the functioning of NDMA and NDRF.	Appreciate the role of the organisation during any emergency.	Worksheets, comprehension questions, discussions and activities.
Types of Disasters	Understand the types of disasters.	Examine the causes and effects of disasters.	Infer the concept of disaster management.	Worksheets, comprehension questionsanddi scussions.
Essential Services and their Maintenance	Understand what and how essential services are maintained in the aftermath of a disaster.	Analyse the importance of the maintenance of infrastructure, public utility services and public safety during a disaster.	Appreciate the role of NCC cadets to maintain essential services	Worksheets, comprehension , questions, discussions and activities.
Traffic Control during Disaster under Police Supervision	Understand the process of traffic control during disaster.	Examine the role played by traffic police in disaster management.	Appreciate the employment of NCC cadets under traffic police during disasters	Worksheets, comprehension , questions, discussion, and activities.
Assistance during Natural Disasters	Understand about the assistanceduring natural disasters.	Examine the working pattern of NCC cadets during emergencies and disasters.	Appreciate the role of NCC in disaster management.	Worksheets, comprehension , questions, discussion, and activities.
Do's and Don'ts for NCC cadets Performing Disaster Management duties	Understand the duties of NCC cadets during emergencies and natural disasters.	Analyse the do's and don'ts of NCC during any natural disasters.	Apply the knowledge in Disaster Management Resource and relief operations.	Worksheets, comprehension , questions, discussions and activities.
Fire Services and Fire Fighting	Understand the technique for fire fighting and fire services.	Analyse the elementary precautions of fire fighting services to combat any tragedy.	Appreciate the role of fire fighting services during fire.	Worksheets, comprehension questions, discussions, and activities.
Civil Defence Organisation and their Duties	Understand about the civil defence organisation and its duties.	Analyze the functioning of the organisationat the times ofdistress.	Appreciate the preparedness of the organisation in the hour of need and during any emergency.	Worksheets, comprehension questions, discussions and activities.

LESSON PLAN : DM-1

DISASTER MANAGEMENT ORGANISATION – NDMA & NDRF

Period - **One**
Type - **Lecture**
Term - **I (SD/SW)**

Training Aids

1. Computer slides, charts, pointer, black board & chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	National Disaster Management Authority	-	15 Min
	(c)	NDRF	-	15 Min
	(c)	Conclusion	-	05 Min

INTRODUCTION

3. Disasters disrupt progress and destroy the hard-earned fruits of painstaking developmental efforts, often pushing nations, in quest for progress, back by several decades.Thus,efficient management of disasters has, in recent times, received increased attention both, within India and abroad.

AIM

4. To acquaint the NCC Cadets about the Disaster Management Organisation – NDMA and NDRF.

PREVIEW

5. The lecture will be conducted in following parts:-

(a) Part I - National Disaster Management Authority.
(b) Part II - National Disaster Response Force.

PART-I : NATIONAL DISASTER MANAGEMENT AUTHORITY (NDMA)

General

6. India is vulnerable, in varying degrees, to a large number of natural as well as man-made disasters. 58.6 per cent of the Indian landmass is prone to earthquakes of moderate to very high intensity. Over 40 million hectares of land (12 per cent of total land mass) isprone to floods and river erosion.Of the 7,516km long coastline, close to 5,700 km is prone to cyclones and tsunamis. 68 percent of the cultivable area is vulnerable to drought. Hilly areas are atrisk from landslides and avalanches. India also has had a history of natural disasters in recent years.Thus the importance of Disaster Management in India.

7. On 23 December 2005, the Governmentof India took a defining step by enacting the Disaster Management Act of India, which envisaged thecreation of the National Disaster ManagementAuthority (NDMA), headed by the Prime Minister.

Organisation of NDMA

8. **National Level**. At the national level, the NDMA, will be the apex body for disaster management, and will be headed by the Prime Minister.The NDMA is mandated to deal withall types of disasters; natural or man-made. It will be responsible for laying down policies, plans and guidelines

for Disaster Management and coordinating their enforcement and implementation for ensuring timely and effective response to disasters. In addition, it will also be responsible to:-

(a) Approve the National Disaster Management Plans and Disaster Management Plans of the Central Ministries/Departments.

(b) Take such measures, as it may consider necessary, for the prevention of disasters, or mitigation, or preparedness and capacity building, for dealing with a threatening disaster situation or disaster. Central Ministries / Departments and State Governments will extend necessary cooperation and assistance to NDMA for carrying out its mandate.

(c) Oversee the provision and application of funds for mitigation and preparedness measures. NDMA has the power to authorise the Departments or authorities concerned, to make emergency procurement of provisions or materials for rescue and relief in a threatening disaster situation or disaster.

(d) Exercise superintendence, direction and control ofthe National Disaster Response Force (NDRF).

(e) Lay down framework of broad policies and guidelines for working of the National Institute of Disaster Management (NIDM).

9. **National Executive Committee (NEC).**

(a) The NEC is the executive committee of the NDMA, and is mandated to assist the NDMA in the discharge of its functions and also ensure compliance of the directions issued by the Central Government. The NEC is to coordinate the response in the event of any threatening disaster situation or disaster.

(b) The NEC comprises the Union Home Secretary as Chairperson.The Secretaries various important Ministries/Departments of the government and the Chief of the Integrated Defence Staff of the Chiefs of Staff Committee are members. Secretaries in the Ministry of External Affairs, Earth Sciences, Human Resource Development, Mines, Shipping, RoadTransport & Highways, and the Secretary, NDMA will be special invitees to the meetings of the NEC.

(c) The NEC is responsible to prepare the National Plan for Disaster Management based on the National Policy on Disaster Management. The NEC will monitor the implementation of guidelines issued by NDMA. It will also perform such other functions as may be prescribed by the Central Government in consultation with the NDMA.

10. **State Disaster Management Authority (SDMA).**

(a) At the State level, the SDMA, will be headed by the Chief Minister, who will lay down policies and plans for Disaster Management in the State. It will, inter alia approve theState Plan in accordance with the guidelines laid down by the NDMA, coordinate the implementation of the State Plan, recommend provision of funds for mitigation and preparedness measures and review the developmental plans of the different Departments of the State to ensure the integration of prevention, preparedness and mitigation measures.

(b) The State Government shall constitute a State Executive Committee (SEC) to assist the SDMA in the performance of its functions. The SEC will be headed by the Chief Secretary to the State Government and will coordinate and monitor the implementation of the National Policy, the NationalPlan and the State Plan. The SEC will also provide information to the NDMA relating to different aspects of Disaster Management.

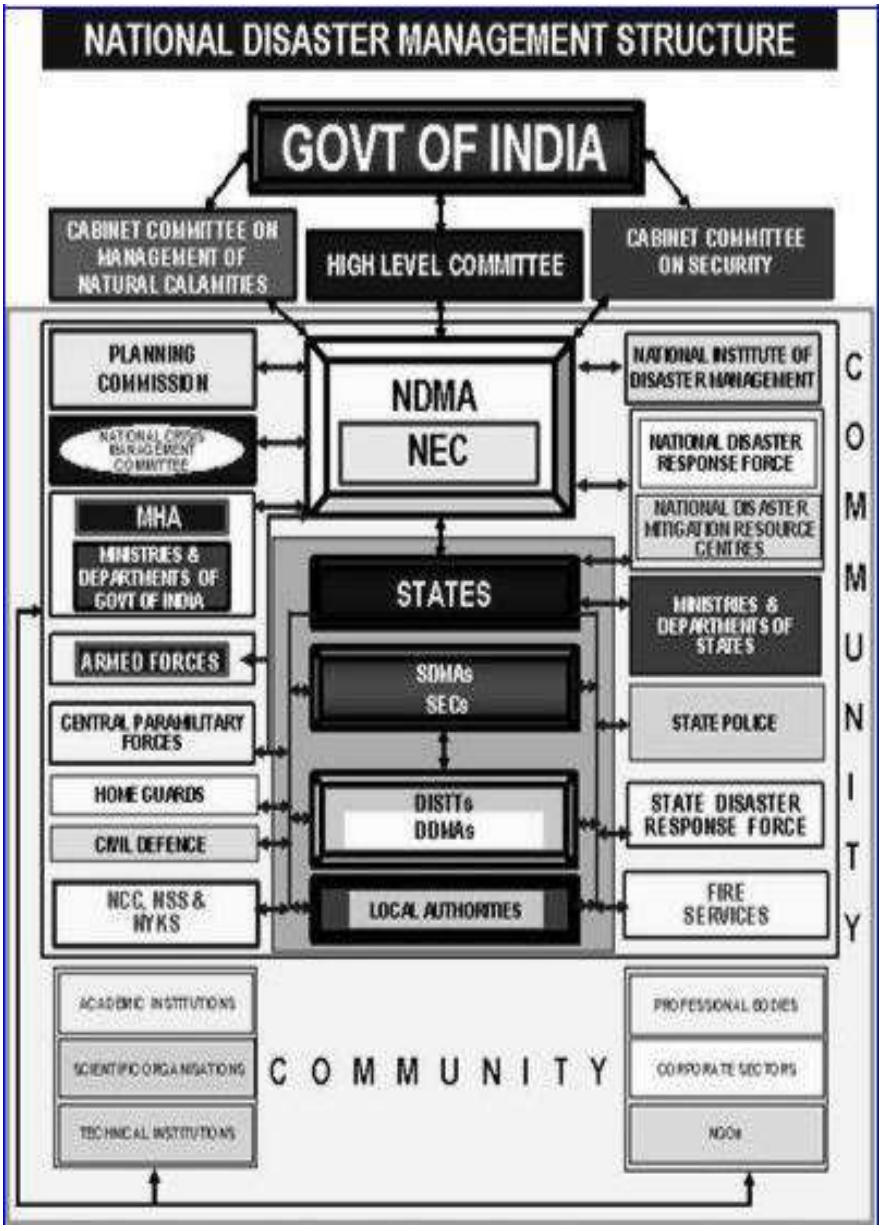
11. **District Disaster Management Authority (DDMA).**

(a) The DDMA will be headed by the District Collector or Deputy Commissioner or District Magistrate as the case may be, with the elected representative of the local authority as the Co Chairperson.

(b) The DDMA will act as the planning, coordinating and implementing body for DM at the District level and take all necessary measures for the purposes of DM in accordance with the guidelines laid down by the NDMA and SDMA. It will, inter alia prepare the District DM plan for the District and monitor the implementation of the National Policy, the State Policy, the National Plan, the State Plan and the District Plan.

(c) The DDMA will also ensure that the guidelines for prevention, mitigation, preparedness and response measures laid down by the NDMA and the SDMA are followed by all the Departments of the State Government at the District level and the local authorities in the District.

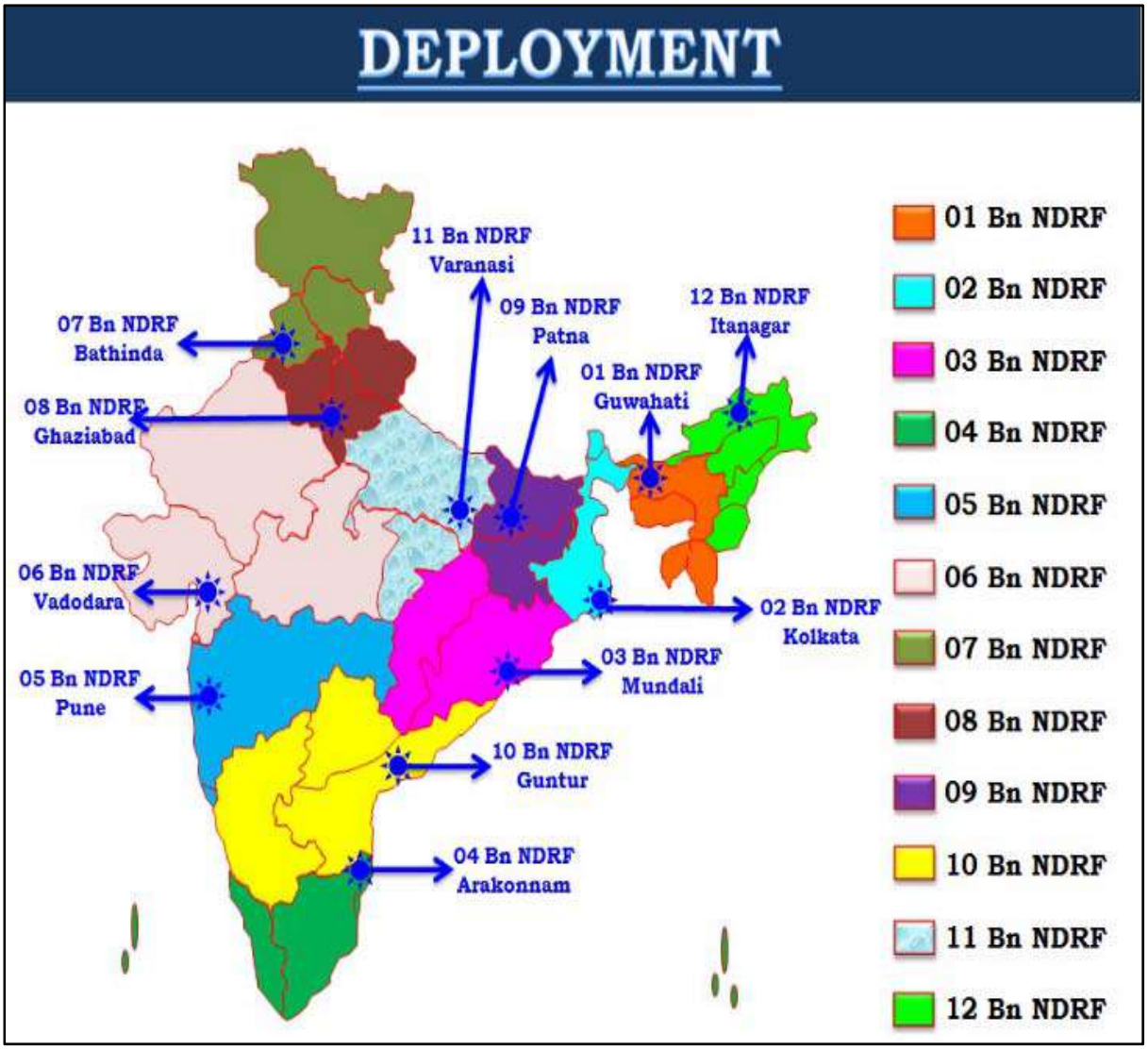
12. **Local Authorities.** For the purpose of this Policy, local authorities would include Panchayati Raj Institutions (PRI), Municipalities, District and Cantonment Boards, and Town Planning Authorities which control and manage civic services. These bodies will ensure capacity building of their officers and employees for managing disasters, carry out relief, rehabilitation and reconstruction activities in the affected areas and will prepare DM Plans in consonance with the guidelines of the NDMA, SDMAs and DDMAs.



PART- II : NATIONAL DISASTER RESPONSE FORCE (NDRF)

13. For the purpose of specialised response to a threatening disaster situation or disasters/ emergencies both natural and man-made such as those of CBRN origin, the Act has mandated the constitution of a National Disaster Response Force (NDRF). The general superintendence, direction and control of this force shall be vested in and exercised by the NDMA and the command and supervision of the Force shall vest in an officer to be appointed by the Central Government as the Director General of Civil Defence and National Disaster Response Force.

14. Presently, the NDRF comprises twelve battalions and further expansion may be considered in due course. These battalions are positioned at different locations across India. NDRF units will maintain close liaison with the designated State Governments and will be available to them in the event of any serious threatening disaster situation. While the handling of natural disasters rests with all the NDRF battalions, four battalions will also be equipped and trained to respond to situations arising out of CBRN emergencies.The NDRF units will also impart basic training to all the stakeholders identified by the State Governments in their respective locations.



CONCLUSION

15. Disaster management isan important activity both during peace (natural disasters) and during war. NCC with its vast trained resource can play an important role and help in the Disaster management.

LESSON PLAN : DM-2

TYPES OF DISASTERS

Period - One

Type - Lecture

Term - I (SD/SW)

Training Aids

1. Computer slides, charts, pointer, black board & chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Classification of Disasters	-	15 Min
	(c)	Types of Natural Disasters	-	15 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. Since the dawn of civilization, human society, natural environment and disasters have been closely interlinked. Natural disasters and the increasing environment degradation world-wide are serious threats to development. Natural disasters threaten all three dimensions of development to include economic, social and environmental. In the past twenty years, earthquakes, volcanic eruptions, landslides, floods, tropical storms, droughts and other natural disasters have killed over three million people, inflicted injury, disease, homelessness and misery on one billion others, and caused billions of dollars of material damage. Ninety percent of the natural disasters and Ninety five percent of the total disaster-related deaths world-wide, occur in the developing countries.

4. **Definition of Disaster**. The term disaster is commonly used to denote any odd event 'natural or manmade' which brings about a lot of misery to a region and it becomes difficult to cope with the situation through local resources. As per W.H.O. "A Disaster can be defined as any occurrence that causes damage, ecological disruption, loss of human life, deterioration of health and health services on a scale, sufficient to warrant an extraordinary response from outside the affected community or area".

AIM

5. To acquaint the cadets about the types of Natural Disasters.

PREVIEW

6. The lecture will be conducted in following parts:-

(a) Part I - Classification of Disasters.

(b) Part II - Types of Natural Disasters.

PART- I : CLASSIFICATION OF DISASTERS

7. Disasters can be classified as natural and manmade disasters which are explained below:-

(a) **Natural Disasters**. These are of the following types:-

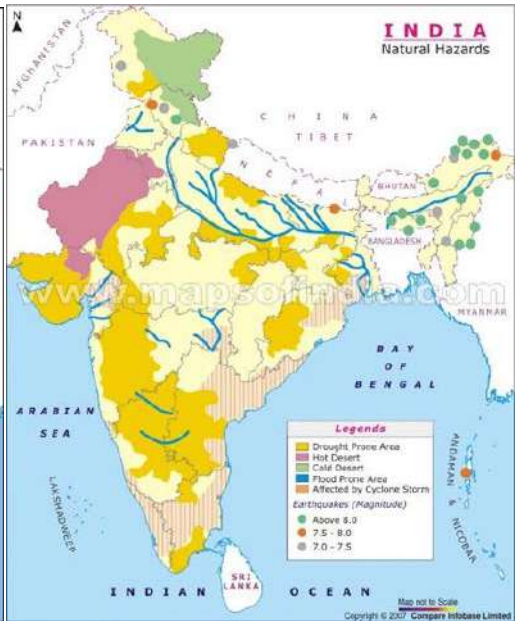
➢ (i) **Wind Related**. Storms, Cyclones, Tornadoes, Tidal Waves and Blizzards, etc.

➢

➢ (ii) **Water Related**. Floods/Flash Floods, Cloudburst, Excessive Rains, Drought, etc.

(iii) **Earth Related**. Earthquakes, Tsunamis, Avalanches, Landslides,Volcanic Eruptions, etc.





➢ **Earthquake Zone: IndiaNatural Hazards Zone: India**

(b) **Man Made Disasters**. These can be classified as under:-

(i) **Accidents**. Road, rail, air, sea accidents or building collapse.

(ii) **Industrial Mishaps**. Gas leaks, explosion, sabotage and safety breaches.

(iii) **Fire**. In buildings, coal fields or oil or gas fields and oil or gas store depots.

(iv) **Forest Fires**.In tropical countries, forest fires are often man made.

(v) **Contamination/Poisoning**. Incidents of mass food poisoning, watercontamination, illicit-liquor poisoning and epidemics.

(vi) **Terrorists Activities**. Serial Blasts / explosions in public transport ormarkets.

(vii) **Ecological**. Pollution of air, water, noise, soil degradation, loss ofbiodiversity, global warming, sea level rise, toxic wastes and nuclear accidents.

(viii) **Warfare**. Conventional, chemical, biological or nuclear.



Forest Fire



Serial Blast



Industrial Accident

PART-II: TYPES OF NATURAL DISASTERS

8. **Volcanoes**. The word - volcano comes from the Latin word Vulcan, the Roman God offire. Volcanoes erupt when the lower levels of the earth‘s crust push up on hot magma causing the volcano to burst through the top layer of the earth. When a volcano erupts, magma, ashes, and other gases are released and pushed upward from beneath the earth‘s surface.

9. **Landslides**. Landslides are mostly caused by movement in the ground and the force ofgravity pulling down on all earthly objects. Landslides can also be caused by heavy rain, earthquakes, and even some man-made causes such as road work. Landslides usually consist of falling rocks and sliding earth in addition to failure in the Earth‘s surface.

10. **Earthquakes**. Earthquakes are one of the many powerful natural disasters caused whenthere is a shift, collision, or sudden release of energy in the Earth‘s crust. Sometimes called tremors and temblors, earthquakes usually occur on the boundaries of, or near, the lines where the Earth‘s tectonic plates collide and slide past each other.



Volcano Eruption

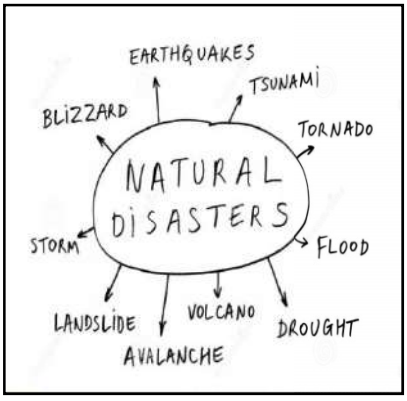


Landslide



Earthquake



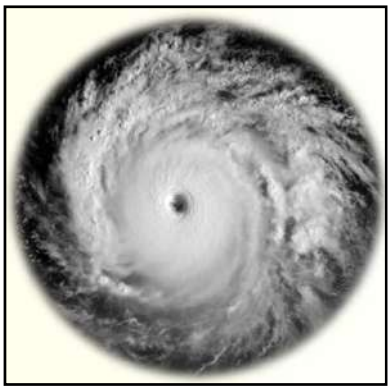




Cyclone **Flood**







Hurricane **Drought** **Cyclone**

11. **Tsunamis**. Tsunami is a Japanese word meaning — harbor wave. Tsunamis usually take place in the ocean, but can also occur in large lakes. Caused by an underwater earthquake, volcano, landslide, or other type of explosion, tsunamis are giant waves that can destroy entire cities. Tsunamis can range anywhere from a few inches to several yards high.

12. **Hurricanes**. Sometimes called Tropical Cyclones, Typhoons, or Willy-Willies. Hurricanes can rip up trees, destroy crops, and flatten buildings. Torrential rain causes flooding and coastal regions may be swamped by huge waves whipped up by winds that blow as fast as 300 km/h (185 mph).

13. **Floods**. It can arise from abnormally heavy precipitation, dam failures, rapid snowmelting, and river blockages or even by cloud burst water.

14. **Droughts**. If, over about two weeks, there is less than 0.2 mm of precipitation, there is said to be a drought. Without reservoirs, there is not enough water for people and crops. Some places have extreme drought which lasts for many years.

CONCLUSION

15. Natural disasters and the increasing environment degradation world-wide are serious threats to development. Natural disasters threaten all three dimensions of development to include economic, social and environmental. Natural calamities have killed millions of people, inflicted injury, disease, homelessness and misery on one billion others. It is therefore important for all of us to be fully aware of the various types of Natural Disasters and take measures to minimize losses of all types.

LESSON PLAN: DM-3

ESSENTIAL SERVICES AND THEIR MAINTENANCE

Period - One

Type - Lecture

Term - I (SD/SW)

Training Aids

1. Computer slides, charts, pointer, black board & chalk.

Time Plan

2. (a) Introduction - 05 Min

(b) Type of Essential Services - 15 Min

(c) Maintaining Essential Services - 15 Min

(d) Conclusion - 05 Min

INTRODUCTION

3. The term 'Essential Services' means any public utility service, public safety or the maintenance of infrastructure and services which are necessary for the maintenance of daily life of the people and the non-availability of which would result in the infliction of grave/extreme hardship to the people.

AIM

4. To acquaint the cadets about essential services and their maintenance.

PREVIEW

5. The lecture will be conducted in following parts:-

(a) Part I - Types of Essential Services and their Maintenance.

(b) Part II - Role of NCC Cadets in maintaining Essential Services.

PART- I: ESSENTIAL SERVICES AND THEIR MAINTENANCE

6. Essential services can be categorized as under:-

(a) Postal, telegraph or telephone services.

(b) Transport Services like rail, road, air and sea.

(c) Running of air / sea ports.

(d) Provision of water, electricity and sanitation services.

(e) Medical services and essential supplies.

(f) Production and supply of essential commodities.

(g) Running of government mint and security presses

Type of Maintenance Required for Essential Services

7. These services are maintained by government at all costs. There are very rigid acts and provisions to ensure continuity of these services since without them life in a country will go out of gear. Very strict provisions in law exist against personnel going on strike, refusing to work overtime or any other conduct which is likely to result in cessation or substantial degradation of work in maintaining these services. At district level, each district is required to prepare in advance, contingency plans to tackle the likely disturbances in continuity of these services.

8. **Medical**.

(a) Running of medical facilities and hospitals.

(b) Providing nursing services and first aid.

(c) Immunization of the population in relief camps.

(d) Rescue of trapped persons and casualty evacuation.

(e) Disposal of dead bodies and carcasses.

9. **Communication**.

(a) Maintenance and provision of uninterrupted telecommunication through telephone services /telefax, mobile phones, VHF transmitters etc.

(b) Dissemination of information, monitoring media coverage and quelling of rumours.

10. **Transport**.

(a) Maintenance of rail/road communications with special attention to:-

(i) Repairing damaged rail/ road network as it directly relates to the delivering of relief supplies by vehicles.

(ii) Creating diversions for bypassing damaged sections of the roads.

(b) Extent of containers that can be moved inland.

(c) Availability of maintenance facilities and spare parts.

(d) Measures for security of cargo in transit.

11. **Infrastructure**.

(a) Infrastructure of roads and bridges, communications, water and electricity supply, sewerage and essential buildings such as schools/ colleges and health centers may be required to be rebuilt/repaired.

(b) Housing and rehabilitation.

(c) For economic rehabilitation, funding and various new opportunities are to be created, in addition to getting the destroyed stocks replenished, for restoration of livelihood.

12. **Miscellaneous**.

(a) Provision of Military, Para Military and Police assistance.

(b) Speedy establishment of Control Room and deployment of human and material resources in a short time.

PART II: ROLE OF NCC CADETS IN MAINTAINING ESSENTIAL SERVICES

13. Being qualified in First Aid, Basic Home Nursing, Signals and having developed leadership traits and learnt about Social Services, Civil Defence and Disaster Management, the cadets of NCC could assist in maintaining the following essential services and important tasks in any and every part of the country in followings ways:-

(a) As operators in Telephone Exchange.

(b) As nurses in hospitals or as links between doctors, nurses, patients and hospital technicians. They could also help in maintaining hospital discipline and security.

(c) Assist in establishment and running of First Aid Centers.

(d) Assist civil defence wardens in carrying out their duties.

(e) Carry out neighborhood campaigns by motivating people to create self assistance groups.

(f) Counteract gossip and rumors to restore the morale of the people.

(g) Assist the civil authorities whenever feasible and to the best of ablity. Some of the areas where cadets can help are:-

(i) Search for and rescue trapped people.

(ii) Salvage destroyed structures and property.

(iii) Distribution of relief material to the affected population for their temporary sustenance.

(iv) Coordinate the flow of relief material from out-side and ensure maximum coverage of territory in provision of relief stores, food and water, avoiding wastage and duplication of work in the same area.

(v) Repair and restore essential services to enable rescue and relief work and for normalization of activities.

CONCLUSION

14. Maintenance of essential services during strikes or calamities is an important task for the government administration. NCC Cadets, being qualified in first fid, signals and having developed various leadership traits and learnt about social services and Civil Defence, can play an important role in maintaining the essential services.

LESSON PLAN : DM – 4

TRAFFIC CONTROL DURING NATURAL DISASTERS UNDER POLICE SUPERVISION

Period - One

Type - Lecture

Term - II (SD/SW)

Training Aids

1. Computer Slides, Charts, Pointer, Black Board & Chalk.

Time Plan

2. (a) Introduction - 05 Min

(b) Responsibilities of Traffic Police during Disaster Management - 10 Min

(c) Employment of NCC Cadets under Traffic Police - 20 Min

(d) Conclusion - 05 Min

INTRODUCTION

3. Disaster causes substantial damage to life and property and its impact, effects life beyond the boundaries of one state. To avoid this chaos, due to breakdown of command and control and general law and order effected by lack of or no communication means, it is necessary that systems and organisations are set in place, to ensure that evacuation and subsequent reconstruction can be carried out smoothly. The major confusion is caused, due to movement of men and transport moving out to secure areas and of over jealous Volunteers rushing in to help. Thus police in general and traffic police in particular, play an important role in a disaster management loop.

4. NCC cadets are trained work forces which can be utilized to assist the civilauthorities during such period, where thecivil authorities are short ontrained personnel. However, for the cadets to be usefully employed, it isimportant to educate them on the role of traffic police during such situations.

AIM

5. To acquaint the NCC Cadets about the Traffic Control during Natural Disasters under Police Supervision.

PREVIEW

6. The lecture will be conducted in following parts:-

(a) Part I - Responsibilities of Traffic Police in Disaster Management

(b) Part II - Employment of NCC Cadets under Traffic Police.

PART - I : RESPONSIBILITIES OF TRAFFIC POLICE IN DISASTER MANAGEMENT

7. The Traffic Police is responsible for following actions during a natural disaster:-

(a) To ensure smooth flow of all types of traffic in a disaster situation.

(b) To provide adequate safety and security to the VIPs/protected persons and the common people affected by the disasters.

(c) To assist in securing the property of people affected by a disaster.

(d) To assist in evacuation of the injured persons to the nearby hospitals on priority.

(e) To assist in crowd control at the affected place as well as at respective hospitals and to prevent riots, looting etc.

(f) To ensure all possible help to the fire service, medical and other paramedical personnel in handling the disaster.

(g) To help in ensuring proper access to the fire brigade, ambulances, VIPs and other functionaries authorised to visit the scene or to carry out the rescue/relief operations.

(h) To assist in cordoning of the area, to restrict movement of onlookers and other vehicular and pedestrian traffic.

(j) To assist in ensuring collection of intelligence on the possibility of such disasters.

(k) To ensure better liaison and co-ordination with official of Apex/Civic bodies and others responsible while handling the disasters.

(l) To assist in proper identification of the dead and injured.

(m) To carryout adequate mobile patrolling in and around the affected area.

PART -II : EMPLOYMENT OF NCC CADETS UNDER TRAFFIC POLICE DURING NATURAL DISASTERS

8. For employment of NCC cadets during Natural Disasters, proper SOPs will have to be made by the local CO / GpCdr, in consultation with the DDMA, under the guidelines issued by HQ DG NCC / the State NCC Dtes. One of the roles to be given to NCC cadets in the overall District Disaster Management is assistance to Traffic Police. The detailed modalities on employment and quantum of cadets to be employed etc. will have to be worked out with the local police authorities. Responsibilities of local traffic police and where cadets can be employed during disaster management stage are as under:-

(a) **Immediate Action.** On receipt of the information about any Disaster taking place, SP/Dy SP concerned shall rush to the spot immediately, with his quick reaction team equipped with adequate communication equipment, rescue material, protective gear, warning signs and contact numbers; assess the situation and inform the SSP about the situation SSP should arrange for additional force from local resources. **Some NCC cadetscan form part of the group which goes for the immediate action.**

(b) **Initial Law and Order.** Local traffic police shall rush to the spot with ropes, search lights and other items for maintaining law and order. NCC **Cadets can be incorporatedwith the local police personnel.**

(c) **Cordoning.** The entire affected area shall be cordoned off and no collection of crowd be allowed there. **NCC Cadets can be used to cordon off affected areas**.

(d) **Casualty Management.**. The Traffic Police plays an important role in traffic control and guidance in the chain of evacuation of casualties as injured persons shall be evacuated to the nearby hospital by the PCR vans, ambulances and other modes ofconveyance. NCC Cadets can accompany the casualty or be employed as points man or liaison officer at hospitals.

(e) **Traffic Flow.** No traffic shall be allowed to pass through the affected areas and necessary diversion shall be made accordingly. Diversion points can be manned byNCC cadets in co-ordination with traffic police.

(f) **Emergency Vehicle.** The local traffic police shall ensure clear passage for emergency vehicles until traffic arrangements are made. NCC Cadets can be employedto check and ensure that only emergency vehicles are permitted to the right of way.

(g) **Rescue Services.** Help shall be provided to the rescue services and volunteers in all possible manner. This will include guiding the fire tenders, ambulances etc. to the place of incident through a clear route. NCC Cadets can be cooperated with rescue services and volunteers to guide and escorting duties.

(h) **Adequate Reserve.** Adequate force be kept at the scene of occurrence for traffic control. NCC Cadets can form part of the reserve forces to aid traffic police.

(j) **Maintain Records of Incidents**. The entire scene of incident must be video graphed as early as possible with a view to reconstruct the scene of occurrence, during the course of investigation. NCC Cadets can be employed to video graph and carryout tasks in maintaining of records of incidents.

9. **Miscellaneous Points.**

(a) The mock exercise of various Disaster Management Authorities and groups shouldbe conducted from time to time. Cadets must participate in mock exercise to understand their role and drawbacks noted must be improved upon.

(b) Following details should be available with all concernedauthorities and alllocations can be visited and details coordinated by the cadets and NCC authorities for it to be of use during disaster management.

(i) List of vital installations and buildings falling in the jurisdiction of a district.

(ii) List of major hospitals/nursing homes, causalities and ambulances service functioning in the district.

(iii) List of licensed Blood Banks.

(iv) Availability of heavy duty cranes.

(v) List of persons/agencies having earth moving/rescue equipments.

(vi) Important telephone numbers for disaster management authorities/ groups.

(vii) List of Fire Static water tanks.

(viii) List of Officials of Home Guard and Civil Defence and NCC Directorate.

(ix) List of NGOs/Voluntary organization to be contacted at the time of disaster.

(x) List of colleges and schools falling in the sector.

(xi) List of big temples, Gurudwaras, Masjids and Churches situated in district.

(xii) List of market associations.

CONCLUSION

10. NCC cadets being a well-trained force can contribute immensely in providing necessary assistance to Traffic Police during disasters. However, it must be ensured that the NCC cadets are not employed on dangerous routes / areas and their security and safety must be keep in mind before employing them.

LESSON PLAN: DM-5

ASSISTANCE DURING NATURAL DISASTERS

Period - Two

Type - Lecture

Term - II (SD/SW)

Training Aids

1. Computer slides, charts, pointer, black board & chalk.

Time Plan

2.	(a)	Introduction	- 05 Min
	(b)	Effects of Natural Disasters and Assistance Required	- 35 Min
	(c)	Assistance by NCC During Natural Disasters	- 35Min
	(d)	Conclusion	- 05 Min

INTRODUCTION

3. India is a large land form with peculiarity of varied geographical features. It has many rivers flowing through it and is surrounded by sea on its three sides and the high mountain ranges to its North. Though this makes India unique it also brings along idea of climatic and weather changes and other geographical phenomenon. Floods, Cyclones, Earthquakes and Tsunamis have occurred in the country from time to time. These natural disasters cause unimaginable damage to people and property, devastating lives of large number of our countrymen. It is therefore imperative that management during natural disasters be given utmost importance.

AIM

4. To acquaint the NCC Cadets about the providing of assistance during Natural Disasters.

PREVIEW

5. The lecture will be conducted in following parts:-

(a) Part I - Effects of Natural Disasters and Assistance required.

(b) Part II - Assistance by NCC during Natural Disasters.

PART - I : EFFECTS OF NATURAL DISASTERS AND ASSISTANCE REQUIRED

Effects of Natural Disasters

6. The major effects of natural disasters are:-

(a) Excessive loss of life / injuries due to burial of people

(b) Inundation of cities / towns / villages or the country side, displacing hundreds of people, making them homeless or migrate to safer places.

(c) Marooning of villages / houses / people.

(d) Destruction / Collapsing of houses / buildings in villages / towns.

(e) Total disruption of all essential services like communications, electricity, water and health services.

(f) Severe damage to road / rail network including damage to bridges.

(g) Displacement / loss of domestic and wild animals.

(h) Destruction of crop / livelihood.

Type of Assistance Required

7. The following types of assistances will be required during natural / other calamities:-.

(a) Setting up of information centres / reactivation of teleservices.

(b) Re-establishment of road / rail communication.

(c) Establishment of relief camps / shelters.

(d) Casualty Evacuation & Rescue.

(e) Establishment of Medical Camp and providing First Aid.

(f) Establishment of Sanitation Services.

(g) Establishment and distribution of Relief Material including food and water.

(h) Carcass Disposal.

(i) Patrolling and Liaison.

(j) Searching for causalities / survivors of air crash accidents in remote areas.

PART - II : ASSISTANCE BY NCC DURING NATURAL DISASTERS

8. The organisation for providing assistance during natural disasters will be the existing organisation of NCC. To carry out disaster rescue and emergency relief operations readily with utmost speed, the state ADG/DDG will be the decision maker, who will act, separately keeping DG NCC informed. The executors will be the Group Commanders / Unit Commanders who will maintain close liaison with the DDMA authorities.

Method of Providing NCC Assistance

9. Immediately on receiving any requisition for providing NCC assistance from the district authorities, the CO Unit / Group Commander will take following actions :-

(a) Muster adequate number of SD/JD cadets along with the ANOs and PI Staff. All means of communication should be used for collection of cadets. The ANOs must ensure that their cadets are collected in the shortest possible time.

(b) Organize various action groups of strength 20-30 cadets under an ANO and a PI Staffs.

(c) Carryout proper briefing of the cadets about the impending task.

(d) Allocate and handover the action groups to the various agencies for providing assistance.

10. **Creation of Groups.** The following groups of NCC cadets need to be created for providing assistance:-

(a) **Traffic Control Group.** This group provides assistance to traffic police.

(b) **Relief Group.** This group provides assistance to collect and distribute relief materiel such as food supply, cloth, kerosene, diesel, utensils etc. and coordinate all the relief requirement of the other action groups.

(c) **Shelter Management Group.** This group will be employed for establishment or looking after shelters and safe houses providing the evacuees' food, water and medication requirements. This group can also coordinate with the government authorities to ensure that health and nutrition facilities are available for the extra vulnerable groups, like women and children.

(d) **Evacuation and Rescue Groups.** The members of this group have to be physically strong (both SD and SW), and should be trained in basic evacuation and rescue method. The members of this group should coordinate with state government to get facilities for rescue and evacuation in terms of rescue training. Rescue infrastructure and equipment.

(e) **First Aid Medical Groups.** There should be equal number of JD/SD and JW/SW cadets in this group. Those with some knowledge of nursing will be preferable. The members will have to go through intensive training and drills for first aid medical assistance.

(f) **Sanitation Groups.** This group can consist of girl and boy cadets, who will look after the sanitation responsibilities both at the shelter as well as outdoors.

(g) **Carcass Disposal Groups.** Rotting and undisposed carcasses create unhygienic conditions and have to be disposed off immediately. Their disposal becomes an extremely important task. The members of this group have to bedevotedly and physically able to carry out this task and should have been medically protected. They will be imparted appropriate training for carrying out this task. If possible the Civil Defence Volunteers, members from the NSS\boys Scouts can be included in this group.

11. **Miscellaneous.**

(a) **Command and Control.** The overall command and control of the operation restswith the Group Commander. The Group Commander constantly provides feedback to the ADG / DDG who will be monitoring this from the directorate. Group Commander is to nominate a unit to coordinate the operation with one or more flood/cyclone control liaison officers. Telephonic communication will be severely affected in the event of floods. Therefore it is imperative that alternate source of communications are identified and included in the operation.

(b) **Honors and Incentives.** Undertaking task in the event of the natural / othercalamities is voluntary and organisation driven. It is a service performed outside call of one's duty and therefore it requires due recognition. It is encouraging and stimulating to the NCC volunteers to be recognized by the media during their dedicated work. Therefore the Liaison officer must be in constant liaison with the local and national press and electronic media and wide coverage must be given.

CONCLUSION

12. Natural / other calamities which occur without much notice, cause excessive damage to people and property. However, if we are well organized and prepared, then the losses in human lives can be reduced by providing timely assistance to the needy.

LESSON PLAN: DM-6

DO'S AND DON'TS FOR NCC CADETS PERFORMING DISASTER MANAGEMENT DUTIES

Period - One
Type - Lecture
Term - III (SD/SW)

Training Aids

1. Computer slides, charts, pointer, black board & chalk.

Time Plan

2.
(a)	Introduction	-	05 Min
(b)	Precautionary Measures for NCC cadets	-	15 Min
(c)	Do's and Don'ts for NCC cadets	-	15 Min
(d)	Conclusion	-	05 Min

INTRODUCTION

3. NCC can play a significant role in the management of the after effects of natural calamities and disasters. With its organizational capability, strength and quality of its cadres, involvement of NCC in disaster relief will provide able assistance to the nation as well as an avenue to the youth in showing its commitment to the society, play a significant role in forming correct attitudes, feelings of empathy in respect of fellow human beings and also result in personal growth and improved self image of the cadets. The NCC will in turn benefit immensely with its enhanced image. Cadets being young and exuberant can be selectively employed through correct selection of areas of intervention. Proper guidance and strict supervision of their activities will ensure success of cadets.

4. Some disaster situations may, however, demand functioning of cadets on their own. It would, however, be preferable to determine their areas of activity and responsibility in any disaster situation beforehand and limit the same to an indirect support role, while the direct intervention is left to the experts in the field. Ordinarily participation should be restricted to 2nd/3rd year SD/SW cadets only and selection of boys and girls should depend on area and distance from home town.



AIM

5. To acquaint the cadets about various Do's and Don'ts for NCC cadets performing disaster management duties.

PREVIEW

6. The lecture will be conducted in following parts:-

(a) Part I - Precautionary measures to be followed by NCC cadets.

(b) Part II - Do's and Don'ts for NCC cadets.

PART-I: PRECAUTIONARY MEASURES TO BE FOLLOWED BY NCC CADETS

7. NCC cadets have to perform multifaceted duties during disaster under the guideline of District Disaster Management Authorities. JD/JW cadets are young and may not be considered suitable for such operations. SW cadets may be used for softer jobs like providing medical assistance or manning exchanges during strikes of nurses or telephone operators. Only SD cadets may be found suitable for helping in natural calamities like earthquakes, land-slides and floods.

8. Prior to sending the cadets on such tasks, suitable bonds would be required to be obtained from parents of cadets. Cadets are not adequately trained for specialized tasks related to Disaster Management. Suitable training must be given to them during institutional training. Adequate allowances would require to be allocated for the cadets taking part in these activities.Joint schemes with the State Disaster Relief machinery would be required to be made in which NCC cadets may be incorporated. Adequate signal equipment and other disaster relief equipment would be required to be authorised to NCC to carry out necessary training.NCC cadets would have to carry out rehearsals along with the Army, Police, Fire Fighting forces and others in the state.

PART-II: DO'S AND DON'TS FOR NCC CADETS

9. **Do's and Don'ts**. Few Do's and Don'ts instructions to be followed by NCC cadets performing disaster related tasks are given below:-

Ser No	Do's	Don'ts
(a)	NCC cadets should take all the preventive measures during disaster management	Ensure that no cadet will be permitted without the consent bond document from the parents.
(b)	Assist in Traffic Management under supervision	Without adequate signal equipment traffic control should not be operated.
(c)	First Aid can be given to the rescued people.	They should avoid treatment of serious injuries.
(d)	Help in setting up and administration of Relief Camps.	Without suitable training specialized tasks should not be handled by NCC cadets.
(e)	Distribute the relief material to the affected population for their temporary sustenance.	Don't operate away from your group.
(f)	Manning exchanges during strikes of telephone operators.	Cadets should not act as experts as they don't have required technical knowledge.
(g)	Collect the water containers, food and ordinary and special medicines.	Cadets should not indulge in mishandling of water, food and medicines as these are important amenities during disaster.
(h)	Submit suitable bonds to be obtained from their parents.	Avoid risky work during the disaster management.
(i)	SW cadets may be used for softer jobs like providing medical assistance or manning exchanges.	Ensure that SD cadets are not involved directly in the rescue operations.

(j)	Be prepared for immediate response	Cadets should not make unnecessary delays in their response
(k)	Cadets can mark safe places and make evacuation route chart of the arena.	Cadets should not impede rescue operations.
(l)	Collect data of the injured & casualties	Given task should not be neglected.
(m)	Counteract gossip and rumors to restore the morale of the people	Cadets should stay away from gossiping and rumors.
(n)	Conduct of cultural and recreational activities for victims to boost their morale at later /Land rehabilitation stages.	Operate without full preparation.
(o)	Help removal of debris.	Cadets should not be involved in removal of toxic material.



CONCLUSION

10. A sound disaster prevention and response plan reflects on the effectiveness of the NCC cadets during the disaster. Suitable training must be given to them during institutional training. NCC cadets can effectively assist the state which could take the form of traffic management under supervision, conduct of cultural and recreational activities for victims to boost their morale at later or rehabilitation stages, collection, loading and dispatch of medical aid material, food and other articles of relief, help in setting up and administration of relief camps etc. Cadets must be well versed with various Do's and Don'ts associated with disaster related tasks.

LESSON PLAN: DM-7

FIRE FIGHTING

Period - Two
Type - Lecture
Term - III (SD/SW)

Training Aids

1. Computer slides, charts, pointer, black board &chalk.

Time plan

2.

(a)	Introduction	-	05 Min
(b)	Causes and Prevention of Fire	-	10 Min
(c)	Fire Fighting	-	20 Min
(d)	Conclusion	-	05 Min

INTRODUCTION

3. Fire is a major cause for destruction of property / lives these days. Due to increase in the standard of living, electrical goods, air conditioners and cooking gas are found in most of the houses. Also, due to the influx of multinational companies, most offices, shopping malls and hospitals have air conditioners. With the influx of these electrical gadgets and cooking gas, occurrences of fire incidents have increased manifold, especially during winters and summers. It is therefore essential that everyone should be aware of how to prevent fire hazards or to provide assistance in firefighting.

AIM

4. To acquaint the cadets about the Fire Services and Fire Fighting.

PREVIEW

5. The lecture will be conducted in following parts:-

(a) Part I - Causes and Prevention of fire.

(b) Part II - Fire Fighting.

PART I: CAUSES AND PREVENTION OF FIRE

6. Fire is the outcome of either heating or over heating of a combustible substance to the required temperature or igniting an inflammable material. The following three elements are essential for creation of fire and its continuation:-

(a) Oxygen.

(b) Sufficient heat to raise the temperature of fuel to its burning point or ignition temperature.

(c) Combustible or burnable material (Solid, Liquid or Gas).

7. It should, therefore, be remembered that three things or conditions that necessary to start a fire, fuel (Combustible Material), oxygen (Air) and sufficient Heat to raise the temperature of the fuel to its burning point are not present at the same place and time to prevent out break of any type of fire.

Modes of Spread

8. The fire spreads by the transmission of heat in one or any combination of the following four ways:-

(a) **Conduction**. Transfer of heat by the intermediary material. Many materials whichwill not burn easily particularly metals are good conductors for transmitting heat. These materials when overheated or heated by the fire, may ignite other combustible material with which these may be in contact e.g. short circuiting of electrical wires due to overloading.

(b) **Convection**. Transfer of heat through gases or smoke. Gases tend to rise untilceiling or roof is reached after which they spread sideways in a mushroom manner and ignite combustible materials located at higher levels than the original fire e.g. fire spreading onto top floor. The best method to check this is to remove or cool the combustible materials.

(c) **Radiation**. Radiation means transfer of heat from the source of fire, withoutheating the midway media e.g. air. The effect of radiation can be countered by forming a water curtain 'between the fire and the object to be protected or the object may be removed or cooled.

(d) **Direct Burning**. This phenomenon is self-explanatory. Direct burning is oftendue to a combination of the above two or three factors viz, conduction, convection and radiation.







Prevention of Fire

9. The following measures must be taken to prevent occurrence of fire incidents:-

(a) **Domestic Fires**.

(i) **Kitchen Fires**. These fires can be prevented by following measures:-

(aa) Don't keep any inflammable material like petrol, kerosene or clothing near the fire or the gas.

(ab) Always check the gas cylinder, gas pipe for leakage. Keep the kitchen well ventilated to prevent leaking gas accumulation. Switch off the regulator when the gas is not in use.

(ac) Before lighting the gas, ensure there is no gas leakage.

(ad) Keep children away from gas or fire or stoves.
(ae) Before leaving the kitchen, ensure that the gas and kerosene stoves are switched off and there are no burning embers in the 'Chula'.

(ii) **Other Fires**.

(aa) Ensure that no electrical circuit is overloaded'.

(ab) Ensure that good quality electrical items are used.

(ac) Ensure that all electrical gadgets are switched off when not in use, e.g. TV, AC, room heater or iron.

(ad) Ensure that smokers do not leave any burning cigarettes or stubs in ashtrays near inflammable material

(ae) Don't ignite any fire cracker inside the house.

(b) **Fire in Public Places.**

(i) Ensure that smokers do not leave any burning cigarettes or stubs in public dustbins or near inflammable material in closed AC offices, shopping malls or cinema halls.

(ii) Don't ignite any fire cracker near petrol pumps, in crowded markets, near inflammable material or inside malls.

PART-II: FIRE FIGHTING

Fire Fighting

10. Fire can be extinguished if any one or more of the three main constituents are removed from the scene of fire. The fire can thus be extinguished by:-

(a) **Starvation**. Starvation means removal of fuel or combustible material and it can beachieved by either segregation of fire and un-burnt fuel by removing either of them e.g. removing un-burnt combustible materials from a room on fire with the help of hook or otherwise or division of a large fire into several smaller ones to prevent the radiated heat from setting alight combustible material at some distance.

(b) **Cooling**. Cooling implies the removal of heat to lower the temperature of burningmaterial to a point below its ignition point. This is usually achieved by water. When water is poured over a burning material, it absorbs heat, becomes hot and flows away or is converted into steam. The burning substance loses heat to the water and its temperature comes down to below its ignition temperature and so the fire is extinguished.

(c) **Smothering**. Smothering means Choking 'or restricting the supply of Oxygen (Air)to the burning material. This is also called - blanketing' and is achieved by sealing all the burning material from Oxygen (Air) by covering it with sand/dry earth/ foam or by creating an atmosphere over the fire of heavier than air inert gas.

Fire Fighting Parties

11. To carry out the above methods, the fire services and fire parties are organized at the level of every city, town and important establishments.

12. **House Fire Parties**. It consists of four persons who carry stirrup pumps and water buckets.They act as fire watchers and work under the orders of the wardens. They carry one stirrup pump, two buckets, one torch and one hand axe. One steel helmet and one whistle per member are envisaged as personal equipment.

13. **Auxiliary Fire Services**. This consists of eight persons with Trailer Pump which can throwwater at the fire from a distance. The members of this Service are drawn from the Home Guards.

Fire Fighting Equipment

14. Fire Fighting Equipment can be divided into the following four categories:-

(a) Fire Extinguishers.

(b) Stirrup Pumps.

(c) Buckets.

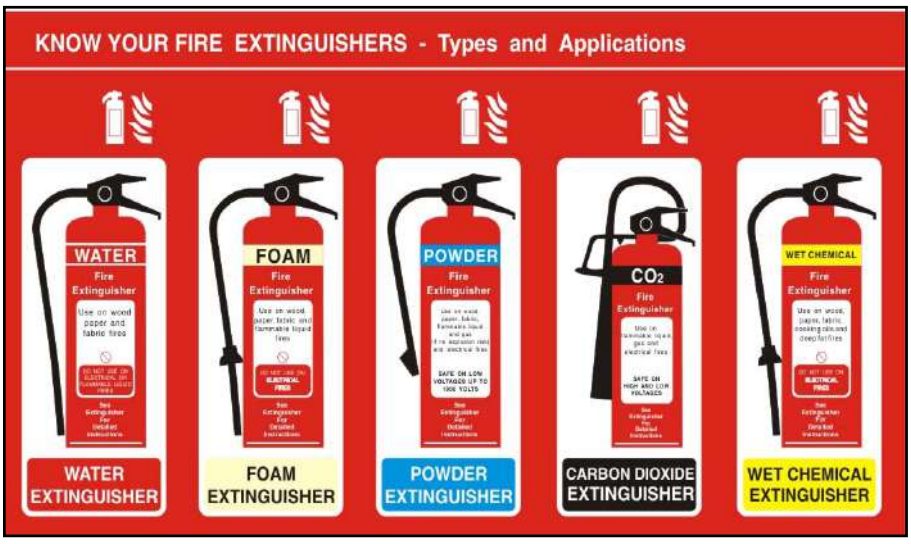
(d) Fire Beaters and Hooks.

15. **Fire Extinguishers**. For the convenience of study, these could be grouped as under:-

(a) **Soda Acid Extinguishers**. These fire extinguishers are used for extinguishingfires involving ordinary combustible material, where the cooling effect is achieved by water or solution containing large percentage of water. Such extinguishers are conical /cylindrical in shape.

(b) **Foam Type or Dry Chemical Powder Extinguishers**. These fire extinguisherscontain dry chemicals or solution and are exclusively meant for extinguishing fires involving inflammable liquids such as oils, fats, or grease, where blanketing the fire to isolate it from Oxygen (Air) is required.

(c) **CTC Carbon dioxide and Dry Chemical Extinguishers**. These fire extinguisherscontain chemicals, either liquid, gas or dry, and are mainly used to fight fires involving Live 'electrical equipment' etc. where, the use of an electrically non-conductive extinguishing agent is of most importance.



(d) The main advantages of these extinguishers are:-

(i) They are easy to operate.

(ii) They need only one man to operate and carriage to another place.

(iii) They are very useful in the initial stages of fire.

(e) The disadvantages of these extinguishers are:-

(i) The use is limited as the duration of the working of the extinguishers is approximately one to two minutes.

(ii) The cost of these extinguishers is high.

(iii) These extinguishers require constant care and careful maintenance.



16. **Stirrup Pumps**.The stirrup pump is an excellent piece of first aid firefighting equipmentdesigned for use on small fire. It is very useful in localizing and controlling fires with limited water supplies. Water spray from this equipment may be used on small fires for cooling the combustible material or the surrounding of scene of fire. It is generally operated by a team of four members but in an emergency a team of two members can also operate it effectively. The consumption of water is about 3.8 to 5.7 litres per minute. The spray produced by this pump can reach 15 to 20 feet away from the nozzle with water consumption 2.8 litres per minute.



17. **Bucket**. Buckets are ideal for storing water and sand for fighting small fires. They could beeasily carried by one person, from one place to another.

18. **Fire Beaters / Hooks**. Beaters made of wire net in a rectangular shape and hooks made ofiron fitted on bamboo poles are ideal for separating the burning and unbent combustible material, and extinguishing by beating the small fires.

CONCLUSION

19. It is extremely essential for all to be aware of the causes of fires and how to prevent fires or carryout firefighting in homes and public places.

LESSON PLAN : DM-8

CIVIL DEFENCE ORGANISATION AND THEIR DUTIES

Period - **One**
Type - **Lecture**
Term - **III (SD/SW)**

Training Aids

1. Computer slides, charts, pointer, black board &chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Civil Defence Organizations	-	15 Min
	(c)	Civil Defence Services	-	15 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. Civil Defence was first established in India on 24 October 1941. Two significant events took place after independence which gave a major fillip to Civil Defence in India. The first was the Chinese aggression in November 1962 and the other was the Indo-Pakistan war in September 1965, when, for the first time after Independence, the nation was subjected to enemy air attacks. This led to considerable rethinking about the policy and scope of Civil Defence and as a result the Civil Defence policy, as it exists today, was started.

AIM

4. To acquaint the cadets about the Civil Defence Organizations and their duties.

PREVIEW

5. The lecture will be conducted in following parts:-

(a)	Part I	-	Civil Defence Organization.
(b)	Part II	-	Civil Defence Services and their Duties.

PART I: CIVIL DEFENCE ORGANISATIONS

6. The Civil Defence Act of India was enacted by Parliament in May 1968. Today, Civil Defence includes any measures, not amounting to actual combat, for affording protection to any person, property, place or thing in India or any part of the territory thereof, against any enemy attack, whether from air, land, sea or other places, or for depriving any such attack of the whole or part of its effect. Vide an amendment to the Civil DefenceAct, civil defence also includes any measures taken for the purpose of Disaster Management, before, during or after any disaster.

7. Civil Defence is a much misunderstood subject because; it is often confused with the air raid precautions taken during the war. There are many other measures necessary to deal with effects of direct and indirect raids and such measures cannot be separated from the Civil Defence measures. Civil Defence measures mainly consist of the following:-

(a) **Protective and Preventive Measures**. Measures which may be taken before an airraid, such as dispersal of population and industries, camouflage, preparation of shelter, warning and training etc.

(b) **Control Measures**. Measures taken immediately after the raid, such asreconnaissance**,** reporting of damage and unexploded bombs, rescue of casualties, control of services, clearance of debris and extinguishing of fires.

(c) **Restorative Measures**. The measures which become necessary after an air raidinclude feeding, providing shelter and clothing, salvage of property, disposal of dead, disposal of unexploded bombs, control of infection and contamination, repair of damages caused to utility services etc.





Civil DefenceOrganisation at work

8. Civil Defence is primarily organized on voluntary basis except for a small nucleus of paid staff and establishment which is augmented during emergencies. The present target of Civil Defence volunteers is 12.49 lakhs, out of which 6.0 lakhs have already been raised and 4.8 lakhs have been trained. These volunteers are administered and trained by 68 Deputy Controllers, 17 Medical Officers and 503 Civil Defence Instructors, which are full time paid posts.

9. **National Level**. At the national level, the Home Ministry is responsible for the CivilDefence. It has under its direct control, the Directorate of Civil Defence, headed by a Director General - usually a senior police officer, who is responsible to advise the Home Ministry on all matters relating to Civil Defence. The Civil Defence organization basically comprises of the Home Guards and the Fire-Fighting Units. Most of the central ministries have a civil Defence cell which gets activated during emergency and is responsible for rendering specialist advice pertaining to their respective ministries to the Home Ministry. In addition, The Ministries of Defence and Railways are responsible for civil Defence on properties owned or managed by them.

10. **State Level Organization**. Each State and Union Territory government has, under theoverall control of its Director General of Police, a Director General of Home Guards and Civil Defence. As in the case of the central government, he is a senior police officer and is responsible for controlling fire departments as well.

11. **District Level Organization.** In a district, the District Magistrate is the highest authority on Civil Defence. He is designated as the Controller of Civil Defence. He is responsible for implementation of all Civil Defence measures by the district departmental heads such as Civil Surgeon, Superintendent of Police, PWD Engineer, Publicity Officers etc. They are appointed by him as in-charge of various Civil Defence Services. He also constitutes an Advisory Committee out of the people possessing qualities of leadership and discipline that can arouse and sustain public interest in the Civil Defence Services.

PART-II : CIVIL DEFENCE SERVICES AND THEIR DUTIES

12. The Civil Defence Corps has the following 12 services in which volunteers are trained:-

(a) **Headquarters Service**. This service works under control of Civil Defence.

(b) **Warden's Service**. It is a link between the public and the authorities. This serviceis responsible for organizing self-help parties, fire parties and to check light restrictions, report damages and guide homeless to the Rest Centers.

(c) **Fire Fighting Service**. They detect small fires and put out the same.

(d) **Casualty Services**. The functions of this service are:-

(i) Rendering first aid on the spot.
(ii) Providing transport to casualties for short distances.
(iii) To send various causalities for further treatment.

(e) **Communication Services**. This service is responsible for:-

(i) Receipt and dissemination of air raid warning.
(ii) Provision of co-ordination and control facilities.
(iii) Provision of communication between warden posts, control centers through messengers or telephone etc.

(f) **Rescue Services**. Their duty is to rescue the injured and personnel trapped underthe debris.

(g) **Welfare Services**. It is responsible to supply information about missing and deadetc. to provide shelter, food and clothing and to arrange evacuation from vulnerable areas.

(h) **Depot and Transport Services**. It is this service which is responsible to sendvarious services to the scene of the incident and provide the necessary transport required from time to time.

(i) **Salvage Service**. It is responsible to salvage the damaged property and keep it insafe custody.

(j) **Corpse Disposal Service**. This service is responsible for collection, identificationand disposal of dead bodies.

(k) **Supply Service**. This service is responsible for planning, organizing and procuringnecessary equipment for Civil Defence Services and its proper storage and quick distribution of equipment at the time of need.

(l) **Repair and Demolition Service.** Besides the above noted services, the Civil Defence organization will be required to set up Repair and Demolition Parties and make arrangements for the care of animals through appropriate existing agencies operating in the town.





CONCLUSION

13. Civil Defence is an important activity both, during peace natural disasters or during war. NCC with its vast trained resource can play an important role and help in the Civil Defence of the country.

SUMMARY

- Disasters disrupt progress and destroy the hard-earned fruits of painstaking developmental efforts, often pushing nations, in quest for progress, back by several decades.India is vulnerable, in varying degrees, to a large number of natural as well as man-made disasters.

- At the national level, the NDMA, will be the apex body for disaster management, and will be headed by the Prime Minister. For the purpose of specialised response to a threatening disaster situation or disasters/ emergencies both natural and man-made such as those of CBRN origin, the Act has mandated the constitution of a National Disaster Response Force (NDRF).

- The term disaster is commonly used to denote any odd event natural or manmade which brings about a lot of misery to a region and it becomes difficult to cope with the situation through local resources.

- **Classification of Disasters**:-

  - **Natural Disasters**. Wind related, water related and earth related.

  - **Man-made Disasters**. Accidents, industrial mishaps, fires, forest fires, warfare, poisoning, terrorist's activities, ecological destruction etc.

- The word 'Essential Services' means any public utility services, public safety or the maintenance of infrastructure and services which are necessary for the maintenance of daily life of the people.

- **Types of Maintenance Required for Essential Services** - Medical, communication, transport, infrastructure, miscellaneous etc.

- NCC cadets can assist in maintaining the essential services and other tasks in any part of the country as they are qualified in First Aid, Basic Home Nursing, Signals and having developed leadership traits and learnt about Social Services, Civil Defence and Disaster Management.

- NCC can play a significant role in the management of the after effects of natural disasters. With its organizational capability, strength and quality of its cadre, NCC in disaster relief will be able to provide valuable assistance to the nation as well as an avenue to the youth in showing their commitment to the society.

- The following groups of NCC cadets need to be created for providing assistance during disasters:-

  - Traffic Control Group.
  - Relief Group.
  - Shelter Management Group.
  - Evacuation and Rescue Groups.
  - First Aid Medical Groups.
  - Sanitation Groups.
  - Carcass Disposal Groups.

- For employment of NCC cadets during Natural Disasters, proper SOPs will have to be made by the local CO / GpCdr, in consultation with the DDMA, under the guidelines issued by HQ DG NCC / the State NCC Dtes. One of the roles to be given to NCC cadets in the overall District Disaster Management is assistance to Traffic Police.

- Do's and don'ts during natural disasters are to be known to cadets as if you live in a cyclone or earthquake or floods prone area.

- Fire is a major cause for destruction of property and lives these days. Due to increase in the standard of living, electrical goods, air conditioners and cooking gas are found in most of the houses. Also, due to the influx of multinational companies, most offices, shopping malls and hospitals have air conditioners. With the influx of these electrical gadgets and cooking gas, occurrences of fire incidents have increased manifold, especially during winters and summers.

- The fire spreads by the transmission of heat in one or any combination of the following four ways:-Conduction, Convection, Radiation, and Direct burning.

- Fire fighting equipments are Fire extinguisher, Stirrup Pumps, Buckets Hooks.

- Civil Defence Corps has 12 services in which volunteers are trained: Headquartes Service, Warden's Service, Fire Fighting Service, Casualty Services, Communication Services, Rescue Services, Depot and Transport Services, Salvage Service, Corpse Disposal Service, Supply Service, Repair and Demolition Service, Welfare service.

- District administration is one of the most important parts of the Indian administrative system and has been one of the most powerful institutions. During the colonial regime, it was rigorously built up to bring the totality of government closer to the people.

Comprehension Questions

Q1. Answer the following in about 15 words:

(a) Define the term 'Disaster'.

(b) What is the basis of classification of disasters?

(c) What do NDMA and NDRF stands for?

(d) Give three other names for hurricanes.

(e) Name the effects of natural disasters?

(f) Write in detail about any one major effect of natural disasters.

(g) What are natural disasters?

(h) Name some earthquake prone areas in India?

(j) Who will act as the decision maker to carry out disaster rescue and emergency relief operations at District level?

(k) Write about any two types of assistance required during natural disaster?

(l) Write about any one group of NCC cadets to be created for providing assistance during disaster.

(m) Explain any five Do's for NCC cadets performing disaster management duties.

(n) Explain any five Don'ts for NCC cadets performing disaster management duties.

(o) Name some of the elements that help to douse fire?

(p) How can electric fire be put out in the house hold?

(q) When was the Civil Defence Act of India enacted by the Parliament?

(r) What does the Civil Defence organization basically comprise of at the national level?

(s) Who is the head of the civil administration in the District level?

(t) Which local authorities control and manage civic services?

Q2. Answer the following in about 50 words:

(a) Write the organization structure of NDMA at national level?

(b) Name the different types of natural disasters with examples.

(c) Describe the following man-made disasters: Accidents, Forest Fires, Terrorist Activities and Conventional Warfare.

(d) Which all services are categorized as essential services?

(e) What all assistance can be provided by NCC cadets to the state system in disaster management?

(f) Write few precautionary measures to be adopted by NCC cadets while performing disaster management duties?

(g) What are the modes of spread of fire?

(h) What are communication services of the Civil Defence Corps responsible for? Give three points.

(i) Write the major functions of District Collector.

Q3. Answer the following in about 150 words:

(a) What are the structure and functions of SDMA and DDMA in relation to disaster management?

(b) What is the meaning of the word 'volcano'? Describe the process of volcanic eruption in detail?

(c) Describe the types of Essential services?

(d) What are the responsibilities of traffic police in disaster management?

(e) Describe the types of fire and also measures to prevent occurrence of such fire incidents?

(f) Make a comparison of organization of Civil Defence at national level and state level?

(g) Draw a flow chart of Civil Defence Organization at State Level.

(h) How is National Executive Committee constituted? Who heads the committee? What are its functions?

(i) How does Civil Defence help to make you a good and responsible human being?

Q4. Answer the following in about 250 words:

(a) Describe the functions of NDRF and its locations across India with a diagram?

(b) How are disasters classified? Explain each of them with an example.

(c) Explain the role of NCC cadets in maintaining essential services?

(d) How can NCC cadets be employed under traffic police during natural disasters?

(e) What are the methods of providing NCC assistance during natural disaster? Explain the various groups created to provide such assistance.

(f) Write the Do's and Don'ts to be followed at the time of natural disaster by the NCC cadets?

(g) What are the methods of extinguishing a fire? Describe the equipments required for firefighting service.

(h) Explain the services provided by Civil Defence Corps and their duties.

(g) Write about the civil administrative setup below district level.

Let's Discuss:

Q5. HOTS (Higher Order Thinking Skills)

(a) Find out the disaster management organisations functioning in your locality. Participate in the mock exercise of disaster management in your area.

(b) Which life skills are enhanced by working as responsible volunteers during any calamity?

(c) What will be your effective strategy to make a group of NCC cadets work in an efficient way during the call of emergency?

(d) How can you contribute in an effective manner during any kind of crisis to assist Civil Defence and the Disaster management?

UNIT 8 : SOCIAL AWARENESS & COMMUNITY DEVELOPMENT

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UNIT 8 : SOCIAL AWARENESS & COMMUNITY DEVELOPMENT

Content	Comprehension	Analysis	Synthesis	Evaluation
Basics of social service & its need	Understanding the concept of social service.	Analyse the need for social service for the development of a society.	Develop sensitivity towards the social issues.	Work sheets and assignments.
Rural development Programs – MNREGA,SGSY, NSAP	Understanding the need for rural development.	Examine the programmes being implemented by Government MNREGA, SGSY and NSAP.	Appreciate role of Govt in rural development and enhance its awareness.	Work sheets and assignments.
NGO's Role and contribution	Understand the role of NGOs and their functioning.	Study the importance and role of NGOs	Exploit NGO's activities in their neighbourhood.	Work sheets and assignments.
Civic responsibilities: Swachh Bharat Abhiyaan, Sauchh Abhiyaan	Understanding the meaning of the term civic responsibilities; Swachh Bharat Abhiyaan, Sauchh Abhiyaan.	Able to enlist these civic responsibilities.	Able to appreciate the importance and need for abiding them.	Work sheets and assignments.
Contribution of Youth towards social welfare	Understanding the social problems faced by the society.	Evaluate the causes and the impact of these social problems on well-being of society.	Become conscious of the contribution of youth towards social welfare.	Work sheets and assignments.
Social Security Schemes	Understanding the need for social security schemes.	Able to enlist & understand social securities.	Appreciate their importance and need for propagation of the same.	Work sheets and assignments.

Social Evils – Dowry / Female Foeticide, Child Abuse, Trafficking, and Corruption	Understanding the social evils faced by the society.	Study the causes and means to overcome them.	Develop a strong value system and become responsible citizens.	Work sheets and assignments.
Drug Abuse and Drug Trafficking	Understanding the types of drugs, their types and drug trafficking.	Learn the types, ill effects and prevalent laws against them.	Able to appreciate these issues and spread awareness.	Work sheets and assignments.
HIV/AIDS, causes contribution of youth towards prevention	Understanding the causes, prevention measures and role of youth	Study the symptoms, sources and its prevention.	Be aware and spread awareness amongst people.	Work sheets and assignments.
RTI & RTE	Understanding RTI & RTE and their features.	Analyse the importance of RTI and RTE.	Exploit provisions of RTI & RTE for better society..	Work sheets and assignments.
Protection of Children and POCSO Act 2012	Understanding the Act and its provisions.	Look into the need of the Act, provisions, its reporting and recording.	Appreciate their importance and enhance awareness.	Work sheets and assignments.
Road/Rail travel safety	Understanding the importance of road / rail safety and prevention of accidents.	Able to enlist the Do's and Don'ts.	Value the importance of road/rail safety measures and spread consciousness	Work sheets and assignments.
Government's New Development Initiatives	Understanding the New Government initiatives launched.	Examine the programmes implemented by Government.	Appreciate their importance and need for spreading awareness of the same.	Work sheets and assignments.
Counter Terrorism	Understanding the concept of terrorism, counter terrorism and government measures.	Evaluate the causes and the impact of these issues on the nation.	Realise the problems and spread awareness.	Work sheets and assignments.

LESSON PLAN: SA 1

BASICS OF SOCIAL SERVICE AND ITS NEED

Period - One
Type - Lecture
Term - I (SD/SW)

Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Basics of Social Service	-	15 Min
	(c)	Weaker sections and their needs	-	15 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. The concept of Social service has evolved through the ages. Social service (also social work, social welfare) refers to activities to improve the quality of life of the disadvantaged section of the society. It aims at elevating the living condition of the poor, disabled, elderly, children, women, and depressed section of the society.

4. Social Service refers to the range of services provided by the government and private philanthropic organizations for the purpose of public welfare and social well-being including:-

(a) Assistance to the poor and depressed section of the society.
(b) Charitable healthcare services for disadvantaged people.
(c) Free medical facilities and childcare service.
(d) Facility of free education, food subsidies, etc. provided by the government.
(e) Support services to provide employment.
(f) Subsidized housing for the poor.
(g) Activities that promote equality between rich and poor, and between men and women.
(h) The efforts and services provided by government, individuals, non-profit societies to stop or eradicate the prevailing social evils such as inequality, poverty, dowry, child labor, etc.
(j) Any support service to those in need of such assistance in their life.

5. Social service, therefore, characterises a formalised way of helping people, to help themselves. It is based on the reorganization of variations in individual capability and variations in the social structure. The objective is to help the individual to utilise his capability for his own welfare and for that community.

AIM

6. To acquaint the cadets about the Basics of Social Service and its Need.

PREVIEW

7. The lecture will be conducted in following parts:-

(a) Part I - Basics of Social Service.

(b) Part II - Weaker sections and their needs

PART- I: BASICS OF SOCIAL SERVICE

8. **Methods**. There are generally three accepted methods identified for conduct of social service which are as under:-

(a) **Social Case Work.** This aims to help the individual make maximum use of the established community, through understanding the individual in his total situation.

(b) **Social Group Work**. It seeks to help the individuals utilize their fullest capacity for their own welfare and for the welfare of the group as a whole, through understanding of the behavior of individuals in a group setting.

(c) **Community Organization**.It attempts to help groups of individuals or groups of agencies to work together so that their combined efforts will be useful for the social welfare of the whole community.



9. **Types of Social Service Activities**. There can be many social service activities. Some of the social service activities which can be undertaken are as under:-

(a) Education.
(b) Family Welfare, Medical Care, Family Planning and Nutrition.
(c) Provision of Water and Cooking Fuel, Roads, Electricity and Sanitation.
(d) Old Age Support Systems.
(e) Employment.
(f) Social Assistance, Social Security and Care & Protection.
(g) Housing and Rehabilitation.
(h) Recreation, Sports and Social activities.

PART- II : WEAKER SECTIONS OF SOCIETY AND THEIR NEEDS

10. **General**. India is still divided into many endogamous groups, or castes and sub-castes, as a result of centuries of practicing a form of social hierarchy called the caste system. The traditional caste system, leads to severe oppression and segregation of the lower castes and other weaker sections and limits their access to various freedoms eg:-education and employment. After independence the Constitution of India included safeguards for suppressed and other backward classes. The Indian constitution prohibits any discrimination based on religion, race, caste, sexand place of birth. But, while providing equality of opportunity for all citizens, the constitution also contains special clauses to ensure reservation, 'for the advancement of any socially and for the educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes'.

11. **Classes of Society**.



(a) **Scheduled Caste and Scheduled Tribes**. Scheduled Castes and Scheduled Tribes are communities that are accorded special status by the Constitution of India. They are socially and economically backward and were subjected to extensive social disadvantage and discrimination.The Scheduled Caste people are also known as Dalits and the Scheduled Tribes as Adivasis.

(b) **Other Backward Classes (OBCs)**. These classes are a group of sub castes whichare socially and educationally backward while still having a higher status than scheduled castes or scheduled tribes.

12. **Needs of the Weaker Sections.**

(a) **Education.** Education is the basic need of the weaker sections. The right approach would be to provide all weaker sections, proper primary education, to prevent them from dropping out of school and making them 'natural competitors' and to give scholarships at higher level.Some measures which can contribute in this are:-

(i) At the village level, opening of schools which impart basic education coupled with the vocational skill that can be taught with the naturally available resources e.g. basket weaving, painting printing, tailoring, embroidery, pottery, music, dance, etc will help in achieving self-sufficiency.

(ii) Schools should also educate the villagers on moral values, hygiene, first aid, family planning, budgeting, savings etc.

(b) Villagers must be educated on the need for educating the girl child as she is the one responsible in bringing up the future generations.

(c) Social evils such as the dowry system, child marriages and superstitions, should be taken up for discussion and their drawbacks be pointed out, so that they become events of history.

(d) Provision of land to landless and helping them in working out a life by providing softer loans for cultivations etc can take care of employment problems to some extent. Taking up of infrastructure projects will help in creating large number of jobs.

(e) Reservation in Educational Institutions and Government Jobs. Reservation is a term used to describe policies where by a portion of jobs, positions or academic seats are set aside or reserved for a given group. Government has taken initiatives on a large scale by providing reservations in different fields such as government jobs, educational institution and other such government aided and semi-govt institutions, to help the SCs, STs and OBCs. Although

originally supposed to last for 10 years, the reservation system has continued till date and now applies to higher education and legislative offices also. Currently 22.5% of the seats in higher education institutes under the Central Government are reserved for SC and ST, and 27% for OBCs.

13. **Contribution of NCC Cadets**. NCC cadets individually or in a group can make significant contribution in this field:-

(a) If a student helps a blind man cross a road it is a service done to humanity.

(b) A group of students can render service to people ravaged by flood, cyclone, famine and earthquake.

(c) Students are the enlightened people. So, they can remove superstition, blind faith, ignorance of the illiterate.

(d) They can help the nation in the removal of illiteracy.

(e) Students can teach them to take health care.

(f) They can take active part in the national scheme of afforestation.

(g) They can look to the sanitation of their own area.

(h) The students may have a role to play in awakening public opinion against social evils like drug addiction, casteism, dowry system, by taking out procession or organizing seminars.

(i) They can nurse the sick, donate blood, and hospitalize them in time of need. In any kind of accident students can render considerable help.

14. NCC Cadets are from every nook and corner of India. We must therefore utilise this huge potential of eager, helpful, energetic, educated and talented cadets, to achieve our aim of imbibing values and skills amongst the weaker sections of our society which will make them self-sufficient and confident.

CONCLUSION

15. There is no doubt that the interests of the weaker sections need to be protected and their legitimate needs fulfilled so that we can have a just and fair society where the under privileged are not discriminated against and no section lags behind the other.



LESSON PLAN : SA 2

RURAL DEVELOPMENT PROGRAMMES

Period - **One**

Type - **Lecture**

Term - **I (SD/SW)**

Training Aids

1. Computer Slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2. (a) Introduction - 05 Min
   (b) Rural Development and Its Need - 15 Min
   (c) Important Rural Development Projects in India - 15 Min
   (d) Conclusion - 05 Min

INTRODUCTION

3. Every country has a population which is divided into two sections, the urban and the rural. The rural areas are generally backward and lack development. The basic needs like health care, education, water, electricity, telecommunication, roads, transports, railways, etc. in rural areas are to be improved. For a country to develop, it is very necessary that the gap between urban and rural areas be reduced.



MGNREGA Workers

AIM

4. To acquaint the cadets about the Rural Development programmes in India.

PREVIEW

5. The lecture will be conducted in two parts as under:-

(a) Part I - Rural Development and its Need.

(b) Part II - Important Rural Development Projects in India.

PART I: RURAL DEVELOPMENT AND ITS NEED

6. Rural development is the process of improving the quality of life and economic well-being of people living in relatively isolated and sparsely populated areas. Rural development has traditionally centered on the exploitation of land-intensive natural resources such as agriculture and forestry. However, changes in global production networks and increased urbanization have changed the character of rural areas. Increasingly tourism, niche manufacturers, and recreation have replaced resource extraction and agriculture as dominant economic drivers. The need for rural communities to approach development from a wider perspective has created more focus on a broad range of development goals rather than merely creating incentive for agricultural or resource based businesses. Education, entrepreneurship, physical infrastructure, and social infrastructure all play an important role in developing rural regions. Rural development is also characterized by its emphasis on locally produced economic development strategies. In contrast to urban regions, which have many similarities, rural areas are highly distinctive from one another. For this reason there are a large variety of rural development approaches used globally.

7. **Need For Rural Development**. We need to develop rural areas in order to bridge the urban - rural divide, to have equitable distribution of resources and development activities, to create more job opportunities and to empower the rural population.

(a) Improving agriculture is a must for industrialisation. Agriculture is carried on in villages, so rural development is needed to improve agriculture.

(b) Industry needs a literate labour force. But most of the people live in villages (70% in India). So, rural development is needed to increase the education level of the majority of the population.

(c) Finally, rural development is needed to reduce the migration of people from villages to cities. The current rate of rural-to-urban migration in India is unsustainable. It is much more than the rate at which industrial jobs and urban infrastructure are growing. So, rural development is a must to slow down the rural-to-urban migration.

8. **Objectives of Rural Development**. Following are the primary objectives of rural development:-

(a) To improve the living standards by providing food, shelter, clothing, employment and education.

(b) To Increase productivity in rural areas and reduce poverty.

(c) To involve people in planning and development through their participation in decision making and through centralization of administration.

(d) To ensure distributive Justice and equalization of opportunities in the society.

PART II : IMPORTANT RURAL DEVELOPMENT PROGARMMES



9. **MGNREGA**. Stands for the Mahatma Gandhi National Rural Employment Guarantee Act. It was the first ever law internationally, that guarantees wage employment. MGNREGA aims at improving livelihood and security of households in rural areas of the country. It guarantees of least one hundred days of wage employment in a year to every household whose adult member volunteers to do unskilled manual work.

10. **Features of MGNREGA**. Unique features of the Act include:-

(a) Time bound employment guarantee and wage payment within 15 days.

(b) Incentive- disincentive structure to the state government, for providing or not providing employment, as per demand.

(c) Emphasis on labour intensive work prohibiting the use of contractor, and machinery.

(d) Ensure the creation of durable community, social and economic infrastructure and assets in the rural areas.

(e) The Act also mandates 33 percent participation for women.

11. **Swarnajayanti Gram Swarojgar Yojna (SGSY)**. SSGY was launched in April, 1999. The objective of SGSY is to provide sustainable income to the rural poor. The programme aims at instituting a large number of small businesses in the rural areas. It is envisaged that every family assisted under SGSY will be brought above the poverty-line with in a period of three years. This programme covers families below poverty line in rural areas of the country. Within this, special safeguards for SCs/STs, women and physically handicapped persons are provided.

12. **Jawahar Gram SamriddhiYojna (JGSY)**. The critical importance of rural infrastructure is the development of village economy. A number of steps have been initiated by the Central as well as the State Governments for building the rural infrastructure. It was launched on 1st April, 1999. The primary objective of the JGSY is the creation of infrastructure including durable assets at the village level, and to increase the opportunities for employment for rural poor. JGSY is implemented entirely at the Village Panchayat level which is the only authority for preparation of the yearly plan and for implementing it.

13. **Indira Aawas Yojna (IAY).** IAY is the flagship rural housing scheme which is being implemented by the Government of India with the aim of providing shelter to the poor below poverty line. The Government of India has decided that allocation of funds under IAY (Indira Aawas Yojna) will be on the basis of poverty ratio and housing shortage.

(a) The objective of IAY is primarily to help construction of new houses as well as conversion of unserviceable "kutcha" houses into pucca / semi-pucca houses.

(b) IAY is a beneficiary oriented programme aimed at providing houses for SC/ST households who are victims of violence, or widows or for those below poverty line.

14. **Pradhan Mantri Gram SadakYojana (PMGSY).** It was launched with aim of giving connectivity to about 1.60 lakh unconnected villages by all weather roads. Priority is given for Hill States, the tribal areas and the desert areas.

15. **National Social Assistance Programme (NSAP).** The National Social Assistance Programme (**NSAP**) was launched in 1995-96. The NSAP then comprised of the National Old Age Pension Scheme (**NOAPS**) for senior citizens, National Family Benefit Scheme (**NFBS**) and National Maternity Benefit Scheme (**NMBS**). On 1st April, 2000 a new scheme known as 'Annapurna Scheme' was launched. This Scheme aimed at providing 10 kg of food grains per month to meet the requirement of those senior citizens who, though eligible had remained uncovered under the NOAPS.

Other Development Projects.

16. **Sansad Adarsh Gram Yojna.** In this, each Member of Parliament would take out some part of their funds for the development of any one adopted village. The funds would be used for construction and development of that village.

17. **Pradhan Mantri Awas Yojna.** It is a welfare scheme launched by government with an aim to provide housing to all by 2022. For this more than 2 crore houses would be constructed in the country by 2022.

18. **Jeevan Jyoti Bima Yojna.** It is a life insurance policy in ensuring financial future for the customer with lowest cost on yearly basis. Anyone within the age group from 18 to 50 years can get enrolled in it.

19. **Krishi Sinchai Yojna.** This scheme is to bloom the agriculture economy of India. Till now only 45 percent is accessible to irrigation channels, remaining depends on traditional methods of irrigation. This scheme provides required infrastructure arrangements.

CONCLUSION

20. It is very important in a large and democratic country like India, all schemes and other administrative benefits reach every citizen. For this to happen, it is important that an effective administration set up is available at every level from Central Government to Gram Panchayat. Of course, honest and corruption free implementation of projects will decide the success of the system. As the future citizens of India, we need to be aware of the system and responsibilities of each official in the administrative set up so that we can contribute in our own way for the development of our society.

LESSON PLAN : SA 3

NGOs ROLE & CONTRIBUTION

Period - **One**
Type - **Lecture**
Term - **II (SD/SW)**

Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	What are NGOs	-	15 Min
	(c)	NGOs Contribution to Society	-	15 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. Social services are a range of public services provided by government, private, and non-profit organizations. These public services aim to create more effective organizations, build stronger communities, and promote equality and opportunity. Social services include the benefits and facilities such as education, food subsidies, health care, job training and subsidized housing, adoption, community management, policy research, and lobbying.

4. Social service characterises a formalised way of helping people, to help themselves. There are a large number of Non Govermental Organisations (NGOs) which are actively involved in social service today.



Logo of NGO

AIM

5. To acquaint the cadets about NGOs Role and Contribution to Society.

PREVIEW

6. The lecture will be conducted in following parts:-

(a) Part I - What are NGOs?

(b) Part II - NGOs Contribution to Society.

PART I : WHAT ARE NGOs

7. **Non-Government Organisations**

(a) These are organisations which are controlled by members of society, who form a group or groups and, work towards social welfare and nation building. People with common objective and aspirations, together make organisations called Non-Government Organisation (NGOs) and get them registered.

(b) An NGO is a non-profit group or association that acts outside of institutionalised political structures and pursue matters of interest to its members by lobbying, persuasion, or direct action.

(c) NGOs firstly make survey of various problems, collect information about them, organize various demonstrations, give speeches and wherever action needs to be taken, they take with full vigour. They understand social problems, the causes, affects and create necessary infrastructure to overcome them.

(d) NGOs are primarily non-commercial. They collect funds both from people and the government. NGOs usually gain a portion of their funding from private sources. Major sources of NGO funding include membership dues, grant from international institutions or national governments and private donations.

8. **Types of NGOs.** NGOs can be of following types:-

TYPE	DEFINATION	EXAMPLE
INGO	International NGO'S Have membership across at least two countries.	Medeeins sans Frontieres.
BINGO	Business oriented International NGO	International labour Organization (ILO)
ENGO	Environmental NGO	World wild life fund, friends of the earth, Greenpeace
GINGO	Genuine NGO's – individuals are funded 100% by membership fees.	Amnesty international
GONGO	Government oriented NGO's	International committee of red cross
QUANGO	Quasi –Autonomous NGO-Allow membership of states but rely on governmental funds.	International Union for the Conservation of Nature
NETWORKS	Network of NGO's working for same purpose	Ban landmine a network of 1400 NGO's in 90 countries.
SOCIAL MOVEMENTS	Lack of institutionalization , informal groupings of individuals for change in society.	Green movement in Europe American civil rights movement

List of Top Ten NGOs in India

(a) **Sammaan Foundation**. (established January 25,2007). Originally established to link the poor to the mainstream through education, training and financial support, the current project of this NGO involves the rickshaw pullers to help them earn a better livelihood. This NGO also has notable contribution in areas like children education, health services and welfare of women.

(b) **Goonj.** A recipient of the "NGO of the Year" award in 2007 at the India NGO Awards, this NGO aims at solving the clothing problems of the downtrodden. Goonj also provides relief during Rahat floods in West Bengal, Assam and Bihar.

(c) **Akshaya Trust**.The sole aim of this NGO is to restore human dignity. Operating in Madurai, this NGO offers rehabilitation, healthy food and care to the street destitute.

(d) **Smile Foundation**. The main aim of this NGO is the rehabilitation of the underprivileged by providing them education and healthcare services, thereby converting them into productive assets. It is run by a group of corporate professionals.

(e) **Udaan Welfare Foundation**. The main aim of this NGO is to help the destitute, the main area of stress being women, children and senior citizens and also environmental welfare. One of their main projects is a cancer chemotherapy center.

(f) **Pratham**. The main aim of this NGO is to provide education to the children living in the huge slums of Mumbai and even providing education to those people who are unable to go to school. Their projects have increased enrollment of children in schools thus promising them a better tomorrow.|

(g) **Lepra Society**. The NGO aims at prevention and control of diseases like AIDs, leprosy and tuberculosis in poor communities.

(h) **Deepalaya**. The NGO aims at providing education to the children living in the slums of Delhi. Their projects also include providing healthcare, education, Vocational training to the downtrodden and the physically disabled. They have contributed towards significant rural Development in Haryana and Uttarakhand.

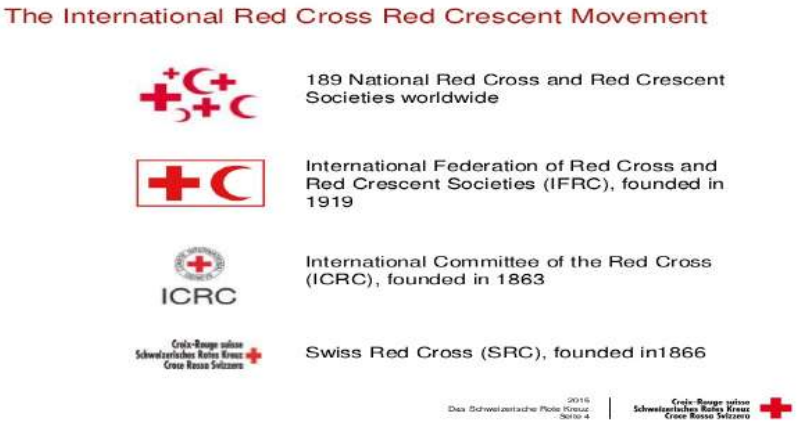
(j) **Uday Foundation**. A New Delhi-based NGO, the Uday Foundation provides support to the parents and families of children suffering from congenital disorders and other syndromes. Their projects also include research to open new horizons of healthcare technologies. They also have health projects for common people. Their special stress is in the area of protecting child rights.

(k) **Helpage India.** Established in 1978, the sole aim of this NGO is to provide resources to the elderly people of our country. Their objective is to make aware the senior citizens of their rights and protect the rights of the senior citizens of our country so that they can also play a key role in our society. They also work with the government (both local and national) to implement policies that will be beneficial to the senior citizens of our country.

TOP 10 NGOs IN INDIA

NAME	CORPORATE OFFICE	ESTABLISHED YEAR	PURPOSE
1| Help age India	New Delhi	1978	Elderly age people
2| Smile foundation	New Delhi	2002	Child education and health
3| Goonj limited	New Delhi	1999	Clothing
4| CRY	Mumbai	1979	Child rights
5| Give India	Mumbai	1999	Non profit
6| Nanhi Kali	Mumbai	1996	Girl education
7| Sargam sanstha	Lucknow, UP	1986	People
8| Sammaan foundation	Patna, Bihar	2007	People
9| Pratham	Mumbai	1994	Child Education
10| Lepra society	Secunderabad	1989	Health

9. **International Red Cross** and **Red Cresent Movement** are the world's largest group of humanitarian NGOs.



PART II : CONTRIBUTION OF NGOs

10. Contribution by NGOs could be in the following activities undertaken by them:-

(a) Blood Donation.
(b) Adult Literacy.
(c) Anti Dowry Drive.
(d) Anti Leprosy Drive.
(e) Anti Drug Drive.
(f) Tree Plantation.
(g) Environmental Programmes.
(h) Help in natural calamities such as Flood, Earth-quake.
(i) Educating people about the ill-effects of AIDS and education for prevention of the same.
(j) Family Planning Programmes.
(k) Community Development Work.
(l) Promotion of Social-equality.
(m) Wildlife and Animal Care.
(n) Human-rights.
(o) Awareness Campaign.
(p) Child Care.
(q) Polio Eradication drive.
(r) Providing schooling facilities especially in remote villages and rural areas.
(s) Creating and providing health and hygiene infrastructure and facilities to reduce diseases and help in creating a healthy and fit population.
(t) Cottage Industry.
(u) Orphanage and Old Age Homes.

CONCLUSION

11. NGOs are the true example of selfless service and teamwork. Employees are highly committed to the aims and the principles of the organisation. They share equal contribution with government organisation and social welfare programme. Though government on its part has introduced a number of programmes, however government cannot be entirely successful without the active participation by each member of society. NGOs provide the necessary platform towards this end.

LESSON PLAN: SA 4

CIVIC RESPONSIBILITIES: SWACHH BHARAT ABHIYAN, SAUCHH ABHIYAN

Period - **One**

Type - **Lecture**

Term - **I (SD/SW)**



Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Civic Sense	-	10 Min
	(c)	Swachh Bharat Abhiyan	-	20 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. A new consciousness is dawning upon us as a nation. Incredible India campaign has just released a television advertisement that shows celebrities urging Indians not to litter the public places, not to spit on roads and not to pee in public places. This is a welcome, timely and much needed initiative.

4. As we travel from Kashmir to Kanyakumari or Gandhinagar to Guwahati, we find the roadsides or public places littered with garbage, people spitting and attending nature's call with utter disregard to public places. This leaves us with a feeling that the whole country has been turned into a garbage dump. How have we allowed this state of affairs as a nation? It is truly a matter of concern. This has happened when India has been rising at unprecedented economic growth rates during the past decade.

5. We Indians are personally very clean people. We brush our teeth and take a bath everyday and wash our hands before eating. We keep our houses spic and span. But when it comes to public places, as people we are simply unable to keep our streets, our railway stations, hospitals, or places of worship clean. This is the state of affairs everywhere in India including hundreds and thousands of villages, towns, mega-cities as well as in the streets of the national capital New Delhi. We maintain very poor civic sense or social ethics. No one else is going to do for us but we ourselves have to bring in the change.

6. What is Civic Sense? Civic Sense encompasses unspoken norms of society that help it run smoothly without someone tripping on somebody else's toes. Civic Sense is all about having consideration for a fellow human being. It means being polite, showing consideration to elderly, women, children and disabled people, driving in one's lane without honking, throwing one's garbage in dustbins, smoking only at designated places.

AIM

7. To acquaint the cadets about civic responsibilities, Swachh Bharat Abhiyan and Sauchh Abhiyan.

PREVIEW

8. The lecture will be conducted in two parts as under:-

(a) Part I - Civic Responsibilities

(b) Part II - Swachh Bharat Abhiyan

PART I - CIVIC RESPONSIBILITIES

9. **Civic Responsibility** is defined as the "responsibility of a citizen". It is comprised of actions and attitudes associated with democratic governance and social participation. Civic responsibility can include participation in government, religious institutions, volunteers and memberships of voluntary associations. Actions of civic responsibility can be displayed in advocacy for various causes, such as political, economic, civil, environmental or quality of life issues.

10. **Importance.** The importance of civic responsibility is paramount to the success of democracy and our country. By engaging in civic responsibility, citizens ensure and uphold certain democratic values written in the Constitution. Those values or duties include justice, freedom, equality, diversity, authority, privacy, due process, property, participation, truth, patriotism, human rights, rule of law, tolerance, mutual assistance, self restraint and self respect. Schools teach civic responsibility to students with the goal to produce responsible citizens and active participants in community and government.



Characteristics of Responsible Citizen

11. Obeying laws and respecting authority is one of the main responsibilities of a good citizen. Do not break laws and also prevent others from doing so. Be aware about the issues affecting the society and provide solutions to them, vote intelligently, pay taxes fully and timely. Keep your surroundings and locality clean by use of dustbins, avoid littering and respect public property. It is necessary to be honest to country and fellow citizens. When the civic sense among citizens increase, our surroundings especially public places and environment will be a better liveable place.

PART- II: SWACHH BHARAT ABHIYAN

12. Swachh Bharat Abhiyan (English: Clean India Movement) is a campaign by the Government of India to clean the streets, roads and infrastructure of the country's 4,041 statutory cities and towns with the ultimate aim of making our country clean from garbage.

13. The campaign was officially launched on 2 October 2014 at Rajghat, New Delhi, by Honorable Prime Minister Narendra Modi. It is India's largest ever cleanliness drive with three million

government employees, and especially school and college students from all parts of India, participating in the campaign.





14. **Aims and Objectives**. The Swachh Bharat mission aims to involve each and every Indian from all walks of life in the mission of cleanliness. It is a mass movement that seeks to create a Clean India.

15. The objectives of Swachh Bharat are to reduce or eliminate open defecation through the construction of individual, cluster and community toilets. The Swachh Bharat mission will also make an initiative of establishing an accountable mechanism of monitoring latrine use. The government is aiming to achieve an Open- Defecation Free (ODF) India by 2 October 2019, the 150th anniversary of the birth of Mahatma Gandhi, by constructing 12 million toilets in rural India, at a projected cost of 1.96 lakh crore (US$30 billion).

16. **Implementation**. By inviting common people to participate in the mission, a sense of responsibility has been evoked among the people. With citizens now becoming active participants in cleanliness activities across the nation, the dream of a ‘Clean India’ by Mahatma Gandhi has started taking shape.



17. **Outcome and Benefits Expected**. People from all sections of the society have come forward and joined this mass movement of cleanliness. From government officials to jawans, Bollywood actors to the sportspersons, industrialists to spiritual leaders, all have lined up for the noble cause. Organising frequent cleanliness drives, seminars and campaigns for spreading awareness about hygiene through plays and music are also being widely carried out across the nation.

18. **Contribution of NCC towards Sachh Bharat Abhiyaan**. The Prime Minister of India Mr Narendra Modi awarded the National Cadet Corps for its outstanding contribution towards Swachh Bharat Mission in a workshop organized by Urban Development Ministry and Drinking Water and Sanitation Ministry.

19. NCC through its mass base in rural and urban areas took up the task of Swachata during the Swachata Pakwara from August 1-15, 2016 on a war footing with a total of over five lakh eighty thousand cadets participating. The campaign was carried out pan India across seventeen States. NCC Directorates including more than 10,000 institutes participated. The National Cadet Corps has been a major part of the Swachh Bharat Mission initiative and the NCC Cadets have been carrying out these activities as part of social responsibility and community development. The enthusiasm shown by NCC Cadets also inspired the locals to join in to make the Swachh Bharat Mission a great success.



20. The activities carried out by the cadets were cleanliness drive at historical sites and a mass pledge by cadets. The NCC also held awareness rallies, street plays, lectures and seminars across the country. The cadets distributed public health material with the help of civil administration, cleaned statues of national leaders and made posters to spread awareness about swachata.

21. The Swachata Abhiyan is very close to NCC and the cadets perform these activities as part of social responsibility and community development of NCC curriculum. The cadets took a pledge to devote atleast two hours every week towards Swachata.

22. **Sauchh Abhiyan**. Sauchh mission is aimed to construct individual sanitary latrines for household purpose. Sauchh Abhiyan is a project within Swachh Bharat Abhiyan which deals with only toilets and bathrooms in the country.

23. **Benefits of Sauchh Abhiyan**. It is beneficial for the people living below poverty line. It assists in converting dry latrines into low-cost sanitary latrines. It also provides facility of hand pumping, safe and secure bathing facilities, setting up of sanitary stores, construction of drains for disposal of solid and liquid wastes etc.



CONCLUSION

24. Civic Sense is not just about keeping the roads clean and avoiding the violation of basic civil rights, it's about respecting one another, abiding by the law and maintaining discipline in public places. A Clean India would be the best tribute India could pay to Mahatma Gandhi.

LESSON PLAN : SA 5
CONTRIBUTION OF YOUTH TOWARDS SOCIAL WELFARE

Period - **One**

Type - **Lecture**

Term - **I (SD/SW)**

Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board & Chalk.

Time plan

2. (a) Introduction - 05 Min
   (b) Contribution of Youth - 25 Min
   (c) Role of NCC - 05 Min
   (d) Conclusion - 05 Min

INTRODUCTION



3. When we hear the term Youth, the first thing that comes in our mind, is the energetic group of society who always wants positive change in their own family, community, society, state and overall development of country. They are the agents of change in the society, who has capacity to change the society. Youth are tomorrow's leaders, parents, professionals, workers and today's assets. The youth is known as the backbone of the country. Youth always talks about development of country. They even complain about the pace of country's development and desire rapid development. According to United Nation "Youth are those between the age of 15 and 24 year. There are over 1.8 billion young people in the world today, 90 percent of whom live in developing countries, where they tend large proportion of population. Youth constitute about 42 % of the total population of India and their role and contribution towards social welfare and nation building is significant.

AIM

4. To acquaint the cadets about the contribution of youth towards social welfare.

PREVIEW

5. The lecture will be conducted in two parts as under:-

   (a) Part I - Contribution of youth towards social welfare

   (b) Part II - Role of NCC Cadets

PART I – CONTRIBUTION OF YOUTH

6. **The Role of Youth**. In order to consider the role of youths in India it is helpful to first consider the overall situation in India as this provides the context in which young people are growing up. There are two areas in particular to consider: the transition towards being a developed country and the changes in population. India has made great strides in technology and other areas, including the space programme. However, much of the country remains unaffected by such developments and there is still much to be done to create an inclusive society where the living conditions for the whole population are brought up to an acceptable level and absolute poverty is eradicated. The differences between castes and religions also still remain a factor in the cohesiveness of the population as a whole.

7. This potential pool of youth power can be effectively motivated and channelised to contribute toawrds social welfare. There are several welfare activities in which they can voluntarily participate. There are various NGOs (non-government organizations) which provide base or a platform, where from and under which they can purse the following **welfare activities:**

(a) Students can work in the hospitals to attend helpless patients on weekends or during free days in a week.

(b) They can provide solace to the old people in the old age homes.

(c) Teaching adult people and making people aware of spread of diseases, hygienic conditions can prove to be a boon (blessing) for illiterate people.

(d) NCC units can be made compulsory in the colleges and universities. The students personally can go to the depressed and the deprived people and experience their afflictions. This experience is aimed at holistic concept of education.

(e) After getting expertised training for first aid, they can be a blessing for the society where they can contribute their valuable services. Like in case of: Dog bite, an accident, fractures or other emergency conditions.

8. In fact, Social service can/must be implemented as a subject of study in the educational institutions. In this way, education will be wedded to the social expectations and obligations.

9. **Young People in India Today.** The youth of India make up approximately a quarter of the population and thus represent a substantial sector of society. The environment in which they are living is very different to that which was experienced by their parents. As a result, many of the traditional values and cultural behaviours are being challenged by the influence of other cultures, particularly those in the West. Therefore, it can be seen that there are competing ways of life that exist which may be considered either a choice or a cause of confusion for young people. However, there are also good role models such as the first Indian-born woman to go into space, Kalpana Chawla, that show what can be achieved by Indian people male or female**.**

10. Young people in India are considered to be vitally important as they will bring new ideas and developments to improve their country where older people are viewed as unable to be innovative or deal with new ideas. India is keen for their young people to become involved in civil society and develop political interest as this seen to be a vital part of the development of the country. In many ways there would appear to be a great deal of pressure being placed on the younger generation to move India into more developed and progressive country.

11. The ability of the young people to fully participate in this way, however, is inhibited by two main factors. The first is the level of education, which also will be indicative of their wealth status, and the second is their caste and/or religious position. The better educated the young person is the more likely they are to participate more fully in civil society according to available research. Therefore,

increasing the level of education across the country is important to develop the skills in the young people to enable to undertake the type of jobs that will help India develop. There is a substantial problem with illiteracy across the population, and even children attending school are leaving education still illiterate.

12. The contribution of youth towards social welfare has always been paramount. Some of the areas they could excel in one form or the other are discussed below:-

(a) **Leadership**. Young and vibrant youth are the leaders of tomorrow and youth need to involve themselves in activities which will develop creditable leadership.

(b) **Community Service**. Youth need to work in social welfare activities and community services. Community Service should be an integral part of curriculum so that they can fruitfully understand and contribute in community service.

(c) **National and Cultural Integration.** Developing interaction between youth from different parts of the country specially the isolated border and tribal areas will help in achieving national integration. It should be the effort of youth to motivate the general public to work against the separatist forces and ensure unity of the country.



(d) **Education and Literacy**. The Youth need to educate themselves and subsequently get into the process of providing Quality education to all sections of society especially of girls and youth in backward areas.



(e) **Environment**. The youth must help in improving and protecting the environment. They need to conduct programmes for cleaning of rivers and lakes and disposal of degradable and non degradable waste.

(f) **Health Care and Family Welfare**. They must promote awareness and involvement in social programmes related to health and family welfare. Programmes such as 'Youth against 'AIDS' campaign, 'Pulse Polio', 'Small Family' etc. should be promoted.



(g) **Physical Education and Adventure Training**. The youth must understand the importance of physical education for health and physical fitness with a potential for promoting social harmony and discipline.

(h) **Old Age Care**. The need for old age homes has increased with the breakdown of the joint families. The youth must contribute to the well being of the senior citizens of the society to ensure that they have a secure old age with adequate housing and health care.

(i) **Watershed and Waste Land Development**. Youth must understand the significance of these two resources and ensure that these areas are protected from bad elements that may enter these areas, for personal gains.

PART II – ROLE OF NCC

13. NCC plays a mojor role in upliftment and improvement of the society either through direct involvement or by spreading awareness among people through campaigns and other programmes. NCC contributes towards the development of society in the following ways:-

(a) **Blood donation Camps**. The NCC units organise blood donation camps on regular basis and at the same time encourage others for their participation and contribution in same.

(b) **Tree Plantation**. Tree plantation drive has been the regular affair by NCC, where in, all cadets participate to generate awareness among the people and encourage them for planting more trees.

(c) **Swachh Bharat Abhiyan**. The NCC also contribute to the cleanliness strive initiated by our honourable Prime Minister Narendra Modi. As part of Swachh Bharat Abhiyan NCC adopts villages or other areas to promote cleanliness and make people aware of the importance hygiene and sanitation. Each cadet in NCC is to do 100 hours of shramdaan.

(d) **Awareness Programmes.** The NCC cadets organise various awareness programmes to promote awareness among the people. They highlight on the issues that need to be addressed so as to eradicate from our society. Few important awareness programmes being organized by NCC are:-

(i) Female foeticide
(ii) Dowry system
(iii) Population control
(iv) HIV/AIDS
(v) Health and hygiene
(vi) Child abuse and trafficking
(vii) Drug abuse and trafficking

14. While carrying out any such welfare activity cadets would not undertake any menial task and they will not be tasked for any activity when their safety is at risk.

CONCLUSION

15. Our youth are the strength of the family, village, locality and the community and they are the future of our nation. Necessary steps need to be taken to mobilize the most idealistic, inspired and energetic section of our society in the mission of Nation Building and Social Welfare.

LESSON PLAN : SA 6

SOCIAL SECURITY SCHEMES

Period - **One**

Type - **Lecture**

Term - **I (SD/SW)**



Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	What is Social Security?	-	10 Min
	(c)	Jan DhanYojna	-	10 Min
	(d)	New Social Security Schemes	-	10 Min
	(e)	Conclusion	-	05 Min

INTRODUCTION

3. Social Security refers to all governmental or others programmes aimed at providing basic needs to citizens who are retired, unemployed, or unemployable due to disability/old age. It is funded through contributions from both the employees and the employers or by the government itself. The ILO in 2014 estimated that only 27% of the world's population has access to comprehensive social security.

AIM

4. To acquaint the cadets with various Social Security Schemes in India.

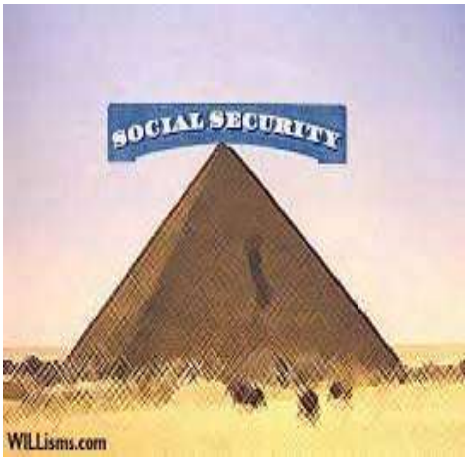
PREVIEW

5. The lecture will be conducted in two parts as under:-

(a)	Part I	-	What is Social Security?
(b)	Part II	-	Jan Dhan Yojana
(b)	Part III	-	New Social Security Schemes of government

PART I: WHAT IS SOCIAL SECURITY?

Social Security



6. Social security is a concept enshrined in Article 22 of the Universal Declaration of Human Rights, which states:

"Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality."

7. In simple terms, the signatories agree that society in which a person lives should help them to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to them in the country.

8. Social security may also refer to the action programs of government intended to promote the welfare of the population through assistance measures guaranteeing access to sufficient resources for food and shelter and to promote health and well-being for the population at large and potentially vulnerable segments such as children, the elderly, the sick and the unemployed. Services providing social security are often called social services.

9. People who cannot reach a guaranteed social minimum for other reasons may be eligible for **social assistance**.

10. Any of the measures established by legislation to maintain individual or family income or to provide income when some or all sources of income are not available.In India, the modern social security measures were planned and implemented after independence. They were too meagre and limited to the organized sector workers only, which constituted about 8 per cent of the total workforce, despite a majority of the workforce (about 93%) comes in the unorganized sector (self-employed or casual workers).

11. Importantly, the need to ensure social security for all, especially those in the unorganized sector, is an overarching concern recognized in the Five-Year Plans. The Constitution of India provides strength and spirit to the social security for organized and unorganized workers through its Directive Principles of the State Policy.

12. Thus, while a large proportion of the organized sector workers have been benefiting from legally mandated and budget-provided social security benefits since independence, but most of the workers in the unorganized sector have been left out (only less than 10% of the total unorganized were benefited).

13. The below poverty line (BPL) criterion is a minimalist and inappropriate approach to extend social security to the unorganized workers. About 55 per cent of the population though not comes in the category of the poor in India but is vulnerable. Not only this, most of the unorganized workers suffer from the lack of awareness about social security and social welfare measures.

14. Social welfare refers to a set of institutional or personal services provided either by the state or voluntary organizations to prevent the incidence or to reform or rehabilitate the victims of disabilities, or disorganization or delinquencies or destitution and so on.

15. **Types of Social Security**. Social security are of three types:-

(a) **Social Insurance**. It is where people receive benefits of services in recognition of contributions to an insurance program. These services typically include provision for retirement pensions, disability insurance, survivor benefits and unemployment insurance.

(b) **Services**. The ones provided by government or designated agencies responsible for social security provision. In different countries, that may include medical care, financial support during unemployment, sickness, or retirement, health and safety at work, aspects of social work and even industrial relations.

(c) **Basic Security**. It is irrespective of participation in specific insurance program where eligibility may otherwise be an issue. For instance, assistance given to newly arrived refugees for basic necessities such as food, clothing, housing, education, money, and medical care.

PART II: JAN DHAN YOJNA

16. **Jan Dhan Yojana.** Pradhan Mantri Jan-Dhan Yojana (PMJDY) is national mission for financial inclusion to ensure access to financial services, namely Banking/Saving & Deposit Accounts, Remittance, Credit, Insurance and Pension with direct benefit schemes. It was launched by the PM on 28 August 2014. The scheme has been started with a target to provide 'universal and clear access to banking facilities' starting with "Basic Banking Accounts" with no minimum balance.

17. **Benefits of Jan DhanYojna**.

(a) Interest on deposit.

(b) Accidental insurance cover of Rs. 1 lac.

(c) No minimum balance required.

(d) The scheme provide life cover of Rs. 30,000/- payable on death of the beneficiary, subject to fulfillment of the eligibility condition.

(e) Easy Transfer of money across India.

(f) Beneficiaries of Government Schemes will get Direct Benefit Transfer in these accounts.

(g) After satisfactory operation of the account for 6 months, an overdraft facility will be permitted.

(h) Access to Pension, insurance products.

(i) The Claim under Personal Accidental Insurance under PMJDY shall be payable if the Rupay Card holder have performed minimum one successful financial or non-financial customer induced transaction at any Bank Branch, Bank Mitra, ATM, POS, E-COM etc. Channel both Intra and Inter-bank i.e. on-us (Bank Customer/rupay card holder transacting at same Bank channels) and off-us (Bank Customer/Rupay card holder transacting at other Bank Channels) within 90 days prior to date of accident including accident date will be included as eligible transactions under the Rupay Insurance Program 2016-2017.

(j) Overdraft facility upto Rs.5000/- is available in only one account per household, preferably lady of the household.

PART III : NEW SOCIAL SECURITY SCHEMES OF GOVERNMENT

18. On May 9, 2015 Government of India launched three new mega social security schemes. These schemes intend to widen the process of financial inclusion in the country to include Atal Pension Yojana (APY), Pradhan Mantri Jeevan Jyoti Yojana (PMJJBY), and Pradhan Mantri Suraksha Bima Yojana (PMSBY).

19. **Atal Pension Yojana (APY)**. This scheme has been launched to make the population self reliant (under pension) after they have spent a lifetime working in non-pensionable jobs. The government aspires to make the unorganized workforce which makes chunk of the Indian labour force join the National Pension Scheme. This will enable them to compulsorily save for their future. The features of the scheme are as follows:-

(a) The pension subscribers will receive a fixed minimum monthly pension ranging from Rs.1,000 to Rs.5,000 at the age of 60 years. The fixed minimum monthly pension will be depending on the contributions of subscribers.

(b) Union Government will co-contribute 50 percent of the total contribution of subscriber for a period of 5 years.

(c) Subscribers must have bank account and should not be members of any statutory social security scheme or Income Tax payers.

(d) The minimum age of joining is 18 years and maximum age is 40 years. Focus of APY is to target unorganized sector workers.

(e) The pension will also be available to the spouse on the death of the subscriber and thereafter, the pension corpus would be returned to the nominee.

(f) Subscriber and Enrolment Payment will be auto-debited from the accounts of account holders depending upon selected monthly pension range.



20. **Pradhan Mantri Jeevan Jyoti Yojana (PMJJBY).** The features of the scheme are as follows:-

(a) The insurance subscriber will get an annual life insurance in case of death.

(b) It is available to any person in the age group of 18 to 50 years having a bank account.

(c) Risk coverage of this scheme is Rs. 2 lakh in case of death due to any reason. For premium, Rs. 330 per annum will be directly auto-debited by the bank from the subscriber's account.

(d) The Scheme will be offered by life Insurance Corporation (LIC) and all other life insurers who are willing to tie up with banks for the purpose of joining the scheme.



21. **Pradhan Mantri Suraksha Bima Yojana (PMSBY).** It is aimed at increasing the penetration of accidental insurance cover in India. The features aof this scheme are as follows:-

(a) The insurance subscriber will get annual life insurance in case of accidental death, partial disability or full disability.

(b) It is available to any person in the age group of 18 to 70 years. Any person having Aadhaar number-linked bank account can join the scheme.

(c) He/ she must give a simple form to the bank every year before 1st of June. In the form, name of nominee also must be given.

(d) Risk coverage for accidental death and full disability is Rs. 2 lakh and for partial disability is Rs.1 lakh.

(e) For the payment of premium, Rs. 12 per annum will be directly auto-debited by the bank from the subscriber's account in case of long-term option.



CONCLUSION

22. The Government of India has provided several social security schemes for the benefits of its citizens. The three new social security schemes along with Jan Dan Account will help and majority of poor and people in unorganized sector to secure their future considerably. However people will have to make good use of these schemes to reap benefits.

LESSON PLAN: SA 7
SOCIAL EVILS: FEMALE FOETICIDE, DOWRY, CHILD ABUSE TRAFFICKING AND CORRUPTION

Period - **One**

Type - **Lecture**

Term - **I (SD/SW)**



Training Aids

1. Computer Slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Female Foeticide	-	10 Min
	(c)	Dowry	-	08 Min
	(d)	Child Abuse and Trafficking	-	07 Min
	(e)	Corruption	-	05 Min
	(e)	Conclusion	-	05 Min

INTRODUCTION

3. India offers astounding variety in virtually every aspect of social life. Diversities of ethnic, linguistic, regional, economic, religious, class, and caste groups crosscut Indian society, which is also permeated with immense urban-rural differences and gender distinctions. Due to various customs, traditions and beliefs,various kinds of social evils like dowry, female foeticide, gender bias, child abuse and trafficking etc, are prevalent in Indian society.

AIM

4. To acquaint the cadets about the various types of Social Evils and their Prevention.

PREVIEW

5. The lecture will be conducted in following parts:-

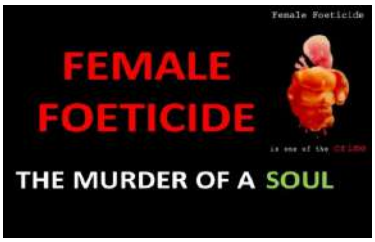
(a) Part I - Female Foeticide.

(b) Part II - Dowry.

(c) Part III - Child Abuse and Trafficking

(d) Part IV - Corruption

PART I: FEMALE FOETICIDE



6. Female foeticide in India is the abortion of a female foetus outside of legal methods. The frequency of female foeticide in India is assumed to be an estimation derived from its high birth sex ratio, that is the ratio of boys to girls at birth.

7. **Causes of Female Foeticide.** The main causes/reasons for female foeticide are:-

(a) **Extreme Desire to Have a Male Child**. Removal of girls from the family tree, even before they are born, clearly shows the desire for a boy child. Sons are seen as main source of income and help at old age.

(b) **Unwanted Pregnancy**. Though most people mention this as an excuse for performing abortions, but it is generally the course taken after knowing the sex of the baby.

(c) **Dowry System**. In India, the age old custom of 'dowry system' puts a burden on the parents', who are "blessed" with a girl child and start calculating the high costs related with marriage expenses.

(d) **Poor Medical Ethics.** Many unscrupulous and unethical hospitals, clinics and illegal agencies run ultra sound facilities to determine the sex and later facilitate selective abortion of females illegally. It is a booming multi-million industry in India.

(e) **Inferior Status.** Inferior status of women in Indian society is not new, and has been an age old practice.

8. **Effects of Female Foeticide**.



(a) **Reduced Sex Ratio**. 914 girls for 1000 boys as per census 2011.
(b) **Female / Women Trafficking**. Poor and young girls are the victims of this illegal practices.

(c) Increase in rape and assault cases.

(d) **Population Drop**. With less mothers and wombs, there are fewer births.

9. **Measures to Prevent Female Foeticide**.

(a) Cancellation / permanent ban of the doctor's license who reveal the gender of the child.

(b) Heavy penalty imposed on firms doing illegal sex determination.

(c) High fines / judicial actions against 'parents' who knowingly try to kill their unborn girl.

(d) High incentives for the girl child in education, employment etc.

(e) Equal rights for women in the property of the parents / husband.

(f) Awareness campaigns targeted specially on the youth.

PART II: DOWRY

10. **General**. The Dowry system in India refers to the durable goods, cash, and real or movable property that the bride's family gives to the bridegroom, his parents, or his relatives as a condition of the marriage. It is essentially in the nature of a payment in cash or some kind of gifts given to the

bridegroom's family along with the bride and includes cash, jewellery, electrical appliances, furniture, bedding, crockery, utensils and other household items that help the newlyweds set up their home. The dowry system is thought to put great financial burden on the bride's family. In some cases, the dowry system leads to crime against women, ranging from emotional abuse, injury to even deaths. The payment of dowry has long been prohibited under specific Indian laws including, the Dowry Prohibition Act, 1961 and subsequently by Sections 304B and 498A of the Indian Penal Code.

11. **Causes of Dowry System.**

(a) **Economic factors**. There are many economic factors that contribute towards the system of dowry. Some of these include inheritance systems and the bride's economic status.

(i) Some suggestions point to economics and weak legal institutions on inheritance place women in disadvantage, with inheritances being left only to sons. This leaves women dependant upon their husbands and in-laws, who keep the dowry when she marries. Prior to 1956, including during the British Raj, daughters had no rights of inheritance to their family's wealth. In 1956, India gave equal legal status to daughters and sons among Hindu, Sikh and Jain families, under the Hindu Succession Act (India grants its Muslim population the Sharia derived personal status laws). Despite the new inheritance law, dowry has continued as a process whereby parental property is distributed to a daughter at her marriage by a social process, rather than after parents death by a slow court supervised process under Hindu Succession Act (1956).

(ii) Dowry gave, at least in theory, women economic and financial security in their marriage in the form of movable goods. This helped prevent family wealth break-up and provided security to the bride at the same time. This system can also be used as a premortem inheritance, as once a woman is presented with movable gifts, she may be cut off from the family estate.

(iii) For many, dowry has become a greater financial burden on the family, and can leave families destitute based on the demands from the groom. The demand for dowry has increased over time.

(b) **Social factors**.

(i) The structure and kinship of marriage in parts of India contributes to dowry. In the north, marriage usually follows a patrilocal (lives with husband's family) system, where the groom is a non-related member of the family. This system encourages dowry perhaps due to the exclusion of the bride's family after marriage as a form of premortem inheritance for the bride. In the south, marriage is more often conducted within the bride's family, for example with close relatives or cross-cousins, and in a closer physical distance to her family. In addition, brides may have the ability to inherit land, which makes her more valuable in the marriage, decreasing the chance of dowry over the bride price system.

(ii) In addition to marriage customs that may influence dowry, social customs or rituals, and parents expectations of dowry are important factors to consider. A 1995 study showed that while attitudes of people are changing about dowry, dowry continues to prevail.

(iii) While India has been making progress for women's rights, women continue to be in a subordinate status in their family. Women's education, income, and health are some significant factors that play into the dowry system, and for how much control a woman has over her marriage.

(c) **Religious Factors**. Dowry in India is not limited to any specific religion. It is widespread among Hindus and other religions. For example, Indian Muslims call dowry as *jahez*, justify the practice in terms of jahez-e-fatimi.

(d) **Economic Inequality.** This fuels the desire to ask for more and more cash or gifts to live a lavish life style.

(e) **Increasing Unemployment of Males**. In order to prove their status, unemployed males are growingly demanding more and more dowry to fulfill their desires.

(f) **Parental Compulsions.** In order to find a good match for their daughter, well to do parents are offering huge dowry.

(g) **Divine Sanctions.** The Vedas prescribe that a dowry be given by the bride's family to the groom.



12. **Effects of Dowry System**. Due to dowry system there has been an increase in debts and loans, increase in domestic violence, increase in female foeticide, female trafficking and false dowry allegations.

13. **Prevention of Dowry.** As a member of the society we can do a lot to prevent offenses related to dowry:-

(a) Not to offer or accept any dowry.

(b) Educate the members of the family with law - that accepting or giving dowry is an offence.

(c) Educate the members of the family and the neighbours to respect a woman's rights and privileges.

(d) Encourage women to fight for their rights.

(e) Educate the girl child to become economically independent.

(f) Strict law enforcement on dowry.

PART III: CHILD ABUSE

14. **General**

(a) Child abuse is an intrinsic part of today's global attention. Every child is at risk as it does not affect only one religion, caste or creed.

(b) It is generally observed that the statistics are higher, when the child is at its adolescence. Abuse can be of mental, as well as physical, or both.



15. **Definition.** Child abuse constitutes all forms of physical and / or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity.

16. **Forms of Child Abuse**. Child Abuse can be of following forms:-



(a) **Physical Abuse**. Causing physical injury upon a child. This may include hitting, shaking, kicking, beating, or otherwise harming a child physically.

(b) **Emotional Abuse**. Emotional abuse (also known as verbal abuse, mental abuse) means, causing behavioral, emotional, or mental distress/trauma, by acts or the failure to act by others.

(c) **Sexual Abuse**. Sexual abuse is inappropriate sexual behaviour with a child.

(d) **Child Neglect.** Child neglect is an act of omission or commission leading to the denial of a child's basic needs.

17. **Child Abuse India.** A national study on child abuse conducted in 2006 by Ministry of Child and Women Welfare found that it is 5-12 year age group children who are most at risk of abuse and exploitation. Over 50% children were subjected to physical abuse and 53.22% children reported facing sexual abuse.

PART: IV CORRUPTION

18. **General**. The word corrupt means to abuse or destroy. It can therefore be defined as the misuse of entrusted power for private gains. It hurts everyone who depends on the integrity of people in a position of authority.

19. **Prevention of Corruption.** These are some suggested measures to prevent corruption:-



(a) Proper education of all sections of society to understand that corruption in any form is bad and will not be tolerated.

(b) Neither give bribe or favors to any one nor take bribes/favors from any one.

(c) Highlighting / reporting of cases of corruption.

(d) Speedy trial and exemplary punishment for persons involved in corruption.

(e) Ensuring transparency in all dealings.

(f) Full freedom to Lok Pal or Lokayukta to investigate cases of corruption.

(g) Simplifying routine procedures.

CONCLUSION

20. Social evils can happen in many forms and be harmful for society in several different ways ranging from physical harm to financial, social and even psychological harm. They are affecting the nation mostly due to lack of education, misplaced beliefs, poverty, lack of ethics, unemployment and unfair distribution of wealth are a curse to the society which retards the progress of the country. For the future of the nation, youth have a special responsibility to be aware and to fight against these evils. The best way to fight social evils is to educate and increase literacy rate.





LESSON PLAN : SA 8
DRUG ABUSE AND DRUG TRAFFICKING

Period - **One**

Type - **Lecture**

Term - **II (SD/SW)**



Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.

(a)	Introduction	-	05 Min
(b)	Types of Drugs	-	10 Min
(c)	Drug Abuse and Trafficking	-	10 Min
(d)	Prevention	-	10 Min
(d)	Conclusion	-	05 Min

INTRODUCTION

3. A 'DRUG' is any substance (other than food that provides nutritional support) that, when inhaled, injected, smoked, consumed, absorbed via a patch on the skin, or dissolved under the tongue causes a physiological change in the body. They act on the brain and can change the way a person thinks, feels or behaves. 'Drug Addiction' is one of the most serious problems facing the world. Drug trafficking and drug abuse are considered as a greater problem than drug consumption.

AIM

4. To acquaint the cadets about the Drug Abuse and Drug Trafficking.

PREVIEW

5. The lecture will be conducted in following parts:-

(a) Part I - Types of Drugs.

(b) Part II - Drug Abuse and Trafficking.

(c) Part III - Prevention

PART I: TYPES OF DRUGS

6. **Types of Drugs**. There are three main types of drugs affecting the central nervous system:-

(a) **Depressants.** Depressants are drugs that slow down the function of the central nervous system. Example includes Alcohol, Cannabis, Hashish, etc.





(b) **Stimulants.** Stimulants acts on the central nervous system to speed up the messages to and from the brain. They make the user feel more awake, alert or confident. Stimulants increase heart rate, body temperature and blood pressure. Other effects include craving, stretched pupils, talkativeness, agitation and sleep disturbance. Mild stimulants include Caffeine in coffee, Nicotine in tobacco, Ephedrine in medicines for cough, asthma etc.

(c) **Hallucinogens.** Hallucinogens affect awareness. People who have taken them may believe they see, hear and notice things that are not really there. Example includes Dhatura, Ketamine etc.

7. **Legal Drugs**. These are those where laws and regulations control the availability, quality and price. For example tobacco may not be sold to persons below the age of 18 years.

8. **Illegal Drugs**. The ones that are illegal to produce, possess, buy or sell, consume and store. There are no prices or quality control over such drugs say heroin. This means that a user can never be sure that the drug they are taking is suitable and these kinds of drugs are banned.

PART II: DRUG ABUSE AND TRAFFICKING

9. **What is Drug Abuse.** Consuming the substance which is neither approved nor supervised by medical professionals.The use of steroids for performance enhancement in sports is also called drug abuse. Continuous and prolonged abuse of drugs may make a person an addict.

10. It was found that all the addicts either take hashish, cannabis or heroin. 72% percent of addicts are in the age group of 20-24 years. And females comprise only 2% of the addicts.78% of addicts come from the families which are facing problems such as, loss of one or both parents or separation of the parents.



11. **Reasons for Drug Addiction.** Drug addiction does not develop overnight, but have general and genuine reasons. The teen years are often considered the most difficult period of a person's life. It's a vulnerable time of life as teens attempt to navigate the precarious bridge between childhood and adulthood. And one of the most challenging decisions, for an age group that's ill-prepared to make difficult choices, is whether to start using alcohol or drugs. The reasons are as follows:-

(a) **Peer Pressure**. Peer pressure is a powerful force at any stage of life, but it's especially influential during adolescence. At a time when kids are trying to figure out who they are and where they fit in –when insecurities can be fierce – the desire to be accepted

and liked makes saying "no" extremely difficult. Saying no can also have painful consequences, ranging from being laughed at or mildly teased, to being humiliated, rejected, and even bullied.

(b) **To look and feel "grown-up"**. Adolescents often want to be treated like adults. "I'm not a kid anymore" is a frequent mantra, especially when they want privileges that come with age – like using alcohol. It's no surprise that they're drawn to things that make them feel like an adult – older, more mature, more sophisticated. Drinking, smoking, and drug use can all boost that feeling; "Hey, look at me, I'm all grown up now." With those behaviors comes the illusion that one is truly mature – and thus can handle anything. Sadly, one bad incident can quickly shatter it and remind them just how young and vulnerable they still are. But until such an event, they naively believe that "bad things" happen only to "other kids." They overestimate their maturity and underestimate their vulnerability.

(c) **Modeling Parents' Behavior**. Teens that grow up with parents who abuse alcohol or drugs often follow suit. After all, that's what they know and what they've learned. Not to mention, if one or both parents are actively using they often have easy access as well. Not only does the apple often not fall far from the tree, kids often mimic their parents' behaviors – both good and bad.

(d) **Curiosity.** Curiosity not only "killed the cat," it also can be a very seductive temptress. The desire to try new things and explore the world didn't suddenly shut off when puberty commenced. In fact, it often becomes even stronger. Most teens have a lot more autonomy (and some have way too much) than they did as children. They're less closely supervised and often left home alone for chunks of time while mom and dad are still at work or out for the evening. The desire to find out what it feels like to get drunk or high – "just this once," of course – can be very strong. Not to mention, "Everybody experiments – don't they?" can be a very compelling rationale. Unfortunately, far too many kids end up in alcohol or drug rehab treatment down the road due to some ill-fated need to satisfy their curiosity.

(e) **Boredom.** It's been said that "idle hands are the devil's tools" – and similarly, that an "idle mind is the devil's playground." In other words, boredom can quickly get anyone – and especially a restless teen – into all sorts of trouble. It's even worse for teens who have bored friends. Passing the time with a few beers or a few hits with friends (or even alone) is often a slippery slope to addiction.

(f) **Self-medication.** Teens who struggle with a lot of emotional pain are especially vulnerable to alcohol and drug abuse. They use these substances – just like many adults – as a way to self-medicate. They know that getting high or getting drunk will, at least temporarily, numb or ease their pain and provide them with a means of escape. These substances can also appear to ease the problem. For example, a socially awkward or extremely shy teen may use alcohol in a desperate attempt to feel more comfortable around others. A teen living in a conflicted home environment may resort to drugs to shut out the world for a while – or at least make it feel a little more bearable.

Drug Trafficking in India

12. India, due to its geographical location has become a transit route base for illicit heroin, hashish and morphine from Afghanistan, Pakistan, Iran, Nepal and Burma. To meet the expenses for drug intake, many users involve themselves in crime and thefts. The drug syndicates often use poor people, especially youth to carry their illegal products from one place to another, at a huge price, which makes the youth fall for this easy money. The youth today, do not understand the dangers of this illegal activity.

PART III: PREVENTION

The Law

13. The Narcotic Drugs and Psychotropic Substances (NDPS) Act and Rules provide for punishment to those who contravene the Act and will face punishment based on the quantity of the banned substance.

(a) Where the contravention involves small quantity (<1 kg), with rigorous imprisonment for a term which may extend to 6 months, or with fine which may extend to ₹ 10,000 or with both.

(b) where the contravention involves quantity lesser than commercial quantity but greater than small quantity, with rigorous imprisonment for a term which may extend to 10 years and with fine which may extend to ₹ 1 lakh;

(c) where the contravention involves commercial quantity, with rigorous imprisonment for a term which shall not be less than 10 years but which may extend to 20 years and shall also be liable to fine which shall not be less than ₹ 1 lakh but which may extend to ₹ 2 lakh.

Preventive and Remedial Measures

14. There are certain preventive and remedial measures for dealing with the problem of drug abuse.

(a) The Government must use all the media to propagate against the habit of drug-taking.

(b) Voluntary organizations should pay more attention to instruct addicts how to give up the vice to bring them to the main stream of public life without shame or sorrow.

(c) Physicians should teach them how to prevent and avoid the evil and how to lead a normal healthy life.

(d) Parents should pay more care, attention and love to their sons and daughters.

(e) Reading of moral and religious books is also helpful to addicts.

(f) The police must act fearlessly to act against the people involved drug traffic.

15. The youth which are the most vulnerable, should be channelized towards positive activities like sports and games, hobbies, art and culture and other innovative developmental activities. Towards this effort, parents, teachers, youth organizations society and government have a major role.

CONCLUSION

16. Drug trafficking and consumption has become a global issue. To remove this, government and NGOs should stress on education, healthcare, treatment and rehabilitation in addition to combating illicit production, trafficking and consumption of drugs. Let us all decide today that we will never abuse any drug. We should all stand together to fight against this massive problem.

LESSON PLAN : SA 9
CAUSES / PREVENTION OF HIV / AIDS AND ROLE OF YOUTH



Period - **One**
Type - **Lecture**
Term - **I (SD/SW)**

Training Aids

1. Computer Slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.

(a)	Introduction	-	03 Min
(b)	Causes of HIV / AIDS	-	10 Min
(c)	Prevention of HIV / AIDS	-	15 Min
(d)	Role of Youth	-	10 Min
(e)	Conclusion	-	02 Min

INTRODUCTION

3. Few diseases have been feared as much as HIV/AIDS has been ever since human beings began efforts to prevent and control major diseases. Although a large number of health problems continue to defy human efforts to control them, none of them presents a challenge greater than the prevention and control of HIV/AIDS.

4. Globally, an estimated 38.6 million people are living with HIV, of which an estimated 4.1 million were new infections. In Asia, an estimated 8.2 million people are living with HIV including 1.2 million new infections last year. In India, an estimated 5.2 million people are living with the virus, most of whom are poor and marginalized. The patterns of HIV infection in India reflect underlying patterns of social and economic inequality, such as distribution of wealth, power, gender relations, women's status, poverty, lack of sustainable livelihoods, civil unrest and disorder, etc.

AIM

5. To acquaint the cadets about the Causes and Prevention of HIV / AIDS and the role of Youth.

PREVIEW

6. The lecture will be conducted in following parts:-

(a) Part I - Causes of HIV / AIDS.

(b) Part II - Prevention of HIV / AIDS.

(c) Part III - Role of Youth.

PART I: CAUSES AND PREVENTION OF HIV / AIDS

7. **What is HIV / AIDS.** Although HIV and AIDS are often used synonymously, they are different. HIV (Human Immuno-deficiency Virus) is a virus that gradually destroys the body's immune system. AIDS (Acquired Immuno Deficiency Syndrome) is a condition wherein various diseases affect the body because of the body's weak natural defense mechanism – the immunity. AIDS stand for Acquired (not inborn, but passed from mother to baby), Immune (relating to the body's immune system, which provides protection from disease causing bacteria/viruses/ fungi); Deficiency (lack of response by the immune system to bacteria / viruses / fungi / cancer cells); Syndrome (a number of signs and symptoms indicating a particular disease or condition).

8. Therefore, AIDS is an acquired condition in which a person may have various diseases that cause similar symptoms, all of which are due to the body's diminished ability to fight diseases. Anyone who has HIV infection will develop AIDS over a period of time.

9. **How Does HIV Affect the Body.** A special variety of white blood cells called Tlymphocytes secrete chemicals that are necessary for destroying the disease causing germs or agents. HIV destroys T lymphocytes (also called T-cells), and thereby reduces the body's ability to fight diseases. T-cells contain a protein called CD4 on their surface. HIV first attaches itself to CD4 and then fuses with the T-cells to multiply. Fusion with T-cells destroys the T cell and several copies of HIV are produced.

10. **How Does HIV/AIDS Spread.** HIV is present in all body fluids of an infected person and is more in number, in the blood, semen and vaginal fluids. HIV infection normally spreads when there is contact with these body fluids through four main routes:-

(a) **Sexual Transmission.** The most common route of spread of HIV infection is through unprotected sex between two people, where at least one has HIV infection. Unprotected sex means having sex without condom. Although the risk of HIV being transmitted during one sexual act depends upon several factors, it is important to remember that even one episode of unprotected sex with an infected partner can transmit HIV. Increased number of unprotected sex increases the risk of infection. Some issues related to sexual transmission of HIV are as under:-.

(i) **Increased Risk for Women.** Women are at greater risk of developing HIV infection through unprotected sex. This means that the risk of transmission of HIV from man to woman is higher than that from woman to man. There are five main reasons why women are at greater risk:-

(aa) The semen from the infected male sexual partner remains in the woman's vagina for a longer time, thereby increasing the duration of contact between infected semen and delicate lining of the vagina.

(ab) The surface area of the vagina is larger than the surface of tip of the penis in men, which provides greater opportunity for the virus to enter the body.

(ac) Many women with Sexually Transmitted Infections (STIs) do not have any symptoms and therefore do not seek treatment. Presence of STIs increases the risk of HIV transmission.

(ad) The gender imbalance makes it difficult for women to exercise their sexual rights. This means that they have less control over, when and with whom, they have sex.

(ae) Women are less likely to take treatment, especially for STIs, which increase the risk of HIV transmission.

(ii) **Sexually Transmitted Infections.** Presence of STIs increases the risk of HIV transmission. People who have ulcers in the genital organs or abnormal discharge either from the penis or the vagina are at higher risk of HIV transmission. Early treatment of STIs reduces the risk of HIV infection.

(iii) **Anal Sex.** Although anal sex is more common among men, who have sex with men (MSM), some heterosexual partners also practice it. Anal sex has higher risk of HIV transmission as compared to vagina sex. This is mainly because the delicate inner lining of the anus gets easily damaged during anal sex. This damage helps the HIV to enter the body easily.

(iv) **Menstruation**. The menstrual blood of a woman with HIV infection will contain the virus. Thus, sexual intercourse during menstruation with an infected woman increases the risk of the male partner getting HIV infection.

(b) **Blood Transfusions.** As per the guidelines of the National AIDS Control Organization (NACO), it is mandatory to test blood for HIV before transfusion. The risk of transmission of HIV through tested blood is therefore very remote. The only possibilities of infection through blood are, if the blood was not tested for HIV or the HIV infection was in the *window period*. Window period is the term used for the duration between the entry of HIV in the body and the detection of its antibodies through blood tests. Window period is normally up to three months. This means that during this time, even if a person is HIV infected he/she will test negative. He/she can however transmit infection to others. Blood donation has no risk of getting HIV infection because the needle and other equipment used for collecting your blood are safe.

(c) **Sharing Needles and Syringes for Intravenous Drug Use.**

(i) When people inject drugs intravenously, they may draw small amounts of blood into the needle. If another person uses this needle immediately, the blood containing HIV will be injected into the second person. Thus, he/she can also be infected with HIV.

(ii) Despite several concerns about the poor sterilisation practices by some doctors, especially in rural areas, HIV infection through injections given at a health centre is not a common mode of transmission in India. This is mainly because most of these doctors, even if they are not qualified, boil them for a short time. HIV is destroyed by even short duration heat and drying. Shorter boiling time for sterilizing needles may not destroy other disease causing germs such as Hepatitis B virus. It is also important to remember that injections that are given in the muscles, under the skin or in the skin layers carry little risk of transmitting the HIV.

(iii) For several years now, rumours are periodically spread about people with HIV infection, intentionally pricking other people with infected needles in public places such as movie theatres, markets, bus-stops etc. with an intention of transmitting the infection to them. These rumours are baseless because of three main reasons:-

(aa) There should be adequate amounts of blood containing the virus on the needle before it can cause infection. A needle that has been merely pricked in the body of a person with HIV is not likely to have the number of HIV necessary to cause infection.

(ab) Even if the infected person were to use needle that has been used intravenously, the virus may not be alive if the blood on the needle has dried up.

(ac) When an infected needle is pricked into the muscles, the risk of transmitting the infection is very low.

(d) **Mother to Child Transmission.** Mother to child transmission of HIV can occur in three ways:-

(i) During pregnancy, when the HIV crosses the placenta.

(ii) During delivery.

➢

➢ (iii) **During Breastfeeding**. Although HIV is present in breast milk, it does not mean that the baby will always be infected with it. Also, in a country such as India, the alternative to breast-feeding is bottle-feeding, which is not only expensive but also carries a higher risk of diarrhoea, poor nutrition and as a result death. Since the benefits of breast-feeding are much more than the risk of getting HIV infection, it is recommend that women with HIV infection breast-feed their babies.

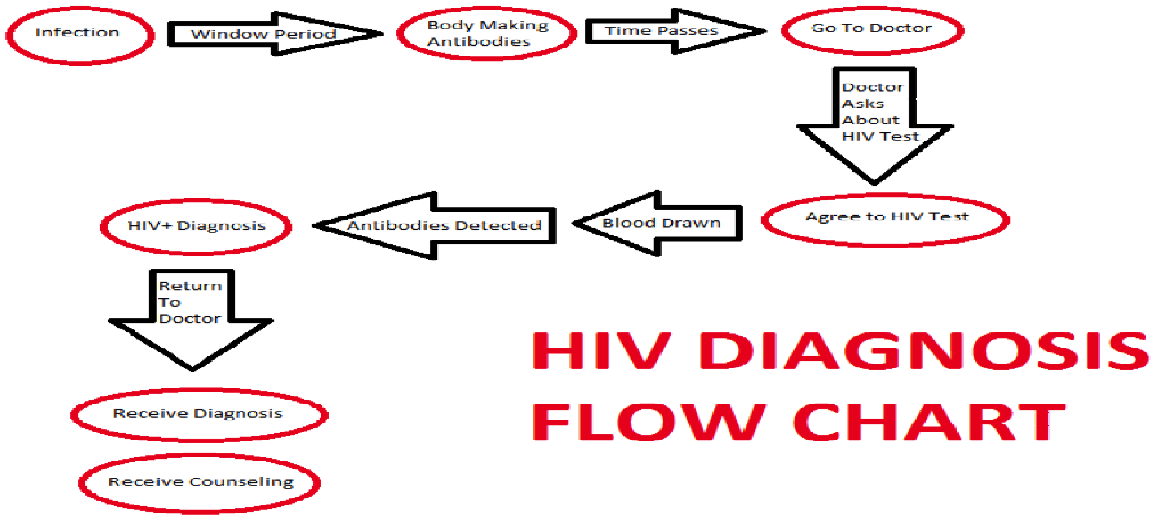
(e) **Other Methods.**

(i) **Skin Piercing.** There are several cultural practices in India that involve skin piercing such as, piercing ears or nose for ornamental reasons, tattooing, etc. Although skin piercing is not currently one of the major routes of transmission of HIV infection in India, it is desirable to use sterilized equipment for prevention of infections such as Hepatitis B.

(ii) **Oral Route.** Many people believe that kissing, sharing utensils etc. with people who have HIV can transmit the infection. This is not true. HIV has not been shown to be transmitted through saliva. If the virus is ingested in the stomach, the acids in it are likely to inactivate or destroy the virus. The risk through oral route may be there only if there are cuts or wounds in the mouth or bleeding gums.



11. **How is HIV Diagnosed.** HIV is normally diagnosed through blood tests that detect antibodies to HIV. It is recommended that the tests are done only at the Voluntary Counselling and Testing Centres (VCTCs) set up by National AIDS Control Organisation (NACO). Counselling is done before and after the test in order to ensure that the person being tested is aware of all the issues related to HIV transmission, prevention, treatment, care and support. In case of a negative test result, the test is repeated after three months to rule out the possibility of the first test being carried out in the window period. Confidentiality is strictly maintained while testing for HIV. This means that no one other than the person being tested is informed about the test results.



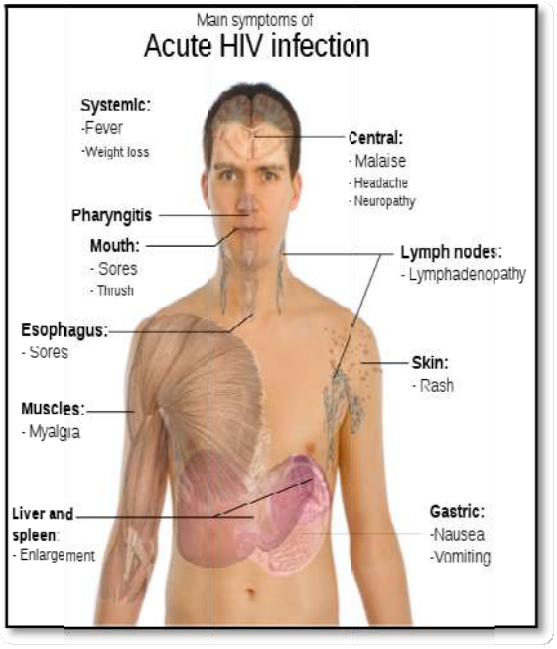
PART II: PREVENTION OF HIV/AIDS

12. **Symptoms of HIV.**

(a) Most people infected with HIV are not likely to have any symptoms for about three to ten years. Few develop symptoms earlier while few others may not develop any symptoms for more than ten years. Even if a person does not have symptoms, he/she can transmit the infection to others. This is why it is recommended that anyone who has sex with a partner who is not in mutually faithful relationship should use condoms for every sex.

(b) A normal person has about 500 to 1500 CD4 cells per millilitre of blood. When the CD4 count decreases below 200, people with HIV can present with opportunistic infections, which are infections that affect the body because of poor immunity. Opportunistic infections are caused by bacteria, virus, fungus and parasites. They may also get some types of cancer.

(c) When HIV progresses to AIDS, the infected person would have had unexplained weight loss of more than ten percent, unexplained diarrhoea or fever for more than one month, fungal infections, tuberculosis or severe bacterial infections.



13. **Tuberculosis.** Since tuberculosis is already one of the major health problems in India, people with HIV infection are at higher risk of getting it. Very often, tuberculosis is the first indication that a person has HIV infection. Although tuberculosis largely affects the lungs, it can affect other organs of the body also. People with AIDS are more likely to get infection in other organs of the body. One of the major concerns related with tuberculosis and AIDS is resistance of the tuberculosis bacteria to several medicines that were earlier effective for its treatment. Common symptoms of tuberculosis include cough, fever, increased sweating at nights, loss of weight and excessive fatigue.

14. **HIV Prevention.**

(a) HIV/AIDS can be prevented in four main ways:-

- (i) Being in a mutually faithful sexual relationship. If this is not possible, then correct and consistent use of condoms for every sexual act, irrespective of the type of sex is essential.

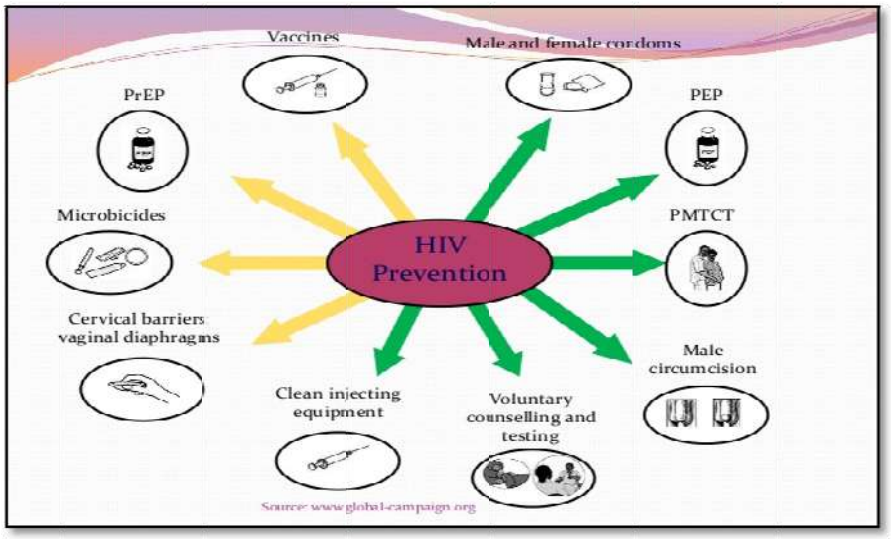
- (ii) Checking all the blood and blood products for HIV infection before transfusion.
- (iii) Avoiding drug abuse, especially sharing needles and syringes for injecting drugs.
- (iv) Reducing the risk of mother-to-child transmission by following recommended guidelines for preventing parent to child transmission of HIV infection.
-

(b) **Condom Use.** Condoms have two main advantages-they prevent infections such as Sexually Transmitted Infections (STIs) and HIV, and also prevent pregnancy. Many people use condoms only for commercial sex. It is important to remember that anyone who is not in a mutually faithful sexual relationship should use condoms for every sex. There are some myths about the use of condoms which are not true. These are:-

- (i) Some people argue that condoms do not offer complete protection. This is not true. It is only the inconsistent and incorrect use of condoms, which may lead to contacting STD or HIV.

(ii) Some people complain that condoms, especially those that are distributed free by the government, are probably not of good quality and therefore break during sexual act. These complaints are not valid, as several strict quality control methods are adopted during condom manufacturing.

- (iii) A belief that condoms reduce sexual pleasure, is one of the major barriers to condom use. This is also not true. There may be a difference in the sensation in the initial stages of using condoms but most people adapt to them very soon.



(c) **Preventing Parent to Child Transmission.** NACO has set up Prevention of Parent to Child Transmission (PPTCT) centres in all districts of the six states where HIV infection is high and in several other hospitals in other states. In these centres, pregnant women are counselled and tested for HIV. If they are positive, they are given medicines for HIV at the time of delivery and caesarean section is done to surgically deliver the baby. This reduces the risk of infection for the newborn from about 45% to less than 2%.

15. **Ethical Issues Related to HIV Infection.** Ethical issues related to HIV infection are mainly for ensuring that a person with HIV infection leads a life of dignity. HIV testing should not be done without informed consent of the person to be tested. This means that the person to be tested should have understood what test results would mean and its likely impact on his/her life. People with HIV infection have as much right to get education, employment and medical treatment from any source as everyone else.

PART III : ROLE OF THE YOUTH IN PREVENTING HIV / AIDS

16. HIV is more common in the most productive age group of 15-45 years, and therefore causes major impacts on the economic status of the affected individual, family, community, and the nation at large. The young adults can play a very important role in preventing the HIV at community level, and also minimise its impact at all levels by taking following actions :-

(a) Youth can assume responsibility in preventing HIV infections by avoiding behaviour that might lead to HIV infections.

(b) Youth may also share the right to refuse sex and assume responsibility for ensuring safe sex.

(c) People living with HIV/AIDS have the same right to education, employment, health, travel, marriage, recreation, privacy, social security, scientific benefits etc. Hence, all should share responsibilities for avoiding HIV infection / re-infection.

(d) The youth by creating a proper and positive peer pressure, can delay the age at first sex, avoid sex before marriage, practicing safer sex, and preventing alcohol and drug abuse. The stereotypical image of a “macho” male needs to be changed to depict responsible behaviours.

(e) The young can also play an important role in addressing gender imbalance, which is one of the important factors for underdevelopment and HIV transmission.

(f) Youth should also educate general public by spreading the information that HIV cannot be transmitted by the following actions:-

(i) Shaking Hands.
(ii) Sharing of Clothes.
(iii) Sharing of Food and Utensils.
(iv) Sharing of Toilets.
(v) Insect Bites.
(vi) Hugging or Kissing.
(vii) Working in the same office or travelling in the same vehicle.
(viii) Playing or swimming with the infected person.
(ix) Coughing, sneezing or in routine patient-care activities (bed - making, feeding etc).

CONCLUSION

17. HIV can be transmitted from person to person only if the body fluids like blood, semen and vaginal fluids come in contact with body fluids of an HIV infected or AIDS patient. Young people, with or without HIV/AIDS, have an important role to play in actively countering discrimination against young people living with HIV/ AIDS. We require to provide a platform for people living with HIV/AIDS, so that we work together according to their interests. We also need to mobilize support of local authorities and community leaders to listen to people living with HIV/AIDS and to combat actively against their discrimination and exclusion. Setting up training programmes, to improve the integration of the young people suffering from HIV/AIDS into society, is the need of the hour.



LESSON PLAN : SA 10

RIGHT TO INFORMATION ACT AND RIGHT TO EDUCATION ACT

Period - **One**

Type - **Lecture**

Team - **III (SD/SW)**

Traing Aid

1. Computer Slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	RTI	-	15 Min
	(c)	RTE	-	15 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. Government of India is continuously working towards empowering its citizens through various legislations, acts, rules, programmes and projects. Some of the most prominent ones introduced in the recent past are the famous and powerful Right to Information (RTI) and Right To Education (RTE) acts. As we are aware, it is very essential for a person to have knowledge about the subject of interest, especially related to the Government, RTI is towards this end. Similarly, literacy or lack of it is a key factor for development of any nation. Enhancement of literacy, hence, is one of the primary duties of the Governments at the Centre as well as the States. RTE is towards this goal so that no one is denied an opportunity to get basic education.

AIM

4. To acquaint the cadets about Right to Information (RTI) & Right to Education (RTE).

PREVIEW

5. The lecture will be conducted in two parts as under:-

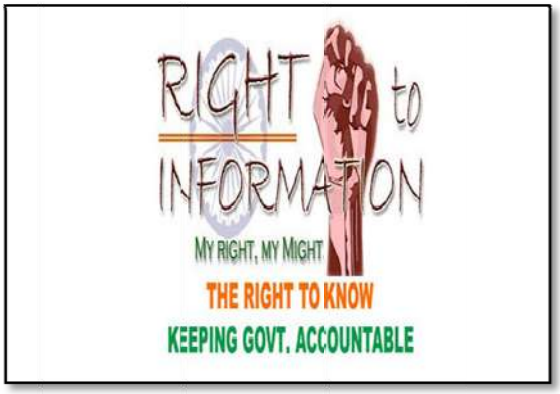
(a)	Part I	-	RTI.
(b)	Part II	-	RTE

PART I : RIGHT TO INFORMATION (RTI) ACT 2005

6. Right to Information (RTI) is an Act of the Parliament of India to provide for setting out the practical regime of right to information for citizens and replaces the erstwhile Freedom of information Act, 2002. Under the provisions of the Act, any citizen of India may request information from a "public authority" (a body of Government or "instrumentality of State") which is required to reply expeditiously or within thirty days. The Act also requires every public authority to computerise their records for wide dissemination and to provide certain categories of information so that the citizens need minimum recourse to request for information formally. This law was passed by Parliament on 15 June 2005 and

came fully into force on 12 October 2005. The first application was given to a Pune police station. Information disclosure in India was restricted under the Official Secrets Act 1923 and various other special laws, which the new RTI Act has relaxed. It codifies a fundamental right of citizens.



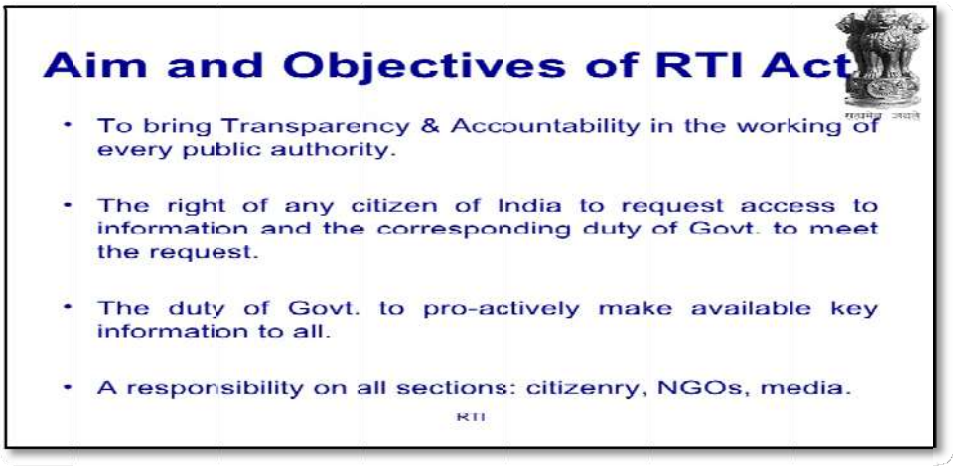


7. **Scope**.

(a) The Act covers the whole of India except Jammu and Kashmir, where J&K Right to Information Act is in force.

(b) It covers all constitutional authorities, including the executive, legislature and judiciary; any institution or body established or constituted by an act of Parliament or by a state legislature.

(c) It is also defined in the Act that bodies or authorities established or constituted by order or notification of appropriate government including bodies "owned, controlled or substantially financed" by government, or non-Government organizations "substantially financed, directly or indirectly by funds" provided by the government are also covered in the Act.



8. **Important Provisions of the Act**.

(a) RTI Act specifies that citizens have a right to:-

(i) Request any information.
(ii) Take copies of documents; inspect documents, works and records; take certified samples of materials of work.
(iii) Obtain information in the form of printouts, diskettes, floppies, tapes, video cassettes or in any other electronic mode.

(b) It mandates timely response to citizen requests for government information. It is an Act to provide for setting out the practical regime of right to information for citizens to secure access to information under the control of public authorities.

(c) In order to promote transparency and accountability in the working of every public authority, the constitution of a Central Information Commission and State Information Commissions are enshrined in the act.

9. Under the Act, all authorities covered must appoint their Public Information Officer (PIO). When any person submits a request to the PIO for information in writing, it is the PIO's obligation to provide information. Further, if the request pertains to another public authority (in whole or part) it is the PIO's responsibility to transfer/forward the concerned portions of the request to a PIO of the other authority within five days. In addition, every public authority is required to designate Assistant Public Information Officers (APIOs) to receive RTI requests and appeals for forwarding to the PIOs of their public authority.

10. Considering that providing each and every information asked for under the Act may severely jeopardise national interest, some exemptions to disclosure are provided for in the Act. Information which has been expressly forbidden to be published by any court of law or tribunal or the disclosure of which may constitute contempt of court; information, the disclosure of which would cause a breach of privilege of Parliament or the State Legislature; information including commercial confidence, trade secrets or intellectual property, the disclosure of which would harm the competitive position of a third party.

11. The officer who is the head of all the information under the Act is Chief Information Commissioner (CIC). At the end of year CIC is required to present a report which contains: the number of requests made to each public authority; the number of decisions when applicants were not given permission to access to the documents which they request, the provisions of the Act under which these decisions were made and the number of times such provisions were filed; details of disciplinary action taken against any officer in respect of the administration of the Act; and the amount of charges collected by each public authority under the Act

PART II : RIGHT TO EDUCATION (RTE) ACT 2010

12. **General.**

(a) Sixty-three years after independence, India enforced a historic Right to Education (RTE) act that promises freedom from illiteracy for this vast and diverse country. With this act, India became one of 135 countries to make education a fundamental right of every child.

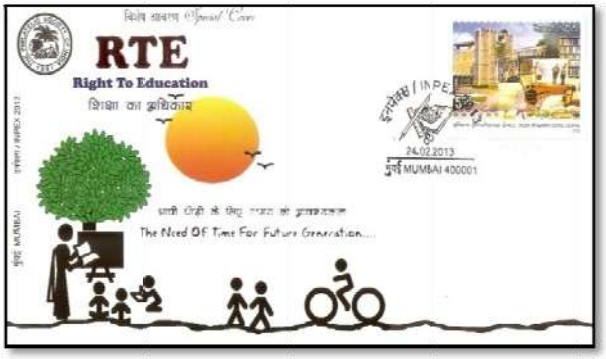
(b) The Act makes education “a fundamental right” of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools to reserve 25% of seats to children from poor families (to be reimbursed by the state as part of the public-private partnership plan).

(c) It also prohibits all unrecognized schools from practice, and makes provisions for no donation or capitation fees and no interview of the child or parent for admission.

(d) The RTE act requires surveys that will monitor all neighbourhoods, identify children requiring education, and set up facilities for providing it. The RTE Act is the first legislation in the world that puts the responsibility of ensuring enrolment, attendance and completion of education on the Government.

13. **Definition**. The right to education means that the State should make adequate provision for educating its citizens. Education sharpens intellect, equips individuals with the capacity to work and trains them in the art of citizenship. Citizenship has been defined “as the contribution of one’s instructed judgment to the public good.”





14. The right to education has been recognized as a human right in a number of international conventions, including the International Covenant on Economic, Social and Cultural Rights which recognises a right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all, in particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education, ideally by the progressive introduction of free higher education. Today, almost 70 million children across the world are prevented from going to school each day.

15. The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education. In addition to these access to education provisions, the right to education encompasses the obligation to avoid discrimination at all levels of the educational system, to set minimum standards and to improve the quality of education.

16. **Main Highlights of RTE Act.** Following are the key points of the legislation:-

(a) Free and compulsory education to all children of India in the six to 14 age group.

(b) No child shall be held back, expelled, or required to pass a board examination until completion of elementary education (up to class eight).

(c) A child who completes elementary education (upto Class 8) shall be awarded a certificate.

(d) Calls for a fixed student-teacher ratio.

(e) Will apply to all of India except Jammu and Kashmir.

(f) Provides for 25 per cent reservation for economically disadvantaged communities in all private and minority schools.

(g) Financial burden will be shared between state and central government on the basis of Sarva Shiksha Abhiyan (Education for All).

(h) Private schools to face penalty for violating RTE.

17. It prohibits:-

(a) Physical punishment and mental harassment.

(b) Screening procedures for admission of children.

(c) Capitation fee.

(d) Private tuition by teachers.

(e) Running of schools without recognition.

CONCLUSION

18. The powerful Acts of Government of India, RTI Act 2005 and RTE Act 2010 have been implemented with a sole aim of empowering the citizens of India. If implemented in a proper way, these acts will have the desired effects of bringing transparency & accountability in the public offices as well as literacy enhancement, particularly in rural India.

LESSON PLAN : SA 11

PROTECTION OF CHILDREN AND POCSO ACT 2012

Period - **One**

Type - **Lecture**

Term - **II (SD/SW)**

Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	-	03 Min
	(b)	Definitions and Provisions	-	10 Min
	(c)	Punishments	-	10 Min
	(d)	Method to Report and Record Cases	-	15 Min
	(e)	Conclusion	-	02 Min

INTRODUCTION

3. India is home to the largest child population in the world. Almost 42 per cent of its total population is under eighteen years of age. The health and security of the country‘s children is integral to any vision for its progress and development. One of the issues marring the vision for the country‘s children is the evil of child sexual abuse. The Protection of Children from Sexual Offences Act (POCSO) 2012 came into force in November 2012 to deal with the problem.

AIM

4. To acquaint the cadets about the protection of children from Sexual Offences Act 2012.

PREVIEW

5. The lecture will be conducted in three parts as under:-

(a)	Part I	-	Definitions and Provisions.
(b)	Part II	-	Punishment under the Act.
(c)	Part III	-	Methods for Reporting and Recording.

PART I : DEFINITIONS AND PROVISIONS

6. General Provisions.



(a) The Act is gender-neutral and **defines a child as any person below the age ofeighteen years.**

(b) The Act provides precise definitions for different forms of sexual abuse, including penetrative and non-penetrative sexual assault, sexual harassment and pornography.

(c) The Act provides for stringent punishment including rigorous imprisonment for life for certain offences, and fine.

(d) The Act provides for mandatory reporting of sexual offences.

(e) The Act provides for child-friendly procedures for reporting of offences, recording of evidence, investigation and trial.



7. Under Section 45 of the Act, the power to make rules rests with the Central Government. The rules framed under the Act provide:-

(a) Arrangements for care and protection and emergency medical treatment of the child.

(b) Compensation payable to a child who has been the victim of a sexual offence.

(c) The periodic monitoring of the provisions of the Act the National Commission for Protection of Child Rights (NCPCR) and State Commissions for Protection of Child Rights (SCPCR).

(d) Arrangements for the care and protection of the child and no re-victimisation during investigation and trial.

PART II : PUNISHMENT UNDER THE ACT

8. The act also recognizes that the intent to commit an offence, when unsuccessful for whatever reason, needs to be penalized. The attempt to commit an offence under the act has been made liable for punishment for up to half the punishment prescribed for the commission of the offence.

9. The act also provides punishment for providing assistance to the offence. This would cover Trafficking of the children for sexual purposes.

10. Punishment for Offences Covered in the Act. These are as under:-

(a) Penetrative Sexual Assault (Section 3). Not less than seven years imprisonment,this may extend to imprisonment for life and, fine (Section 4).



(b) **Aggravated Penetrative Sexual Assault (Section 5).** Not less than ten yearsimprisonment, this may lead to imprisonment for life and, fine (Section 6).

(c) **Sexual Assault (Section 7).** Not less than three years imprisonment, this mayextend to five years and, fine (Section 8).

(d) **Aggravated Sexual Assault (Section 9).** Not less than five years imprisonment,this may extend to seven years, and fine (Section 10).

(e) **Sexual Harassment of the Child (Section 11).** Three years imprisonment and fine (Section 12).

(f) **Use of Child for Pornographic Purposes (Section 13).** Five years imprisonmentand fine, and in the event of subsequent conviction, seven years imprisonment and fine (Section 14 (1)).

PART III : METHODS FOR REPORTING AND RECORDING

11. **General Provisions**.



(a) His or her right to privacy and confidentiality protected and respected by every person by all means and through all stages of a judicial process involving the child.

(b) The media has been barred from disclosing the identity of the child without the permission of the special court.

(c) For speedy trial the act provides the evidence of the child to be recorded within a period of 30 days. Also, the special court is to complete the Trial within a period of one year, as far as possible.

(d) The Special Juvenile Police Unit (SJPU) or the local police are also required to report the matter to the child welfare committee within 24hrs of recording the complaint, for long term rehabilitation of the child.

(e) The Act provides for the establishment of Special Courts for trial of offences under the Act.



12. **Reporting and Recording of Evidence.** The Act incorporates child friendly procedures forreporting, recording of evidence, investigation and trial of offences. These include:-

(a) Recording the statement of the child at the residence of the child or at the place of his choice, preferably by a woman police officer not below the rank of sub-inspector.

(b) No child to be detained in the police station in the night.

(c) Police officer will not be in uniform, while recording the statement of the child.

(d) The statement of the child to be recorded, as spoken by the child.

(e) Assistance of an interpreter or translator or an expert be provided as per the need of the child.

(f) Assistance of special educator or any person familiar with the manner of communication of the child in case child is disabled.

(g) Medical examination of the child in presence of parents.

(h) The victim is a girl child; the medical examination shall be conducted by a woman doctor.

(i) Frequent breaks for the child during trial.

(j) Child not to be called repeatedly to testify.

(k) No aggressive questioning or character assassination of the child.

(l) In-camera trial of cases.

CONCLUSION

13. We have a very large population of children in our country and many of them require protection of various kinds. The Protection of Children from Sexual Offences Act 2012, is an important milestone and it is our moral responsibility that we educate our children about the act and the provisions enshrined in it.



LESSON PLAN : SA 12

ROAD/RAIL TRAVEL SAFETY



Period - One

Type - Lecture

Term - III (SD/SW)

Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2. (a) Introduction - 03 Min

(b) Traffic Control Organization - 05 Min

(c) Causes of Road Accidents - 10 Min

(d) Motor Vehicle Act and Road / Rail Safety Measures. - 10 Min

(e) How to plan a Journey - 10 Min

(f) Conclusion - 02 Min

INTRODUCTION

3. Road/Rail accidents are manmade disasters which involve high human suffering. They impose a huge cost in terms of deaths, injuries and loss of income. A **road accident**, also called a motor vehicle collision (MVC) among other terms, occurs when a vehicle collides with another vehicle, pedestrian, animal, road debris, or other stationary obstruction, such as a tree or pole. Such collisions often result in injury, death, and property damage. A **rail accident** is a type of disaster involving one or more trains. Train wrecks often occur as a result of miscommunication, as when a moving train meets another train on the same track; or an accident, such as when a train wheel jumps off a track in a derailment; or when a boiler explosion occurs. These could be avoided with certain precautions if taken in time. Towards this, role of traffic control organization and anti drunken driving measures play key roles. The new Motor Vehicle Act is a significant step in this direction.

AIM

4. To acquaint the cadets about the Traffic Control Organisation, Anti Drunken Driving, Motor Vehicle Act and Road / Rail Safety Measures.

PREVIEW

5. The lecture will be conducted in following parts:-

(a) Part I - Traffic Control Organization.

(b) Part II - Causes of Road Accidents

(c) Part III - Motor Vehicle Act and Road / Rail Safety Measures.

(d) Part IV - How to plan a Journey

PART I : TRAFFIC CONTROL ORGANISATION

6. **Road traffic control** involves directing vehicular and pedestrian traffic around a construction zone, accident or other road disruption, thus ensuring the safety of emergency response teams, construction workers and the general public. Traffic control also includes the use of CCTV and other means of monitoring traffic by local or state roadways authorities to manage traffic flows and providing advice concerning traffic congestion.

7. The responsibility to control all traffic in a city or outside is of the Traffic Police department which works under the District Police Chief. The Traffic Police carries out the following tasks:-

(a) Clearing of road blockages due to accidents or any other reason.

(b) Educating general public on road safety rules.

(c) Conduct of road safety seminars or training.

(d) Control / monitoring of Speed.

(e) Ensuring proper marking and placement of road signs.

Traffic Organization



8. The traffic in any city or town is controlled by the Deputy Commissioner of Police (Traffic). He is assisted by various Assistant Commissioners of Police(ACPs),Inspectors, Assistant Sub Inspectors (ASIs), Head Constables and Constables. The strength depends on the size of the city or town and the traffic that is to be managed. In addition, there is a Control Room, which monitors all Traffic Cameras and Communications.

DC → ACP →Inspector → ASI → Head Constable →Constable

PART II : CAUSES OF ROAD ACCIDENTS

9. Road accidents are very common in our nation and the majority of these road crashes are caused by human error. While some are relatively minor, thousands of lives are taken every year by these car accidents. Few of the causes are listed below:-

(a) **Distracted Driving.** It becomes a larger threat every year and has been the leading cause of car accidents for the past decades. Please pay attention to the road while you are driving. That means no calls, no eating, no reading, no grooming or application of makeup, and talking while behind the wheel.

(b) **Drunk Driving.**Drunk driving is one of the most dangerous causes of accidents in the nation and is the most deadly. If you have had anything to drink, take a taxi or give your keys to a sober friend. It is not worth the risk.

(c) **Speeding.** Although it can be tempting to push the speed limit when you are running late, speeding is the second most common cause of accidents, so you should resist the urge and stay within the legal limits.

(d) **Reckless Driving.** Changing lanes too quickly, speeding well over the limit, and acting aggressive on the roads can lead to horrible accidents. It is important to take your

time and remain calm while driving to avoid needless accidents caused by simple carelessness.

(e) **Rain.** While you can't always avoid driving in the rain, the slippery, treacherous road conditions caused by heavy rains should be avoided when at all possible. If visibility is too low to drive or the roads seem particularly slick, you should pull over and wait until the storm passes.

(f) **Running Red Lights.** It may seem obvious, but it bears repeating. Red always means stop. Even if it seems like no other cars are coming, you can cause a serious accident by running a red light and you will be breaking the law. We've heard several excuses from busy entrepreneurs trying to run through red lights while thinking about work, from those legal contracts to investor relations, and at the same time literally trying to answer to work emails. Understand that life is more important than all these issues combined and it's best to be safe than sorry.

(g) **Night Driving.** Lack of visibility makes hazards more difficult to see at night. Make sure that you are extra alert on the road at night, and use your full lights when on an abandoned road without streetlights.

(h) **Tailgating.** There is never an excuse to get too close to the car in front of you, no matter how frustratingly slow they seem to be going. Keep a safe distance from other cars so that you will have time to react to sudden turns or uses of brakes.

(j) **Wrong-Way Driving/ Improper Turns.** Everyone makes mistakes, but lapses in judgement while driving a car can cause horrible accidents. Be aware of street signs warning of one-way streets or other irregularities, especially in unfamiliar areas. When people don't get in the proper lane to make a turn, use signals properly, or follow traffic signals, accidents happen. Always look out for traffic signs and obey the proper right-of-way when you make a turn.

(k) **Teenage Drivers.** Teens don't have the experience to know what to do in unsafe conditions and that naïveté causes accidents. If you have teenagers, make sure that they have had a defensive driving course, do not permit cell phone use while driving, and limit the passengers they can take with them in the car.

(l) **Drugs.** While alcohol is the culprit we usually associate with DUIs, drugs, including marijuana, prescription pills and other illegal drugs also cause terrible accidents. Never drive if you are under the influence of any drug, prescribed or not.

Anti Drunken Driving

10. Drunk driving can be described as driving a vehicle under the influence of liquor. Drunken driving is an offence in India. Statistics say that 78% road accidents in India are caused due to driver's fault and drunk driving is the use of 39% of all casualties.

Law

11. In India, while driving a motor vehicle, if a person has a Blood Alcohol Level (BAC) beyond 30 mg of intake per 100 ml of blood detected by a Breathalyzer (equipment to detect alcohol), he or she is booked under 'first offense'.This consists of imprisonment up to six months or with a fine up to two thousand rupees or both and punishment will be heavy if the offence is repeated.

Common Violators



12. The most common violators of drunk driving are youth between 16-25 yrs of age followed by truck drivers. People returning from pubs / parties in cities and people returning from after New Year parties or Holi celebrations etc are also common violators.

Prevention

13. The following measures can prevent deaths/accidents due to drunken driving:-

(a) Don't drive after drinks under any circumstances.

(b) Strict checking and penalty by police, if found drunk while driving.

(c) Change of laws to make it a more serious offence.

(d) Report cases of drunk driving to police.

PART III : MOTOR VEHICLE AMENDMENT BILL 2016 AND ROAD / RAIL SAFETY MEASURES

14. **Salient Features of Motor Vehicles Amendment Bill 2016.**

(a) **Limits on Insurer's liability.** It puts an upper limit of liability of insurer to Rs.10 lakh in respect of death and Rs. 5 lakhs in respect of bodily injury arising out of motor vehicle accident.

(b) **Enabling insurer to Non liability for non-receipt of premium**. The Act enables the insurer to avoid the policy on the ground of non-receipt of premium.



(c) **Hit and Run Scheme**. The compensation payable for victims in 'hit and run' out of the scheme fund has been enhanced to Rs. 2 lakhs in case of death, and Rs. 50,000/- in case of bodily injury, from Rs.25,000/- and Rs.12,500/- respectively.

(d) **Motor Vehicle Accident Fund**. The Fund is to be utilized for giving immediate relief to victims of motor accidents, and also hit and run cases. The compensation paid out of the fund shall be deductible from the compensation which the victim may get in future from the Tribunal.

(f) **Stringent Penalties for Road Traffic Violations**. The revised penalties for road traffic violations are as under:-

Ser No	Section	Old Provision / Penalty	New Proposed Provision / Minimum Penalties
(i)	Rules of road regulation violation	Rs 100	Rs 500
(ii)	Disobedience of orders of authorities	Rs 500	Rs 2000
(iii)	Unauthorized use of vehicles without license	Rs 1000	Rs 5000
(iv)	Driving without license	Rs 500	Rs 5000
(v)	Driving despite disqualification	Rs 500	Rs 5000

(vi)	Over speeding	Rs 400	Rs 2000
(vii)	Dangerous driving penalty	Rs 1000	Rs 5000
(viii)	Drunken driving	Rs 2000	Rs 10000
(ix)	Speeding/Racing	Rs 500	Rs 5000
(x)	Vehicle without permit	Rs 5000	Rs 10000
(xi)	Seat Belt	Rs 100	Rs 1000
(xii)	Helmet	Rs 100	License disqualification for 03 Months

(f) **Protection of Good Samaritans**. Any Good Samaritan rendering emergency medical or non-medical care or assistance at the scene of an accident to the victim or transporting such victim to the hospital receives protection from unnecessary trouble or harassment from
civil or criminal proceedings.

(g) **Community Service as Punishment**. For causing motor accidents, punishment in the form of 'Community Service' can be imposed. The Act defines "Community Service" as unpaid work which a person is required to perform as a punishment, maximum upto 2 years.

Do's & Don't's : For Road / Rail Safety



15. The following are the Do's and Don'ts:-

(a) **Do's for Road Safety.**

(i) Obey traffic rules.

(ii) Conduct or attend of road safety seminars.

(iii) Educate general public on traffic rules.

(iv) Wear helmet and seat belts.

(v) Give pedestrians the right-of-way in crosswalks



(b) **Don'ts for Road Safety.**

(i) Do not drink and drive.

(ii) Do not over speed.

(iii) Do not cross the road during the red signal.

(iv) Do not use mobile phones while driving.

(v) Do not engage in other activities, while driving.



(c) **Do's for Rail Safety.**

(i) Carry own Identitification Card while travelling.

(ii) Always use over bridge to cross the track.

(iii) Stop vehicles when the gate is closed at the crossing.

(iv) Pull the chain, only in emergency if required to stop the train.
(v) Report to the railway police regarding unidentified objects or suspected persons

(d) **Don'ts for Rail Safety.**

(i) Do not be careless while crossing train tracks.
(ii) Do not try to get in/ get down while train is moving.
(iii) Do not ignore the signal at railway crossing.
(iv) Do not sit on the footsteps/foot board while travelling.
(v) Do not use fire while travelling.
(vi) Do not consume alcohol during journey.
(vii) Do not accept any eatables from unknown persons.
(viii) Do not quarrel with railway staff and fellow passengers.
(ix) Do not travel on footboards of moving train.
(x) Do not bunch up to present a large target at railway platforms.

PART IV : HOW TO PLAN A JOURNEY

16. Planning a trip is not difficult, if you know the essential items, you need to bring. Even if you're just taking a short trip, it pays to be prepared when you travel. Think ahead about the conditions you'll encounter at your destination.

(a) The first item to pack is always common sense.

(b) Clothes and food are a necessity in order to have a fun trip. Light clothing is the best attire for a summer trip and clothes such as sweaters are the more suitable for cold places.

(c) The most important thing to bring is money. Other stuff is also needed, but these are the top things to consider when packing for a trip.

(d) Get a physical exam. If you've recently had surgery, a heart attack, a stroke, a bone fracture or another major health problem, your doctor can advise you on how soon you may travel, especially by air. Update immunizations. Even if you're just traveling across several states, be sure your immunizations are up-to-date.

(e) Take extras. You never know when your stay might be extended or what unexpected circumstances might happen at your destination. Pack more of your medications than you think you'll need. Take along a list of your allergies and prescription medications.

(f) Include a pair of sturdy, comfortable shoes and clothes that are appropriate for all weather variations at your destination.

(g) Food is very important when considering a trip. Without food it is impossible to drive safely and focus on where you are going. Choosing the right food is an important decision, because you have limited space and need to choose wisely what you are going to bring.

(h) Carry your important documents like Identity card.

(j) Travel in group.

(k) Do follow security instructions and procedure.

(l) Do not accept any eatables from unknown persons.

(m) Collect maximum informations about the destination. Always have a map and contact numbers with you.

CONCLUSION

17. Safety should be the first priority while on move in train or by road travel. Always follow the rail/road safety measures. Rules and regulations are for everyone, in which motor vehicle laws also assist. One should always be cautious, follow safety and security measures during any kind of travel.

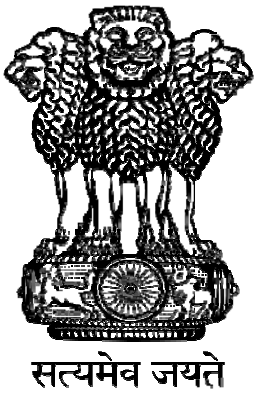
LESSON PLAN: SA 13

GOVERNMENT'S NEW DEVELOPMENT INITIATIVES

Period - **Three**

Type - **Lecture**

Term - **SD/SW**



Training Aids

1. Computer Slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2. (a) Introduction - 05 Min

(b) Aadhar, Digital India and BHIM App - 35 Min

(c) Make in India and Start up India Initiatives - 40 Min

(d) Skill India and Mudra Bank - 35 Min

(e) Conclusion - 05 Min

INTRODUCTION

3. In the new millennia India has been blessed with twin advantages, namely the demographic dividend and availability of Information Communication Technology (ICT) to effect unparalleled transformative change in the country. The ever improving developments in ICT coupled with technologically literate young people, India is able to leap-frog many of her development issues in one go. Governments of the day are taking advantages of this opportunity through various new initiatives bringing in substantial improvement in the social and economic condition of the masses. Few of these initiatives are as under:-

(a) **Aadhar**. For unique identity of citizens and its connectivity digitally.

(b) **Digital India**. For digitalizing / paperless transactions.

(c) **BHIM App**. For fast, safe and trustworthy payments.

(d) **Make in India**. To encourage manufacturing in India.

(e) **Start up India**. For encouraging new businessmen.

(f) **Skill India**. For skill training schemes.

(g) **Mudra Bank.** Loan for entrepreneurs.



AIM

4. To acquaint the cadets about the Governments' New Development Initiatives.

PREVIEW

5. The lecture will be conducted in five parts as under:-

(a)	Part I	-	Aadhar.
(b)	Part II	-	Digital India.
(c)	Part III	-	BHIM App.
(d)	Part IV	-	Make in India.
(e)	Part V	-	Start up India.
(f)	Part VI	-	Skill India
(g)	Part VII	-	Mudra Bank

PART I: AADHAR

6. Aadhar is a Unique Identification Number issued by UIDAI to individuals for the purpose of establishing unique identification of every single person. Aadhar is actually a 12-digit number and not a card. The Unique Identification Authority of India (UIDAI) is the regulatory body for this.

7. Aadhar is meant for individuals of any age (including children) for the purpose of establishing identities. Since Aadhar is for only individuals, it is different for all the members of a family. For deciding uniqueness of every individual, the demographic details (residence address information) of the person and his/her biometric information (photograph, iris-scan, fingerprints) is collected which is stored in a centralized database.

8. Application process for Aadhar Card.

(a) How to apply for AADHAR card online?

(i) Not all AADHAR card centers have online appointment registration facility.

(ii) To check a center nearby has online appointment facility, click on: **Apply for AADHAAR Card Appointment Online**.

(iii) Once one has taken the online appointment, collect the required documents and go to the center with the documents at the assigned date and time.

(b) How to apply for AADHAR card at the center?

(i) If an AADHAR card center near one's location DOES NOT have online appointment registration facility, one can walk into any nearby AADHAR card center, without prior appointment.

(ii) To contact nearby AADHAAR card center click on: **Locate Nearby AADHAAR Card Centers.**

(c) What documents are required to apply for AADHAR card?

(i) Generally 1 identity and 1 address proof document is required to apply for AADHAR card. To know about the documents required to apply for AADHAR card click on: **AADHAAR Card Documents Required.**

(ii) If someone in a family does not have valid documents, he/she can still enroll if his/her name exists in family entitlement document. In that case the Head of the Family in entitlement document needs to be enrolled first with valid Identity and Address proof document. The head of the household can then introduce other members in the family for enrollment.

(iii) If there are no documents available at all, resident may take the help of Introducers available at the enrollment centre. For further details please contact the concerned Registrar office.

9. **Features of Aadhar**

(a) **Uniqueness**. This is achieved through the process of demographic and biometric de-duplication. The de-duplication process compares the resident's demographic and biometric information, collected during the process of enrolment, with the records in the UIDAI database to verify if the resident is already in the database or not. An individual needs to enrol for Aadhaar only once and after de-duplication only one Aadhaar shall be generated. In case, the resident enrols more than once, the subsequent enrolments will be rejected.

(b) **Portability**. Aadhaar gives nationwide portability as it can be authenticated anywhere on-line. This is critical as millions of Indians migrate from one state to another or from rural area to urban centres etc.

(c) **Random Number**. Aadhaar number is a random number devoid of any intelligence. Person willing to enrol has to provide minimal demographic along with biometric information during the enrolment process. The Aadhaar enrolment process does not capture details like caste, religion, income, health, geography, etc.

(d) **Scalable Technology Architecture**. The UID architecture is open and scalable. Resident's data is stored centrally and authentication can be done online from anywhere in the country. Aadhaar Authentication service is built to handle 100 million authentications a day.

(e) **Open Source Technologies**. Open source architecture precludes dependence on specific computer hardware, specific storage, specific OS, specific database vendor, or any specific vendor technologies to scale. Such applications are built using open source or open technologies and structured to address scalability in a vendor neutral manner and allow co-existence of heterogeneous hardware within same application.



Why Aadhar Card is Becoming Important?

10. With the passage of time, importance of Aadhar card has greatly increased. In future, Aadhar card will be mandatory to avail benefits of various government schemes and services. Few important uses of Aadhar card in our basic living are as under:-

(a) **LPG Subsidy through Aadhar.** Government has started the **PAHAL Scheme** under which the subsidy amount of LPG cylinder is directly transferred into the Aadhar number linked bank account of the consumer. Absence of Aadhar card can deprive the consumer from availing subsidy benefits on LPG cylinders.

(b) **Aadhar card must for Passport.** Government has also ordered that Aadhar card is necessary for issuance of new passport. You can be denied of passport if you do not have your Aadhar card with you.

(c) **Aadhar is Digital ID Proof.** Aadhar card will be identity proof of every individual in future. Since the details of Aadhar card holder are kept at secure online servers, the bio-metrically verified identity of an individual can be used to confirm the identity of its holder.

(d) **Use Aadhar for new SIM Card.** Aadhar card is necessary for purchasing new SIM cards. With this you cannot buy a new SIM card without having Aadhar card.

(e) **Aadhar Vital for Government Employees.** There is a proposal to bring Aadhar card into use to connect it with the attendance book of government employees.

11. **Advantages/Benefits Of Aadhar Card.** Indian Government is planning to use Aadhar not only for the identity but also for the various other important purposes. Some of the uses are:-

(a) In several places and all government departments various documentary proof is required, but, the Aadhar will reduce the burden of many identity proofs.

(b) To open a 'bank account' or to operate a current account, now it's mandatory to submit your Aadhar Number, to your bank officials. So, RBI can easily find out all the bank accounts of a person.

(c) Aadhar Number linked to a bank account will get LPG Subsidy directly to their bank account.

(d) Under the Prime Minister's 'Jhan Dhan Yojana,' Aadhar is used as the main document as evidence, to open a 'bank account.'

(e) For various monetary transaction providing UIN detail, would be necessary, which reduce the 'black money' transfer.

(f) Various types of duplication of data and fake identities created by frauds for a long time, in India, for their individual benefits, can be stopped with the help of UIN.

PART II : DIGITAL INDIA

12. Digital India initiative is one of the most ambitious projects of the Government of India; it is part of Government's vision of making India a 'digitally empowered knowledge economy'.

What is Digital India Initiative?

13. Digital India initiative is an extended and transformed version of e-Governance project which is in place since mid-1990s. Various e-Governance projects all over the country encompassing all the government departments have not been able to bring about desired results. Thus there was a need felt by the government to overhaul the present infrastructure of e-governance plan and also include additional objectives in the new initiative.

14. Through the implementation of this scheme, the gap between government departments and people in general would be minimized. Services and benefits provided by the government would reach to the citizens in quick time and without much hassle. It will also ensure local electronic manufacturing and job creation for Indians. Therefore, to realise the objective of making India a 'Digital Society' and a 'Knowledge Economy', "Digital India" has been launched. It is expected to so as to transform the entire concept of Governance by making it more transparent and accessible to the citizen.

15. Important **objectives** under these vision areas are:-

(a) High-speed internet connectivity for fast delivery of public services.
(a) Creation of unique digital identity for every citizen.
(c) Making cyber-space safe and secure.
(d) To make government services available in real time through online medium.
(e) To improve ease of doing business through transformed digital services.
(f) Financial transactions are to be made cashless and electronic.
(g) Universalization of digital literacy.
(h) Making governance citizen participative through collaborative digital platform.



The Nine Pillars

16. Government of India hopes to achieve growth on multiple fronts with the Digital India Programme. Specifically, the government aims to target nine 'Pillars of the Digital India' that they have been identified as:-

(a) **Broadband Highway.** Connect 250000 Gram Panchayats through high speed internet. Nationwide internet infrastructure through National Optic Fibre Network (NOFK).

(b) **Universal access to Internet**. To connect all the remaining 42300 villages in the second phase.

(c) **Public Internet Access Programme**. Make available government services to all Gram Panchayats through Common Service Centres (CSCs) by and 150000 Post-Offices
.

(d) **E-Governance**. Simplify government business processes by introduction of IT, online interface and tracking across departments, integration of services and platforms- UIDAI, Payment Gateway, Mobile Platform etc; public grievance redressal through IT.

(e) **E-Kranti**. Electronic delivery of services, be it education, agriculture, health, justice or financial inclusion.

(f) **Information for All.** Hosting of data and proactive engagement with citizens through social media and web portals such as MyGov.in; citizen will have open access to information and open data platform.

(g) **Electronics Manufacturing**. To increase level of local manufacturing of electronic items such as: Set Top Boxes, VSATs, Mobiles, Consumer and medical Electronics, Smart Cards etc.

(h) **IT for Jobs**. Train students in small towns and villages for IT sector jobs.

(j) **Early Harvest Programmes**. All Universities across the country will be connected through Wi-Fi; e-mail will be the primary mode of communication and secure e-mail services across all departments of government; Biometric attendance in all Ministries and Departments will be implemented.

17. The Digital India project, no doubt is one of the grandest projects till date because it embraces all the government machinery and departments in its fold; its aim is to create a truly participatory democracy with the use of digital technology; its target is to connect more than 120 crore Indians with their Government so that they could avail services and benefits of government services in real time and also get their grievances redressed in quick time.

18. Overall this great initiative will require great efforts from the entire government machinery and people concerned to make it successful.

PART III: BHIM APP

19. The indigenously developed payment app '**BHIM**' (**Bharat Interface for Money**) has been named after the **main architect of Indian constitution, Dr Bhim Rao Ambedkar. It was l**aunched on **30 December 2016 by National Payment Corporation of India (NPCI).** This app will create financial equality in the country, as envisaged by Dr. B.R. Ambedkar.

20. **BHIM** is a biometric payment system app using **Aadhar platform, and is based on Unified Payment Interface (UPI)** to facilitate **e-payments directly through bank.** It stresses on the importance of technology and digital transactions.
It can be used on all mobile devices, be it a Smartphone or a feature phone with or without internet connection. The payments through the new system (**BHIM** App) can be made by just a thumb impression after the bank account is linked with Aadhar gateway. Indeed, the technology through **BHIM** will empower poorest of the poor, small business and the marginalized sections. The app will minimize the role of plastic cards and point of sale machines. The app will eliminate fee

payments for service providers like MasterCard and Visa, which has been a stumbling block in people switching to digital payments.

BHIM
BHARAT INTERFACE FOR MONEY

(a) The app can be used to send and receive money through smart phones.

(b) Money can also be sent to non UPI supported banks.

(c) Bank balance can also be checked through the app.

(d) Currently Hindi and English are supported in the app, with more languages coming soon.

21. The e-wallet app will feature fingerprint verification in future. Thereafter only thumb will be needed to make a payment. Thumb will be your bank then. People especially young should utilize the app and support this to curb black money and to create financial equality in the society.

PART IV: MAKE IN INDIA



22. Make in India scheme is a Government initiative to facilitate and augment the manufacturing industry in India. In other words, it can also be said that this program is intended to increase the GDP of the Indian economy. Besides promoting manufacturing and employment sector in the country it has set wide array of targets which are meant to change the entire economy of the country positively.

23. This program has a wide scope, associated with different sectors of the economic environment of the country. It is specifically designed to promote the enlisted or targeted, 25 different sectors, which were badly in a need of such reforms. It is intended and approved to facilitate the foreign direct investment and domestic companies in manufacturing their products in the Indian vicinity.

24. The initiative is built on four pillars which are as follows:

(a) **New Processes**. The government is introducing several reforms to create possibilities for getting Foreign Direct Investment (FDI) and foster business partnerships. Some initiatives have already been undertaken to alleviate the business environment from outdated policies and regulations. This reform is also aligned with parameters of World Bank's 'Ease of Doing Business' index to improve India's ranking on it.

(b) **New Infrastructure**. Infrastructure is integral to the growth of any industry. The government intends to develop industrial corridors and build smart cities with state-of-the-art technology and high-speed communication. Innovation and research activities are supported by a fast-paced registration system and improved infrastructure for Intellectual Property Rights (IPR) registrations. Along with the development of infrastructure, the training for the skilled workforce for the sectors is also being addressed.

(c) **New Sectors**. 'Make in India' has identified 25 sectors to promote with the detailed information being shared through an interactive web-portal. The Government has allowed 100% FDI in Railway, Construction Defense and Pharmaceutical.

(d) **New Mindset.** Government in India has always been seen as a regulator and not a facilitator. This initiative intends to change this by bringing a paradigm shift in the way Government interacts with various industries. It will focus on acting as a partner in the economic development of the country alongside the corporate sector.

25. Major initiatives, policy changes and a slew of reforms have put India on the global industrial map as one of the fastest growing economies as well as one of the most attractive investment destinations in the world due to following advantages:-

(a) Fastest Growing Economy.

(b) **Demographic Advantage**. With 356 million 10-24 year-olds, India has the world's largest youth population**.**

(c) **Favourable Policies.** Major FDI policy reforms have been made in a number of sectors, such as defense, construction development, pensions, broadcasting, pharmaceutical and civil aviation

26. Key features of the Programme:-

(a) Facilitate foreign direct investment and production of goods in India by Indian and foreign companies in India.

(b) Increased demand for employment in various sectors.

(c) Attract foreign currency to be invested in the Indian industrial sectors.

(d) Create a demand of skilled people in specific sectors.

(e) It aims to ease doing business in India. It has far more potential to take the India a head of the present ranking.

PART V: START UP INDIA

27. Startup India Campaign of Government of India intends to promote bank financing for start-up ventures, to increase entrepreneurship and encourage start-ups with jobs creation. It will restrict the role of States in policy domain and to get rid of "license raj" and interruptions like land permissions, foreign investment proposal, environmental clearances etc.

28. A Start-Up is defined as an entity that is headquartered in India which was opened less than five years ago and have an annual turnover less than Rs 25 crore. The government has already launched the MUDRA Bank, a new institution set up for development and refinancing activities relating to micro units with a refinance Fund of Rs 200 billion.

29. Startup India will be a flagship initiative of the Government of India to develop a strong eco-system for fostering innovation and Startups in the country that will drive sustainable economic progress and generate huge employment opportunities. The government through this initiative aims to empower Startups to grow through modernization and design.

30. The main features of Startup India campaign are as follows:-

(a) Single Window Clearance even with the help of a mobile application.

(b) 10,000 crore INR of funds.

(c) 80% reduction in patent registration fee.

(d) Modified and friendlier Bankruptcy Code to ensure 90-day exit window.

(e) Eliminating red tape.

(f) Self-certification compliance.

(g) Encourage entrepreneurship.

31. The **Standup India** Initiative is also planned and run concurrently with Startup India intended to encourage entrepreneurship among **SCs/STs, women** communities.

PART VI: SKILL INDIA

32. Skill India is a campaign launched by the Government on 15 July 2015 which aims to train over 40 crore (400 million) people in India in different skills by 2022. It includes various initiatives of the government like "National Skill Development Mission", "National Policy for Skill Development and Entrepreneurship, 2015", "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" and the "Skill Loan scheme".



33. **Objectives of 'Skill India'**. The main goal is to create opportunities, space and scope for the development of the talents of the Indian youth and to develop more of those sectors which have already been put under skill development for the last so many years and also to identify new sectors for skill development. The new programme aims at providing training and skill development to 500 million youth of our country by the year 2020, covering each and every village. Various schemes are also proposed to achieve this objective.

34. **Features of 'Skill India'**.

(a) The emphasis is to skill the youths in such a way so that they get employment and also improve entrepreneurship.

(b) Provides training, Support and guidance for all occupations that were of traditional type like carpenters, cobblers, welders, blacksmiths, masons, nurses, tailors, weavers etc.

(c) More emphasis will be given on new areas like real estate, construction,transportation, textile, gem industry, jewellery designing, banking tourism and various other sectors, where skill development is inadequate or nil.

(d) Tailor-made, need-based programmes would be initiated for specific age groups which can be like language and communication skills, life and positive thinking skills, personality development skill, management skills, behavioral skills, including job and employability skills.

(e) The course methodology of 'Skill India' would be innovative, which would include games, group discussion, brainstorming sessions, practical experiences, case studies etc.

35. **Advantages of Skill India**.

(a) Raise confidence, improve productivity and give direction through proper skill development.

(b) Skill development will enable the youths to get blue-collar jobs.

(c) Developments of skills, at an young age, right at the school level, is very essential to channelize them for proper job opportunities.

(d) Every job aspirant would be given training in soft skills to lead a proper and decent life. Skill development would reach the rural and remote areas also.

(e) Corporate educational institutions, non-government organizations Government, academic institution and society would help in the development of skills of the youths so that better results are achieved in the shortest time possible.



36. Micro Units Development and Refinance Agency **Bank** (or **MUDRA Bank**) is a public sector financial institution in India. It provides loans at low rates to micro-finance institutions and non-**banking** financial institutions which then provide credit to MSMEs - Micro, Small and Medium Enterprises.

37. **Objective of Mudra Bank**.

(a) The main aim of the Mudra Bank programme is regulate the lending and borrowing activities in the microfinance setup of India and thus make it stable to a certain extent.

(b) These organizations primarily cater to small business units, self help groups, retailers and individual entrepreneurs.

(c) The initiative aims to provide crediting services and financial support to those microfinance entities that are functioning across the country.

38. **Products and Offerings**.

(a) The Mudra Bank will provide three kinds of loans – Shishu, Tarun and Kishore.

(b) Shishu loans are basically for the ones who are just starting out their businesses The maximum amount that will be lent under Shishu loan is Rs. 50,000.

(c) Kishore loans are for those who are in the middle stage of their business endeavours For Kishore loan, the upper limit is Rs. 5 lakhs.

(d) Tarun loans are for those who are looking to move on to higher levels, such as doing business expansion. Tarun loan, the maximum amount has been fixed at Rs. 10 lakhs.

(e) The bank will determine which loan applicant falls under particular category and the loans will be provided in accordance to that.

39. **Benefits of Mudra Bank**.

(a) The biggest potential advantage of the Mudra Bank programme is that it can help a large number of countless entrepreneurs across the country by providing financial support, which is such an important component in their existence and eventual success.

(b) With its focus on the underprivileged section of the Indian economic hierarchy, Mudra Bank may one day replicate what Grameen Bank has done in Bangladesh.



CONCLUSION

40. The new development initiatives undertaken by Government of India will definitely propel India to a higher developmental pedestal if executed properly. The government, the industries, banks, various other agencies and common man especially youth will have to work in collaboration to make these initiatives a great success.

LESSON PLAN : SA 14

COUNTER TERRORISM



Period - Two
Type - Lecture
Term - SD/SW

Training Aids

1. Computer Slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Terrorism	-	35 Min
	(c)	Counter Terrorism	-	35 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. The world over is shocked by the horrific acts of violence used by the terrorists to achieve their politico-religious aims. As a responsible citizen, we must be on the look out for such inimical actions and always assist the security personnel to combat terrorists. Any such leads or information on terrorist action or intent must be at once communicated to authorities to act swiftly. No one is unaffected by such acts and therefore a thorough knowledge of modus operandi of terrorists must be known to all citizens to act against this growing menace.

AIM

4. To acquaint the cadets about Counter Terrorism.

PREVIEW

5. The lecture will be conducted in following parts:-
   (a) Part I - Terrorism and Terrorist Methods / Strategy.
   (b) Part II - Methods to Counter Terrorism.

PART I : TERRORISM AND TERRORIST METHODS / STRATEGY

6. **General.** Terrorism is an act of violence which puts common people to inconvenience and agony. It is adopted by anti national elements to draw attention. The strategy of terrorists is to commit acts of violence that draws the attention of the local populace, the government, and the world to their cause. The terrorists plan their attack to obtain the greatest publicity, choosing targets that symbolize what they oppose. The effectiveness of the terrorist act lies not in the act itself, but in the public's or government's reaction to the act.

7. **Definition**. The United Nations definition of terrorism is

"An anxiety-inspiring method of repeated violent action, employed by (semi-) clandestine individual, group or state actors, for idiosyncratic, criminal or political reasons, whereby - in contrast to assassination - the direct targets of violence are not the main targets."



8. **History of Terrorism in India.** The history of terrorism in India can be traced to Khalistan movement in Punjab in the eighties. After independence of India, the demand of separate state by Sikhs led to the formation Punjab. However, even after that there are many unresolved issues pertaining to the Chandigarh as state capital, sharing of river waters etc. It is further aggravated when terrorists demanded for separate 'Khalistan'. The Khalistan issue resulted in Operation Blue Star in Amritsar, followed by assassination of Prime Minister Indira Gandhi, a series of political murders, and killing of thousands of Sikhs and other people in riots and terrorism related violence.

9. After Punjab, the terrorism started in late eighties in Kashmir region by anti-India separatist elements supported by Pakistan. The terror groups operated mainly from Pakistan occupied Kashmir (PoK). The terrorism in Kashmir was created by groups like LeT, JeM, Hizbul Mujahideen etc. They were trained and funded by the Pakistan ISI. Lashkar-e-Taiba (LeT) was formed in 1990.

10. There are five types of Terrorism seen in India:-

(a) **Ethno-Nationalist Terrorism.** This form of terror focuses either

(i) On creating a separate State within India or independent of India or in a neighboring country.

(ii) On emphasising the views/response of one ethnic group against another. Violent Tamil Nationalist groups from India to address the condition of Tamils in Sri Lanka, as well as insurgent tribal groups in North East India are examples of ethno-nationalist terrorist activities.

(b) **Religious Terrorism.** This form of terror focuses on religious imperatives, a presumed duty or in solidarity for a specific religious group, against one or more religious groups. Mumbai 26/11 terror attack in 2008 from an Islamic group in Pakistan is an example of religious terrorism in India.

(c) **Left-Wing Terrorism.** This form of terror focuses on economic ideology, where all the existing socio-political structures are seen to be economically exploitative in character and a revolutionary change through violent means is essential. The ideology of Marx, Engel, Mao, Lenin and others are considered as the only valid economic path. Maoist violence in Jharkhand and Chhattisgarh are examples of left wing terrorism in India.

(d) **Narco Terrorism.** This form of terror focuses on creating illegal narcotics traffic zones. Drug violence in northwest India is an example of narco-terrorism in India.

(e) Terrorism as a State Policy. The countries carry out terrorist acts as a state policy so as to keep them militarily occupied like we see in J &K.

11. **Causes**. The causes for the various insurgent/terrorist movements include:

(a) **Political Causes**. This is seen essentially in Assam and Tripura. The political factors that led to insurgency-cum-terrorism included the failure of the government to control large-scale illegal immigration of Muslims from Bangladesh, to fulfil the demand of economic benefits for the sons and daughters of the soil, etc.

(b) **Economic Causes**. Andhra Pradesh, Madhya Pradesh, Orissa and Bihar are prime examples. The economic factors include the absence of land reforms, rural unemployment, exploitation of landless labourers by land owners, etc. These economic grievances and perceptions of gross social injustice have given rise to ideological terrorist groups such as the various Marxist/Maoist groups operating under different names.

(c) **Ethnic Causes**. Mainly seen in Nagaland, Mizoram and Manipur due to feelings of ethnic separateness.

(d) **Religious Causes.**

(i) Punjab before 1995 and in J&K since 1989.

(ii) In Punjab, some Sikh elements belonging to different organisations took to terrorism to demand the creation of an independent state called Khalistan for the Sikhs.

(iii) In J&K, Muslims belonging to different organisations took to terrorism for conflicting objectives. Some, such as the Jammu & Kashmir Liberation Front, want independence for the state, including all the territory presently part of India, Pakistan and China. Others, such as the Hizbul Mujahideen, want India's J&K state to be merged with Pakistan. While those who want independence project their struggle as a separatist one, those wanting a merger with Pakistan project it as a religious struggle.



12. **Aim of Terrorists.** A terrorist group commits acts of violence to :–

(a) Produce widespread fear.

(b) Obtain worldwide, national, or local recognition for their cause by attracting the attention of the media.

(c) Harass, weaken or embarrass government security forces so that the government overreacts and appears repressive.

(d) Steal or extort money and equipment, especially weapons and ammunition vital to the operation of their group.

(e) Destroy facilities or disrupt lines of communication in order to create doubt that the government can provide for and protect its citizens.

(f) Discourage foreign investments, tourism, or assistance programs that can affect the target country's economy and support of the government in power.

(g) Influence government decisions, legislation, or other critical decisions.

(h) Turn the tide in a guerrilla war by forcing government security forces to concentrate their efforts in urban areas. This allows the terrorist group to establish itself among the local populace in rural areas.

13. **Funding.** The following are the main sources of funding for terrorist and insurgent groups:-

(a) Clandestine contributions from Pakistan's Inter-Services Intelligence.

(b) Contributions from religious, fundamentalist and pan-Islamic jihadi organisations in Pakistan.

(c) Contributions from ostensibly charitable organisations in Pakistan and Saudi Arabia.

(d) Contributions from trans-national criminal groups, such as the mafia group led by Dawood Ibrahim who operates from Karachi, Pakistan.

(e) Extortions and ransom payments for releasing hostages.

(f) Collections -- voluntary or forced -- from the people living in the area where they operate.

(g) Narcotics smuggling.

(h) The funds are normally transmitted either through couriers or through the informal hawala channel. Rarely are funds transmitted through formal banking channels.

14. **Type of Terrorist Acts**. The most common types of terrorist incidents include:-

(a) **Bombings**. Bombings are the most common type of terrorist act. Typically, improvised explosive devices are inexpensive and easy to make. Modern devices are smaller and are harder to detect. They contain very destructive capabilities causing huge damage especially in crowded places. Terrorists can also use materials that are readily available to the average consumer to construct a bomb.

(b) **Kidnappings and Hostage-Takings**. Terrorists use kidnapping and hostage-taking to establish a bargaining position and to elicit publicity. If a kidnapping is successful, it can gain terrorists money, release of jailed comrades, and publicity for an extended period. Hostage-taking involves the seizure of a facility or location and the taking of hostages. Hostage-taking provokes a confrontation with authorities. It forces authorities to either make dramatic decisions or to comply with the terrorist's demands.

(c) **Armed Attacks and Assassinations**. Armed attacks include raids and ambushes. Assassinations are the killing of a selected victim, usually by bombings or small arms. Drive-by shootings is a common technique employed by unsophisticated or loosely organized terrorist groups. Historically, terrorists have assassinated specific individuals for psychological effect.

(d) **Arsons and Fire Bombings.** Incendiary devices are cheap and easy to hide. Arson and fire bombings are easily conducted by terrorist groups that may not be as well-organized, equipped, or trained as a major terrorist organization. An arson or firebombing against a utility, hotel, government building, or industrial center portrays an image that the ruling government is incapable of maintaining order.

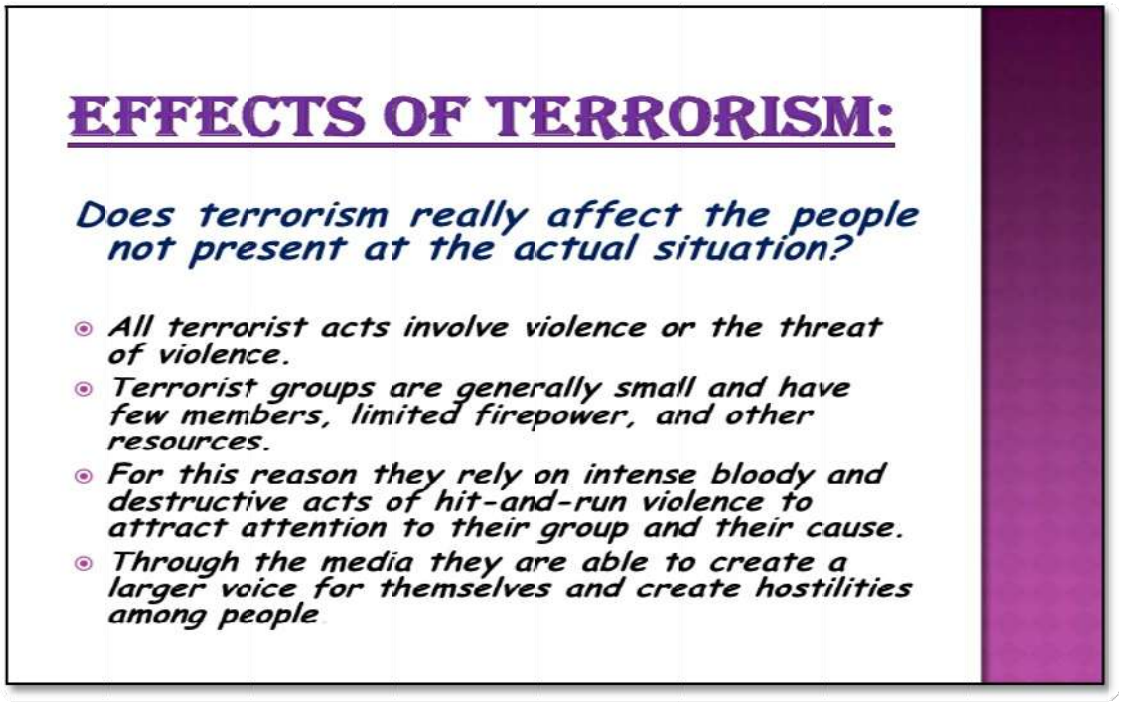
(e) **Hijackings and Skyjackings**. Hijacking is the seizure by force of a surface vehicle, its passengers, and/or its cargo. Skyjacking is the taking of an aircraft, which creates a mobile, hostage barricade situation. It provides terrorists with hostages from many nations and draws heavy media attention. Skyjacking also provides mobility for the terrorists to relocate the aircraft to a country that supports their cause and provides them with a human shield, making retaliation difficult.

(f) **Other Types of Terrorist Incidents**.

(i) **Maimings**. Terrorist groups conduct maiming's against their own people as a form of punishment for security violations, defections, or informing.

(ii) **Robberies and Extortion.** Terrorist organizations also conduct robberies and extortion when they need to finance their acts and they don't have sponsorship from sympathetic nations.

(iii) **Cyber Terrorism.** This is a new form of terrorism that is only going to increase in profile as we rely on computer networks to relay information and provide connectivity to today's modern and fast-paced world. Cyber terrorism allows terrorists to conduct their operations with little or no risk to themselves. It also provides terrorists an opportunity to disrupt or destroy networks and computers. The result is interruption of key government or business-related activities. This type of terrorism isn't as high profile as other types of terrorist attacks, but its impact can be very destructive.



PART II: COUNTER TERRORISM

15. **General**. Most counter-terrorism strategies involve an increase in standard police and domestic intelligence. The central activities are traditional interception of communications, and the tracing of persons. New technology has, however, expanded the range of military and law enforcement operations. Domestic intelligence is often directed at specific groups, defined on the basis of origin or religion, which is a source of political controversy.

16. **Counter Terrorism Strategy**. This includes following actions:-

(a) Firstly, in the regard of ideological level, this conflict is between terrorist groups which do not trust in value of religious tolerance, multi-cultural and democracy. An ideological and political counterterrorism factor plays an important dominant role which believes that ideologues should be considered in the plan and operations against terrorism.

(b) Terrorism is a socio-cultural and socio-economic problem. In the counterterrorism strategy, we should combat and isolate the ideology that is not acceptable to present culture or society. We must use all factors of national power, not only armed forces but also economical, political and other types of opinion and pressures. We should use hard power as well as soft power because hard power deals with violent armed terrorist and soft power deals humanely with cultures, traditions and society. Further, the psychological and intellectual

aspects of the terrorist and counterterrorism are significant as its physical attribute. Women's empowerment, youth firms, local development initiative and education network must play a significant role with government as a helpful partner. These are some more counterterrorist strategies which adopted by Indian government through several government bodies and agencies.

(e) **State Strategies and Its Intelligence Set-up.** With regard to counterterrorist strategies, India's federal laws have responsibilities to create policing and maintenance of law for individual states. The India's central government has rights to give provide financial help, training and develop their professional caliber and share the intelligence.

(f) **IB and RAW.** The IB deals internal terrorist intelligence and RAW deals with the external related intelligence. The Defence Intelligence Agency collects tactical intelligence of counterterrorist operation in the specific areas.

(g) **Physical security agencies**. The Central Industrial Security Force provides physical security at Indian airports and sensitive areas. The National Security Guards provides safety from hijacking activities. Further, Special Protection Group handles prime minister and former prime minister Security..

(h) **Central Armed Police Forces.** They play an important role in the counterterrorism strategy. The Border Security Force, Central Reserve Police Force and Sashastra Seema Bal help the police in counter-terrorism operation when they called for this specific work.

17. **How can We Help in Anti Terrorism Operations?** As a responsible citizen, we must assist the Police and other law enforcing agencies to fight this menace. Some of the actions are listed as under:-

(a) Be on the lookout of suspicious activities and inform Police.

(b) Be alert and active towards emerging situations.

(c) Be on the guard against unidentified objects while travelling.

(d) Report any such activities you might come across on the internet.

(e) Take initiative to rescue and assist people in distress.

(f) Be a vigilant citizen to expose and prevent any terrorist acts.

CONCLUSION

18. Countering terrorism is not the responsibility of the govt alone. As citizens and NCC cadets, it is our responsibility that, we act as 'eyes and ears' of the state machinery, for collection of any terrorist related info. Also, at the time of need we can be part of the assistance to be provided in a terrorist incident.

SUMMARY

- Social Service refers to the range of services provided by the government and private philanthropic organizations for the purpose of public welfare and social well-being.

- **Types of Social Service Activities**
  - Education.
  - Family Welfare, Medical Care, Family Planning and Nutrition.
  - Provision of Water and Cooking Fuel, Roads, Electricity and Sanitation.
  - Old Age Support Systems.
  - Employment.
  - Social Assistance, Social Security and Care & Protection.
  - Housing and Rehabilitation.
  - Recreation, Sports and Social activities.

- The interest of the weaker sections need to be protected and their legitimate needs fulfilled so as to have a just and fair society where the under privileged are not discriminated against and no section lags behind the other.

- **Objectives of Rural Development**
  - To improve the living standards by providing food, shelter, clothing, employment and education.
  - To Increase productivity in rural areas and reduce poverty.
  - To involve people in planning and development through their participation in decision making and through centralization of administration.
  - To ensure distributive Justice and equalization of opportunities in the society.
- MGNREGA aims at improving livelihood and security of households in rural areas of the country. It guarantees of least one hundred days of wage employment in a year to every household whose adult member volunteers to do unskilled manual work.

- The objective of Indira Aawas Yojna is primarily to help construction of new houses as well as conversion of unserviceable “kutcha” houses into pucca / semi-pucca houses.

- Civic Sense is that sense in an individual which makes him/her a civilized citizen of a country. It’s about respecting one another, abiding by the law and maintaining discipline in public places. Lack of civic sense retards the progress of the society. At home, in our neighbourhood, in the colony, on the road, in the office, in a theatre, in a restaurant and everywhere we go, we are duty bound to have civic sense.

- The Swachh Bharat mission aims to involve each and every Indian from all walks of life in the mission of cleanliness. It is a mass movement that seeks to create a Clean India.

- Youth is the strength of the family, village, locality and the community. They are also the future of our nation. We must take all necessary steps to mobilize this most idealistic, inspired and energetic section of our society in the mission of nation building and social welfare.

- Youth can be effectively motivated and channelised to contribute toawrds social welfare. There are several welfare activities in which they can voluntarily participate.

- NGOs are organisations which are controlled by members of society, who form a group or groups and, work towards social welfare and nation building. People with common objective and aspirations, together make organisations called Non-Government Organisation (NGOs) and get them registered.

- Literacy enhancement and removal of poverty are two important aspects to be tackled on an urgent basis in order to ensure that every section of our country progresses evenly and at a faster pace.
- The objective of Indira AwasYojana is primarily to help construction of new houses as well as conversion of unserviceable “kutcha” houses into pucca / semi-pucca houses.
- We need to develop rural areas in order to bridge the urban - rural divide, to have equitable distribution of resources and development activities, to create more job opportunities and to empower the rural population.

- Types of Social Security
  - Social Insurance
  - Services
  - Basic Security.

- The Government of India has provided several social security schemes for the benefits of the citizens namely JandhanYojana, Atal Pension Yojana (APY), Pradhan Mantri Jeevan Jyoti Yojana (PMJJY) and Pradhan Mantri Suraksh Bima Yojana (PMSBY). People have to make good use of these schemes to attai the benefits.

- Social evils are mostly due to poor education, misplaced beliefs, unemployment and inequitable distribution of wealth. Social evils are a disease on the society and have disastrous long term effects. We need to take concerted action to eradicate these evils forms society. Although many laws/legislations presently exist to prevent the social evils, but the wholehearted participation of the people will only force their implementation. Hence we must all educate ourselves, as also our family and neighbours to take all necessary steps to eradicate all types of society evils form society.

- Corruption in any form is bad and not acceptable. If we want to eradicate corruption, we must all take a pledge not to form part of the chain of corruption either as a ‘giver’ or as a ‘taker’. Also we must ensure that, any person who make a demand for bribes or gratification must be promptly reported to the authorities for remedial action.

- Drug trafficking and consumption has become a global menace. To eradicate this governments and NGOs should emphasise on education, healthcare, treatment and rehabilitation and combat illicit production, trafficking and consumption of drugs for the effective control of drug abuse.

- The role of alcohol in traffic accidents is very high. After drinking, the judgment power of the driver gets impaired – a threat to road safety. Due to its effects, a drunken driver tends to take more risks, become more aggressive and take a longer reaction time we must ensure that neither do we drive after drinking alcohol nor do we allow others to do this.

- The protection of Children from Sexual Offences Act, 2012, is an important milestone, and children are to be educated about the provisions available in the act.

- The responsibility to control all traffic is with the Traffic Police department. For the safety ‘Drunken and driving’ should be prohibited. The Government has introduced Motor Vehicle (Amendment) Bill, 2016 with better provisions for making roads safe and save lakhs of innocent lives.

- Government of India has launched a number of new developmental Initiatives which can usher transformative changes the society. They are:-
  - **Aadhar**. For unique identity of citizens and its connectivity digitally.
  - **Digital India**. For digitalizing / paperless transactions.
  - **BHIM App**. For fast, safe and trustworthy payments.
  - **Make in India**.To encourage manufacturing in India.
  - **Start up India**. For encouraging new businessmen.

- HIV/AIDS Spread spreads through four main routes:-
  - Sexual Transmission
  - Blood Transfusions
  - Sharing Needles and Syringes for Intravenous Drug Use
  - Mother to Child Transmission

- Right to Information (RTI) is an Act of the Parliament of India to provide for setting out the practical regime of right to information for citizens and replaces the erstwhile Freedom of information Act, 2002. Under the provisions of the Act, any citizen of India may request information from a "public authority" (a body of Government or "instrumentality of State") which is required to reply expeditiously or within thirty days.

- Right to Education (RTE) act promises freedom from illiteracy for this vast and diverse country. With this act, India became one of 135 countries to make education a fundamental right of every child.

- The indigenously developed payment app 'BHIM' (Bharat Interface for Money) has been named after the main architect of Indian constitution, Dr Bhim Rao Ambedkar. It was launched on 30 December 2016 by National Payment Corporation of India (NPCI). This app will create financial equality in the country, as envisaged by Dr. B.R. Ambedkar.

- Make in India scheme is a Government initiative to facilitate and augment the manufacturing industry in India. In other words, it can also be said that this program is intended to increase the GDP of the Indian economy.

- Skill India is a campaign launched by the Government on 15 July 2015 which aims to train over 40 crore (400 million) people in India in different skills by 2022. It includes various initiatives of the government like "National Skill Development Mission", "National Policy for Skill Development and Entrepreneurship, 2015", "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" and the "Skill Loan scheme.

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- **How can We Help in Anti Terrorism Operations?** As a responsible citizen, we must assist the Police and other law enforcing agencies to fight this menace. Some of the actions are listed as under:-
  - Be on the lookout of suspicious activities and inform Police.
  - Be alert and active towards emerging situations.
  - Be on the guard against unidentified objects while travelling.
  - Report any such activities you might come across on the net.
  - Take initiative to rescue and assist people in distress.
  - Be a vigilant citizen to expose and prevent any terrorist acts.

Comprehension Questions:

Q1. Answer the following in about 15 words:

(a) Define the term social service?
(b) Write full form of RTI & RTE.
(c) Define NGO.
(d) Define Civic Responsibilities?
(e) What is aim of Sauchh Abhiyan?
(f) What is the full form of MNREGA?
(g) What is Social Security?
(h) Define Female Foeticide.
(j) What do you understand by Dowry?
(k) Define Corruption.
(l) What is meant by POCSO?
(m) What is Child Abuse?
(n) Define Traffic Control Organisation.
(o) BHIM stands for what?
(p) Define Counter Terrorism.

Q2. Answer the following in about 50 words:

(a) Mention any three types of social service activities in which NCC cadets can take part?
(b) What are objectives of Rural Development?
(c) What are benefits of Sauchh Abhiyan?
(d) What is Drug Abuse?
(e) List aim & objective of RTI Act?
(f) What is RTE Act 2010?
(g) What are tasks of Traffic Police?
(h) What is the punished for penetrative sexual assault (section 3) under POCSO, 2012?
(j) What is Aadhar?
(k) What are the advantages of BHIM App?
(l) What are advantages of “Make in India”?.
(m) What are the objectives of Skill India?
(n) What is Mudra Bank?
(o) Write short note on Cyber Terrorism.

Q3. Answer the following in about 75 words:

(a) What are the accepted methods of social service?
(b) Why is there a need to develop our rural areas? Explain.
(c) What are the features of MGNREGA?
(d) What is the importance of civic responsibilities? Give examples.
(e) What are the characteristics of a good and responsible citizen?

(f) Explain about the protection of children under POCSO Act, 2012?
(g) What are types of Social Security?
(h) What are the measures to prevent female foeticide?
(j) What are the measures to prevent Dowry?
(k) What can be the measures for HIV Prevention?
(l) Describe Traffic Organization.
(m) What can ne the measures to prevent deaths/ accidents due to Drunken Driving?
(m) What is “Digital India Initiative”?
(n) What is BHIM App?
(o) What is “Start Up India”?

(p) What is “Skill India”?
(q) What is “Make in India”?

Q4. Answer the following in about 150 words:

(a) What are the ways in which NCC cadets can contribute towards social service?
(b) What are the unique features of MNREGA?
(c) What are the types of NGOs?
(d) What is the role of NCC towards social welfare?
(e) What are the measures to reduce corruption?.
(f) What are the benefits of Swachh Bharat Abhiyan?
(g) What are the reasons for Drug addiction?
(h) What are the preventive measures to reduce Drug Abuse?
(j) What are role of youth in preventing HIV/AIDS?
(k) What are the highlights of RTE Act?
(l) Write down the common causes of Road Traffic Accident.
(m) How do you plan a journey?
(n) Write features of Aadhar.
(o) What are features of Skill India?
(p) What are the causes of Terrorism in India?
(q) As responsible citizens, how can we help in Anti Terrorism Operations?

Q5. Answer the following in about 250 words:

(a) What the contribution of NGOs towards social service?
(b) Describe Swachh Bharat Abhiyan and contribution of NCC towards this scheme.
(c) Describe contribution of youth towards Social welfare and role of NCC towards this.
(d) What are the causes of Dowry System in India and measures for prevention.
(e) What are the reasons of Drug Addiction?
(f) Enumerate the Do’s & Don’ts for Road and Rail Safety.
(g) Describe the Counter Terrorism Strategy in India.

Q6. HOTS (Higher Order Thinking Skills):

(a) As NCC cadet, how can you help in spreading awareness on the Important Rural Development Programmes (MGNREGA, SGSY, JGSY, IAY etc) in your ancestral village?

(b) As NCC cadet, how can you help a NGO in effective functioning ?

(c) As NCC cadet you have been tasked to deliver a talk on “Drug Abuse & Drug Trafficking”, what are the points to be included in your talk?

(d) Which human values are reflected by you when you make the weaker sections of the society aware of their rights and various government programmes and schemes launched for them for the upliftment and better standard of living?

Q7. Group Activities:

(a) Through a skit, story or poem reflect the importance of Swachh Bharat Abhiyan.

(b) Through a skit and story, spread awareness on HIV/AIDS and prevention.

(c) Your school has been invited by a radio station to present a five minutes radio talk show on our civic duties as a responsible citizen of India. Write a short poem or skit depicting the same.

(d) “Female Foeticide and Dowry system is a meanace to the society.” Spread its awareness through skit and plays.

(e) “One should always be cautious, follow safety and security measures while travelling” Explain.

UNIT 9: HEALTH & HYGEINE

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UNIT 9: HEALTH & HYGEINE

Content	Comprehension	Analysis	Synthesis	Evaluation
Structure and functioning of human body	Understanding framework of human body parts.	Study the functions of various parts of human body in day to day life	Be aware of the functioning of organ systems inside human body.	Activities, work sheets, assignments.
Hygiene and Sanitation (Personal & Food)	Comprehend the basics of personal hygiene.	Analyse various facets of hygiene and sanitation	Become conscious of the importance of hygiene and hygiene and propagation of the same.	Activities, work sheets, assignments, street plays
Physical and Me ntal health	Value the importance of physic al and mental health.	Learning the necessity of good physical and mental health.	Appreciate the importance of physic al and mental in daily life.	Activities, work sheets, assignments.
Infectious and Contagious dis eases and its prevention	Be acquainted with different infectious and contagious diseases.	Able to enlist and understand infectious and contagious diseases and ways of preventing them.	The student will appreciate the meas ures to prevent these diseases.	Activities, work sheets, assignments.
First aid in common medical emergencies	Be conversant with basics of first aid and how to provide the same in any such situation.	Observe ways of carrying out first aid in a cadet's day to day life.	Apply this practice in their daily life.	Activities, work sheets, assignments, street plays.
Treatment & Care of wounds	Understanding how to deal with wounds of various types.	Analyse ways of dealing with various kinds of wounds.	Practice in their daily life and spread awareness of the same	Activities, work sheets, assignments, street plays.
Importance of Yoga	Understanding the importance of yoga for physical fitness.	Analyse how practice of yoga can benefit a cadet in daily life.	They will apply the training in practical situations and spread awareness of the same.	Activities, work sheets, assignments, street plays.

LESSON PLAN: H- 1

STRUCTURE AND FUNCTIONING OF THE HUMAN BODY

Period - One
Type - Lecture
Term - I SD/SW)

Training Aids

1. Computer slides, Charts, Pointer, Black Board and Chalk.

Time Plan

2. (a) Introduction - 05 Min
(b) Skeletal and Muscular System - 10 Min
(c) Organ Systems - 20 Min
(d) Conclusion - 05 Min

INTRODUCTION

3. The human body is the greatest of all complex machineries. In order to carryout first aid, a first aider should have basic idea of structure and function of every part of the human body. Many lives can be saved if proper and timely first aid can be rendered.

AIM

4. To acquaint the cadets about the Structure and Functioning of the human body

PREVIEW

5. The class will be conducted in the following parts:-

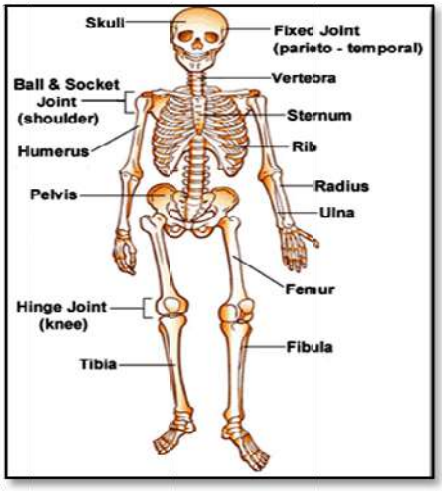
(a) Part I - Skeletal and Muscular System.

(b) Part II - Organ Systems.

PART I: SKELETAL AND MUSCULAR SYSTEM

Skeletal System

6. The human skeleton is the internal framework of the body. The bones give shape and firmness to the body, as also it protects the vital organs like brain, heart, lungs and spinal cord. It is composed of around 300 bones at birth – this total decreases to around 206 bones by adulthood after some bones have fused together. The bone mass in the skeleton reaches maximum density around age 20. The human skeleton can be divided into the axial skeleton and the appendicular skeleton. The axial skeleton is formed by the vertebral column, the rib cage, the skull and other associated bones. The appendicular skeleton, which is attached to the axial skeleton, is formed by the shoulder girdle, the pelvic girdle and the bones of the upper and lower limbs.

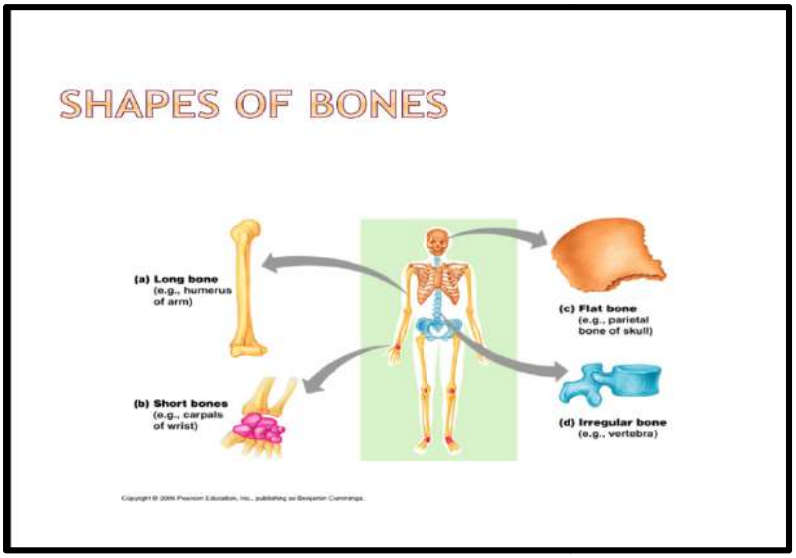


7. The human skeleton performs six major

functions; support, movement, protection, production of blood cells, storage of minerals, and endocrine regulation.

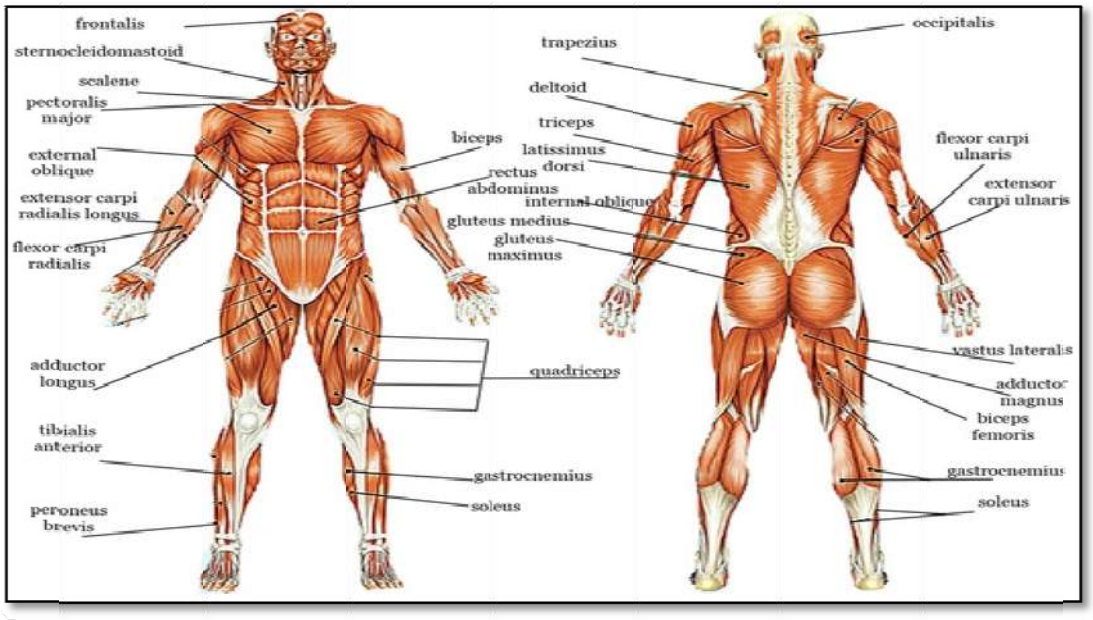
8. **Classification of Bones.** Bones can be classified according to their shape as under:-

(a) **Long Bones**. These bones are long and tubular and are confirmed to upper and lower limbs.
(b) **Short Bones**. This bones are short and tubular and are found in the ankle/wrists
(c) **Flat Bones**. These bones are flat like plates eg. Bones of cranium skull shoulder or hips.
(d) **Irregular Bones**. Irregular or mixed shape eg.Vertebral column.
(e) **Sesamoid Bones**. They develop in the tendons of the muscles around the joints e.g. Patella



Long, Flat, Short and Irregular Bones

9. **Muscular System**. The muscular system is an organ system consisting of skeletal, smooth and cardiac muscles. It permits movement of the body, maintains posture, and circulates blood throughout the body. The muscular system in vertebrates is controlled through the nervous system, although some muscles (such as the cardiac muscle) can be completely autonomous. Together with the skeletal system it forms the musculoskeletal system, which is responsible for movement of the human body. The muscles form about half of the total weight of the body and are responsible for body movement. The muscles form the flesh of the body.

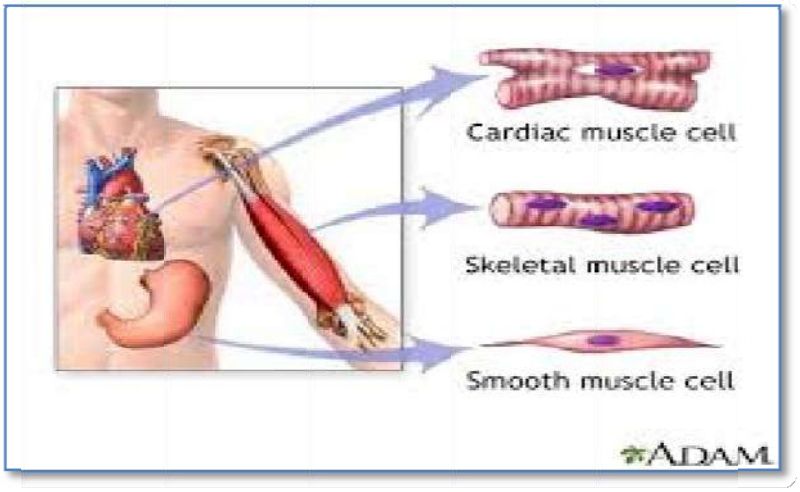


10. **Classification.** The muscles of the body are classified into the following types:-

(a) **Voluntary/Skeletal Muscles.** These muscles are attached to the surface of bones. These muscles form about 47% of the body weight. Most of the skeletal muscles pan from one bone to another across a joint and by contracting; they act upon the joints and produce movements.

(b) **Involuntary Muscles.** These muscles are controlled by the automatic Nervous system.

(c) **Cardiac Muscles.** These muscles are striated structurally, unstrained functionally. They form the part of heart wall.



PART II : ORGAN SYSTEMS

11. **Circulatory System.** The circulatory system consists of the Heart, Blood Vessels and blood. Each time the heart contracts; blood is pumped along the blood vessels. By blood circulation, oxygen, nutrients and other substances are brought to the tissues andthe waste products and carbon dioxide formed by the tissues are constantly removed.

(a) **Heart.** The Heart is the four chambered pumping organ. It is situated in thorax between the lungs and on to the left side of the body. The size of heart is to a closed fist and the average weight of heart in a male is about 300 grams, and in a female about 250 grams.

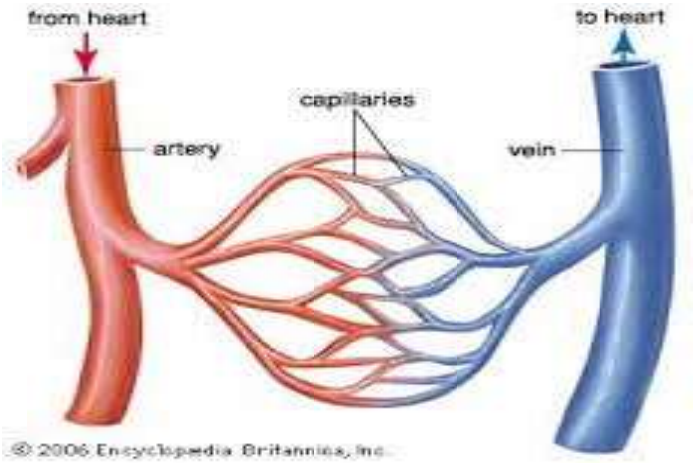
(b) **Blood.** The blood is also known as the transport system of the body. It consists of plasma and formed of cells such as RBC, WBC and platelets.

(c) **Blood Vessels.** Blood vessels are tube like structures which carry blood all over the body for circulation. These are of three types:

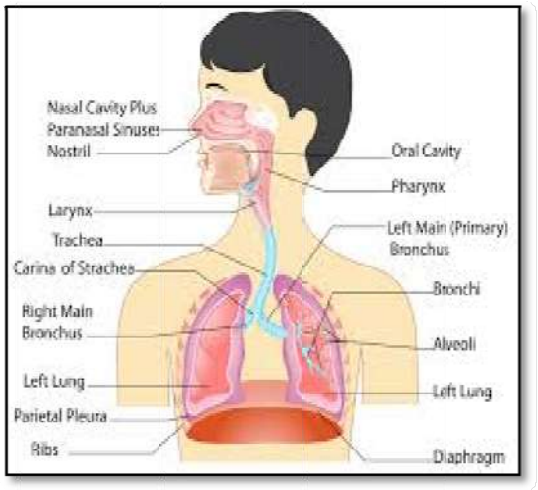
(i) **Arteries.** These are the blood vessels which carry blood from the heart to other parts of the body.

(ii) **Capillaries.** These are tiny blood vessels which connect the small arteries & veins. The exchange of oxygen and nutrition with carbon dioxide by the tissue takes place in the capillaries.

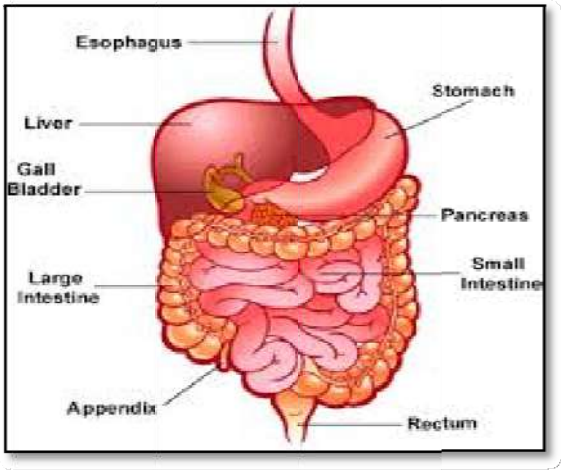
(iii) **Veins.** These blood vessels carry blood to the heart. The main veins are called superior and inferior vena cava.



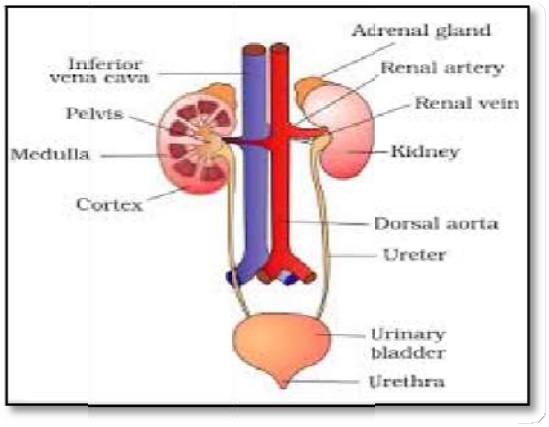
12. **Respiratory System.** Respiration is a process by which oxygen is taken in and carbon dioxide is given out. The human respiratory system consists of a pair of lungs and a series of air passages leading to the lungs. The entire respiratory tract (passage) consists of the nose, pharynx, larynx, trachea, bronchi, and bronchioles. Air enters the nose through the nostrils. When air passes through the nose, it is warmed, moistened and filtered. The hairs present in the nose filter out particles in the incoming air. The air is moistened by the mucus present in the nose, and it is warmed by the blood flowing through the capillaries in the nose.



13. **Digestive System.** Digestion is a mechanical and chemical process by which, complex food substances are converted into simple substances so that they can be easily absorbed by blood and utilized by the various tissues of the body according to their requirements. The main organs of digestive system are mouth, salivary glands, pharynx, esophagus, stomach, pancreas, liver, small intestine and the large intestine.

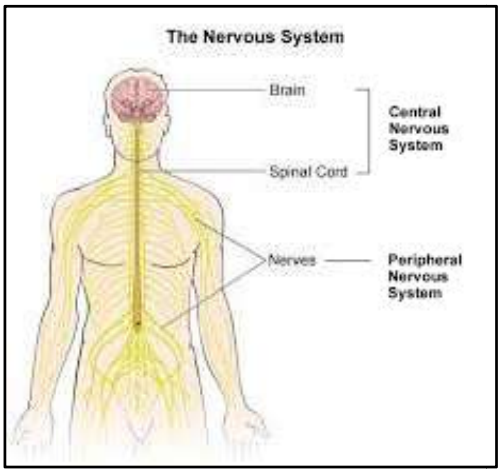


14. **Excretory System.** Excretion is a process by which waste products are removed out of the body. The excretory system is a passive biological system that removes excess, unnecessary materials from the body fluids of an organism, so as to help maintain internal chemical homeostasis and prevent damage to the body. The dual function of excretory systems is the elimination of the waste products of metabolism and to drain the body of used up and broken down components in a liquid and gaseous state. In humans and other amniotes (mammals, birds and reptiles) most of these substances leave the body as urine and to some degree exhalation, mammals also expel them through sweating. Among the organs that contribute towards the elimination of waste products are the skin, lungs, kidneys and the gastro-intestinal tract.



15. **Nervous System.** Internal balance of the human body is maintained within normal limits by the nervous system and the endocrine system. The neurons are the basic units of nervous system. The nervous system may be divided into three main parts:-

(a) **The Central Nervous System.** This consists of brain and spinal cord.
(b) **The Peripheral Nervous System.** This forms the connections between the central nervous system and the various organs and muscles.
(c) **The Autonomic Nervous System.** It is an offshoot of the central nervous system and controls the involuntary functions of the various internal organs.



CONCLUSION

16. The human body is made of important organ systems which includes the circulatory, respiratory, digestive, excretory and nervous systems. They also include the immune, skeletal and muscular systems. These systems work together to maintain a functioning human body. Therefore, basic knowledge of our body systems allows us to understand the field of health and hygiene with ease. This knowledge provides us the basic framework on which subsequent knowledge and skills dealing with medical science can be gained in a progressive manner.

LESSON PLAN: H-2

HYGIENE AND SANITATION (PERSONAL AND FOOD HYGIENE)

Period - **Two**

Type - **Lecture**

Term - **I (SD/SW)**

Training Aids

1. Computer slides, Charts, Pointer, Black board and Chalk.

Time Plan

2. (a) Introduction - 03 min

   (b) Personal Hygiene - 35 Min

   (c) Food Hygiene - 40 Min

   (d) Conclusion - 02 Min

INTRODUCTION

3. Maintaining hygiene and sanitation is necessary for many reasons; personal, social, health, psychological or simply as a way of life. Keeping a good standard of hygiene helps to prevent the development and spread of infections, illnesses and bad odours. Personal and Food Hygiene are necessary to preserve and improve the health of the individual and of the community as a whole. Its study is aimed at making the cadets aware of the many preventable health hazards and to enable them to look after themselves and their community most efficiently. It seeks to develop in them the concepts of healthy living. Personal hygiene involves all aspects of the health of an individual. Responsibility for the maintenance of personal health therefore lies with the individual. Every person must remain in perfect physical, mental and social health, only then can he serve the community and the country well.

AIM

4. To teach the cadets about Personal and Food Hygiene.

PREVIEW

5. The class will be conducted in the following parts:-

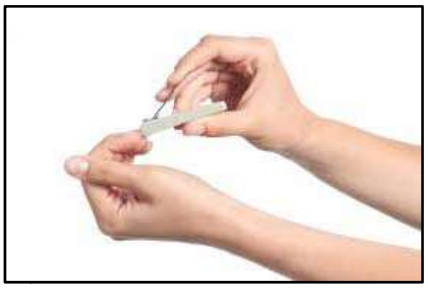
   (a) Part I - Hygiene

   (b) Part II - Sanitation

PART I: HYGIENE

6. Personal hygiene involves those practices performed by an individual to care for one's bodily health and well being, through cleanliness. Maintenance of personal hygiene is very important in preventing disease. It deals with the practices that help in the maintenance and promotion of a person's health. Personal hygiene habits such as washing hands and brushing teeth will keep bacteria, viruses and illness at bay. There are mental and physical benefits. Practicing good body hygiene helps you feel good about yourself.

7. Main components of personal hygiene are:-



(a) Sleep is the periodical rest of both body and mind and it is extremely essential for a healthy body. The duration of sleep one requires varies with individual age. The average requirement of sleep is about 7 to 8 hours a day.

(b) Bathing, keeping the skin clean and in healthy condition is essential for good health. Wash your body regularly. Your body is constantly shedding skin. That skin needs to come off. Otherwise, It will cake up and cause illnesses.

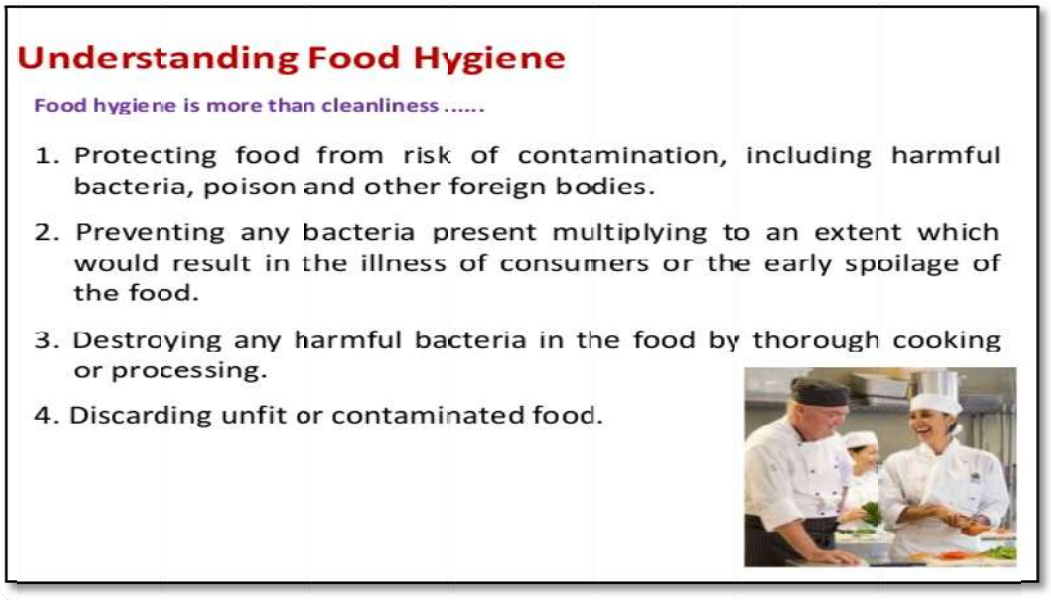
(c) Brush your teeth twice a day. Brushing minimizes the accumulation of bacteria in mouth which can cause tooth decay and gum diseases.

(d) Keeping finger and toe nails trimmed and in good shape will prevent problems such as hang nails and infected nail beds. Feet that are clean and dry are less likely to contact Athlete's foot.





8. Food hygiene is the condition and measures necessary to ensure the safety of food from production to consumption. Food can become contaminated at any point during slaughtering or harvesting, processing, storage, distribution, transportation and preparation. Lack of adequate food hygiene can lead to food borne diseases and death of consumer.



9. The **five keys to safer food** are listed below:-

(a) Keep clean.

(b) Separate raw and cooked items.

(c) Cook thoroughly.

(d) Keep food at safe temperatures.

(e) Use safe water and raw materials.

Important Components of Food Hygiene

10. Food is a potential source of infection and is liable to contamination by micro organisms at any point during its journey from the producer to the consumer. Prevention of contamination of food has to be observed from production to handling, distribution and serving. The following are the important components of food hygiene.

(a) **Milk Hygiene.** Milk is an efficient vehicle for many disease organisms Contamination of milk may be through infected animal, human handler or environmental factors. Following aspects should be ensured to obtain clean and safe milk:-

(i) The animal and its surroundings should be healthy and clean. The animal should be properly washed before milking.

(ii) Milk handler should be free from any communicable disease.

(iii) Milk vessels should be cleaned, sanitized and kept covered.

(iv) Water supply must be safe.

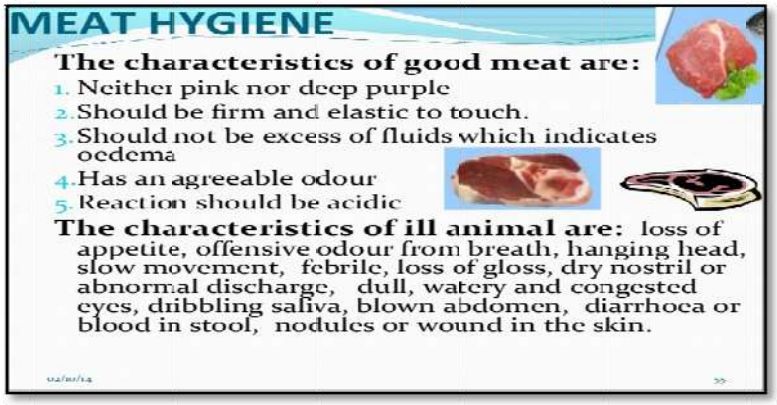
(v) **Pasteurization**. It is the heating of milk to such temperature and for such periods of time, as are required to destroy any pathogens without destruction of nutritive value. It does not alter taste. (Temperature 130 C and time 1 to 2 seconds.)





Hands, contact surfaces and milking equipment must be kept clean at all times.

(b) **Meat Hygiene.**



(c) **Fish Hygiene.** Fish for human consumption should be fresh. In fresh fish, the gills are bright red and the eyes are clear and prominent. Consumption of contaminated fish may give rise to fish poisoning.

(d) **Egg Hygiene.** Though the majority of freshly laid eggs are sterile inside, the egg shell may become contaminated by fecal matter from the hen. The egg must be properly washed before cooking.

(e) **Fruits and Vegetables Hygiene.** Fruits and vegetables are an important source for the spread of pathogenic organisms, protozoan and helminthes. Fruits and vegetables consumed raw must be washed well before eating.



Fruits and Vegetables should be Washed before Eating

(f) **Hygiene of Eating Places.**

(i) Eating places should not be located near filthy places, open drains, animal, sheds, manure/soakage pits and other such places.

(ii) Floors should be easy to clean, and should be preferably tiled.

(iii) Room for storage of food should be well ventilated, insect and rat proof and should have adequate lighting.

(iv) Perishable and non perishable items should be kept separately.

(v) Furniture should be strong and easy to clean.

(vi) Refuse should be collected in covered bins and removed regularly.

(vii) Water supply should be independent, adequate and safe.

(viii) Proper place for cleaning of utensils should be provided.

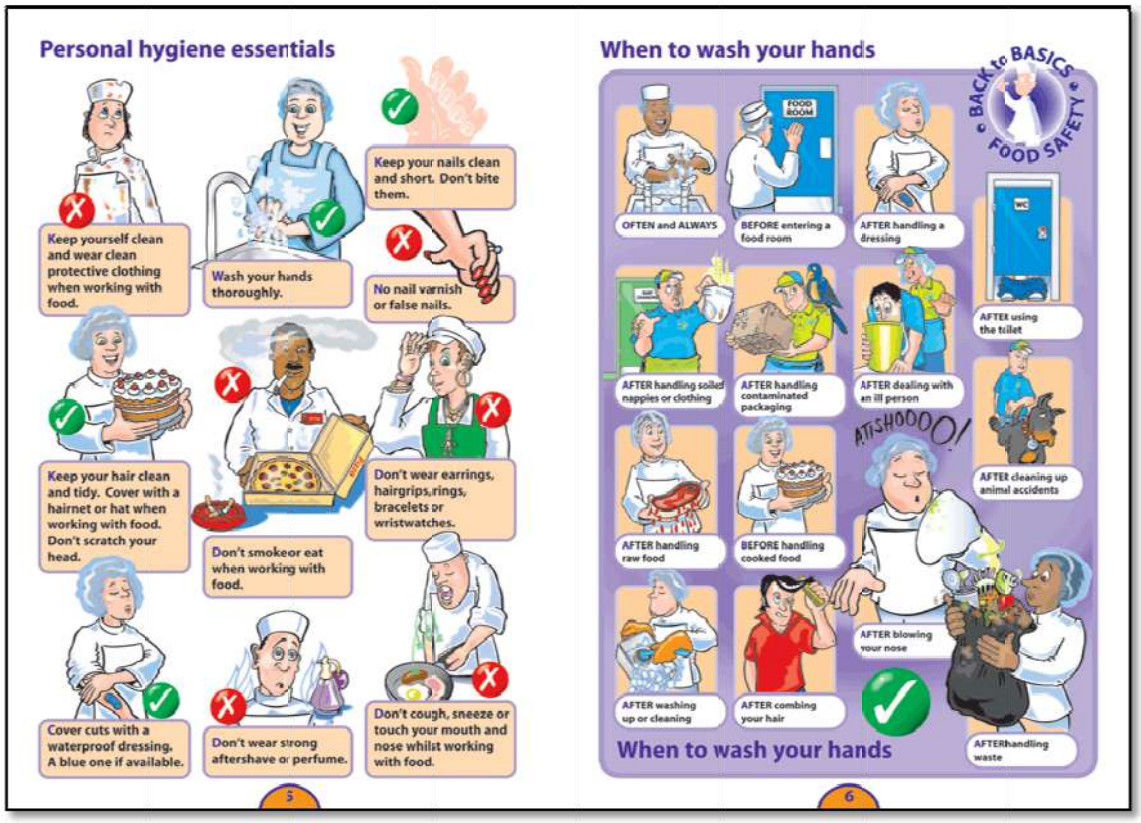
(g) **Hygiene of Food Handlers.**

(i) Complete medical examination of food handlers must be done at the time of employment.

(ii) Regular health checkups should be done.

(iii) Food handlers should be regularly educated on health and hygiene aspects.

(iv) They should be constantly reminded about hand washing, trimming of nails, covering of hair, wearing of overalls and covering mouth while coughing and sneezing during cooking.



Cleanliness and Hygiene in Restaurants

PART II : SANITATION

11. **Definition.** Sanitation means keeping the living area and its surroundings neat and clean. This involves removal of waste products and refuse.

Waste Products / Refuse

12. **Types.** Some types of the waste products are :-

(a) Human excreta - faeces & urine.
(b) Stable litter - horses & cow dung.
(c) Dry refuse & garbage - household, municipality, industrial & agricultural.
(d) Liquid wastes: household sullage, municipal & industrial effluent.
(e) Offensive trade wastes.
(f) Dead animals, carcasses & offal of slaughtered animals.

13. **Sources of Refuse**.

(a) **Street Refuse.** Refuse that is collected by street cleansing service or scavenging is called street refuse e.g. leaves straw paper etc.

(b) **Market Refuse.** Refuse that is collected from markets is called market refuse. e.g. spoiled vegetable and animals matter.

(c) **Stable Litter.** It contains mainly animal dropping and left over animal feeds.

(d) **Industrial Refuse.** Industrial refuse comprises of a wide variety of waste ranging from

(e) **Domestic Refuse.** The domestic refuse consist of ash, rubbish and garbage.

Disposal of Waste Products / Refuse.

14. **Collection and Removal of Refuse**.

(a) **House Hold Refuse.** Covered galvanized irons bins are placed on brick / cement platforms at convenient distances from the house. These should be used for dumping house hold refuse. This refuse is then collected in covered wheel barrows or municipal vans to prevent blowing out by air.

(b) **Special Refuse.** This is from stables and cowsheds. It is collected in carts and taken to disposal grand at frequent intervals.

(c) **Street Refuse.** Covered dustbins should be placed at suitable intervals along the street and all the sweeping should be dumped in it. It is then collected early morning in covered vans.

15. **Disposal of Refuse.** Various methods for disposal of refuse are:-

(a) **Filling**. In this method the refuse is generally utilized in filling up pits, unsanitary tanks or in reclaiming low land. The area selected should be at least 100-150 feet away from any habitation. No refuse should be left uncovered for more than 72 hrs.

(b) **Controlled Tipping.** Controlled tipping or sanitary landfill is the most satisfactory method of refuse disposal where suitable land is available. Chemical, bacteriological and physical charges occur in buried refuse.

(c) **Incineration.** Hospital refuse, which is particularly dangerous, is best disposed off by incineration .

(d) **Composting**. It is a method of combined disposal of refuse and night soil or sludge.

(e) **Manure Pits.** The garbage, cattle dung, straw and leaves should be dumped into the manure pits and covered with earth, after each days dumping.

(f) **Burial.** This method is suitable for small camps. A trench 1-5m wide and 2m deep is excavated. When the level in the trench is 40 cm from ground level, the trench is filled with earth and comported.

(g) **Sorting.** This method consists of storing refuses in three separate parts for easy disposal:-

(i) **Breeze.** Cinders and pieces of coal are used for making bricks.
(ii) **Soft Core.** Animal and vegetable organic matter, which is used as manure.
(iii) **Hard Core.** Broken bottles and crockery is used for metaling of roads.

16. **Disposal of Human Waste.** Proper disposal of human night soil / excreta are very essential for prevention of various communicable diseases and also to prevent pollution / contamination of soil, water or food (through flies). Various methods are available for disposal of human waste / excreta as per the type of area ie, area with a proper sewage system (sewered areas) and areas without proper sewage system (unsewered areas).

(a) **Sewered Areas.** The latrines used in such areas are mainly the Flush Latrines. It implies that ample supply of water is available to flush the night soil away. It is simple and hygienic.

(b) **Unsewered Areas.** There are of various types latrines for such areas:-

(i) **Domestic Latrines.** These are those latrines which are used in houses in areas not having a sewage system. These are of following types:-

(aa) **Bore Hole Latrine.** The latrine consists of a circular hole 30-40 cm in diameter dug vertically in the ground to a depth of 4 to 8 mtr. In loose sandy soil the hole is lined with bamboo matting or earthenware lining.

(ab) **Dug Well Latrine.** A circular pit about 75 cm in diameter and 3 to.5 cm deep is dug into the ground for the reception of the night soil . In sandy soil the depth of the pit may be reduced to 1.5 to 2 mtr.

(ac) **Water Seal Latrine.** The water seal performs two important functions e.g. it prevents access to flies and it prevents escape of foul odour. Out of many designs of water seal latrines, the RCA type is widely adopted.

(ii) **Camp Latrines.** These are of following types:-

(aa) **Deep Trench Latrines.** A pit three feet wide, at least eight feet deep and of a length suitable to the requirement is constructed and wooden seats placed over it with proper partitions and curtains. Soil may necessitate reverting of sides with sand bags, bamboos or wire netting. On vacation of camp, these are filled up with soil to assist in disintegration and prevent breeding of flies.

(ab) **Shallow Trench Latrines.** For camps of less than a week's duration, dig a row of trenches in parallel, each trench being 3 feet long, 1 foot wide and 2 feet deep. Each trench should be 2 feet apart. The ratio is 5 trenches for the first hundred users and three for each subsequent hundred. After defecation, the excreta is covered with loose earth with a shovel or a scoop. These trenches are filled up after 24 hours and new trenches are dug up.

(ac) **Urinals.** The most common urinal used for camps is the **Funnel Urinals** which are constructed over a simple soakage pit.

(c) **Soakage Pits.** These are essential for the disposal of liquid refuse like greasy water from kitchen and waste water from bathrooms. Dig a pit 4 feet by 4 feet and 5 feet to 6 feet deep. Fill with small stones and broken bricks. Cover the top with oiled sacking and put earth or sand 6 inches above. In the centre keep a perforated empty tin of kerosene oil. Fill this tin with layers of gravel or sand and gravel. In this fit remove the strainer daily and replace with fresh one.

(d) **Disposal of Garbage**. Disposal of solid refuse like kitchen garbage, bones etc, be done by burial or burning. The household refuse should be deposited in a covered bin placed outside. Improvised kerosene/oil tins are not advisable. Further disposal should be done under municipal arrangements.

17. **Disposal of Sewage.** Proper disposal and treatment of sewage has assumed great importance today. The disposal of sewage involves treatment and disposal as under :-

(a) **Treatment of Sewage**. Treatment of sewage is brought about by the action of anaerobic and aerobic bacteria. The different steps involved in this process are:-

(i) Screening.

(ii) Chambering.

(iii) Primary Sedimentation.

(iv) Trickling Filter.

(v) Activated Sludge Process.

(vi) Sludge Digestion.

(vii) Disposal of Effluent.

(b) **Disposal of Sewage**. The sewage is collected by the water carriage system and where no treatment facility is available can be disposed off by:-

(i) **Sea Out Fall.** The sewage is drained into the sea. This is applicable mostly for coastal cities / towns.

(ii) **River Out Fall**. The sewage is drained into the river. This is applicable mostly for cities / towns situated along the rivers or connected by drains.

(iii) **Land Treatment**. Here the sewage is allowed to drain out on the earmarked land / pits. This is mostly applicable to small villages.

(iv) **Oxidation Pond**.

CONCLUSION

18. Adequate sanitation, together with good hygiene and safe water, are fundamental to good health and to social and economic development. Many sanitation programs are planned and executed by government bodies, and few are successful due to the failure to convince and educate the people of the importance of sanitation and the need for an active cooperation. Education factors play a very important role because it is only through the basic understanding of the need for sanitation can the people be mobilized for its implementation. It is only when they understand the consequences of the unsanitary conditions they have that they will be willing to change their habits.

LESSON PLAN : H-3

PHYSICAL AND MENTAL HEALTH



Period - **One**

Type - **Lecture**

Year - **III (SD/SW)**

Traning Aids

1. Computer Slides, Pointer, Black Board and Chalk.

Time Plan

2. (a) Introduction - 03Min

   (b) Physical Health - 15Min

   (c) Mental Health - 20Min

   (d) Conclusion - 02Min

INTRODUCTION

3. Health is the level of functional and metabolic efficiency. In humans it is the ability of individuals or communities to adapt and self-manage when facing physical, mental, psychological and social changes. The World Health Organization (WHO) defined health in its broader sense in its 1948 constitution as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.

AIM

4. To teach the cadets about the importance of Physical and Mental Health.

PREVIEW

5. The class will be conducted in the following parts:-

   (a) Part I - Physical Health.

   (b) Part II - Mental Health.

PART-I: PHYSICAL HEALTH

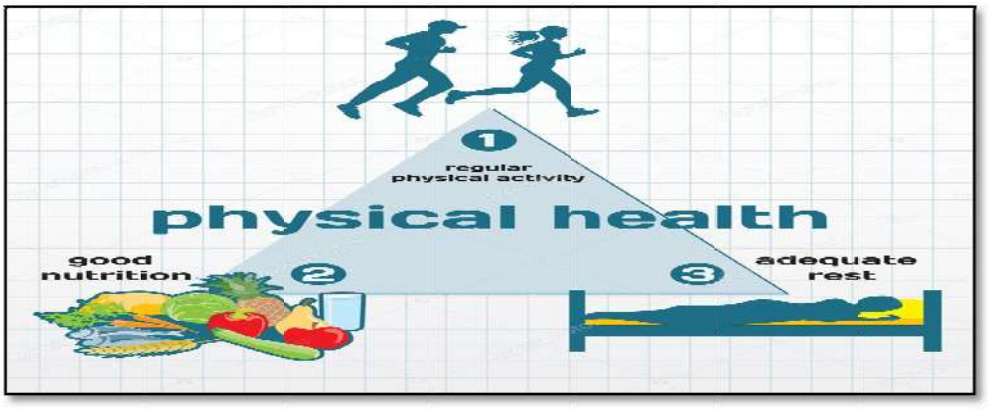
6. Physical health is the absence of disease and infirmity and it is assessed by taking health state measurements of the body. Poor physical health can lead to an increased risk of developing mental health problems. Similarly, poor mental health can have negative impact on physical health, leading to an increased risk.

7. Traditional definitions of **physical health** prior to the onset of modern medicine would have considered someone physically healthy if he or she was not stricken with a serious illness. With modern medical innovations came longer life spans, which changed the way we define physical health. Today's definition can consider everything ranging from the absence of disease to fitness level. Physical health is critical for overall well-being and is the most visible of the various dimensions

of health, which also include social, intellectual, emotional, spiritual and environmental health. Some of the most obvious and serious signs that we are unhealthy appear physically. Addressing this dimension is crucial for anyone attempting to sustain overall health and wellness.

8. **Elements of Good Health.** Good health is an essential condition for a purposeful existence. The main elements of good health are:-

(a) Absence of disease.
(b) Ability to work hard with efficiency and enthusiasm.
(c) Ability to endure stress and strain.
(d) Cheerfulness.
(e) Courage.
(f) Freedom from anxiety.
(g) Self control and self confidence.
(h) Sense of well being.
(j) Wholesome mental attitude.



9. **Components of Health.**

(a) **Physical Activity.** Most healthy children and adults should be active on a daily basis. This should be a mix of both leisurely physical activity and structured exercise. Examples of leisurely physical activity include hiking, biking, and walking. Examples of more structured forms of exercise include strength training, running, and sports.

(b) **Nutrition and Diet.** A well-balanced diet should contain carbohydrates, proteins, fats, vitamins, and minerals. Restricting specific nutrients should only be done under the supervision of a licensed health professional. Fluid, ideally in the form of clean water, should be regularly consumed. Meals and snacks should be consumed throughout the day, and portion sizes should be sensible.

(c) **Alcohol and Drugs.** Substances that alter mood or other bodily processes should be limited or avoided. Those with addictive tendencies or other health risks should consider complete abstinence from these substances.

(d) **Medical Self-Care.** Basic items, such as bandages, lozenges, and over-the-counter pain-relieving medications, should be easily accessible from home. Long-term coughing, fevers, or other ailments should be addressed through primary care. Emergency treatment should be sought when signs and symptoms are significant or life-threatening.

(e) **Rest and Sleep.** While regular activity is essential for physical health, allowing the body to rest is just as important. Spending time relaxing or taking short naps can help rejuvenate the body. Sleep should take place in a quiet, dark environment and should last approximately 7-9

hours. Consistent sleep that is much shorter or longer than this duration, or is low quality, may need to be addressed by a health professional.

PART-II: MENTAL HEALTH

10. **Importance of Mental Health.** Mental health refers to the successful performance of mental functions, resulting in productive activities, fulfilling relationship with other people, ability to adopt to change and cope up with adversities. Parents and teachers play a major role in providing an environment in which children develop healthy mental attitude. Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

11. **Characteristics of a Healthy Mind.** These are normal appetite, cheerful outlook, socially acceptable habits and positive outlook and attitude.

12. **Mental Disorders.** Following are some of the indicators of mental disorders:-

(a) Embarrassment in presence of others.
(b) Lack of courage.
(c) Low intelligence.
(d) Depressed and pessimistic outlook.
(e) Undue anxiety and Moodiness.
(f) Bad Temper.

13. **Measures To Improve Mental Health.** Following measures will help in improving mental health:-

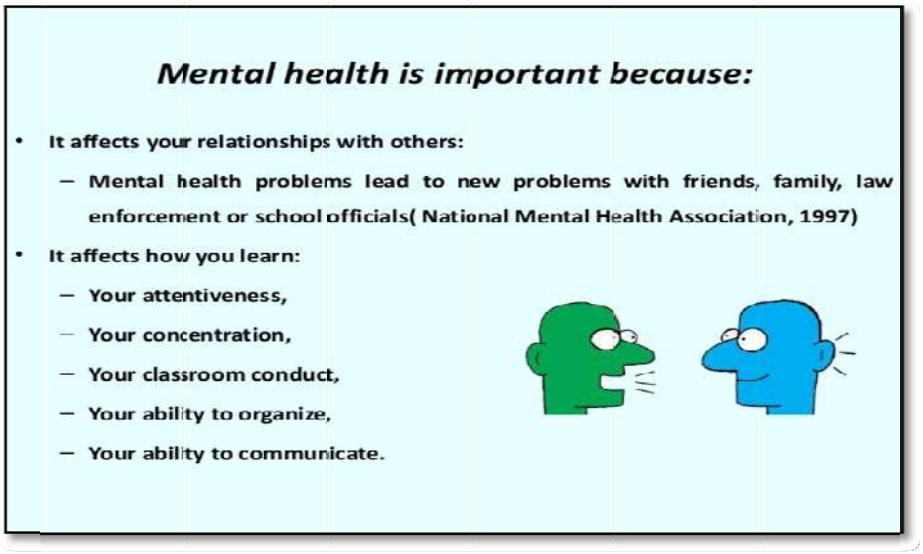
(a) Favorable and stress free home and school environment.

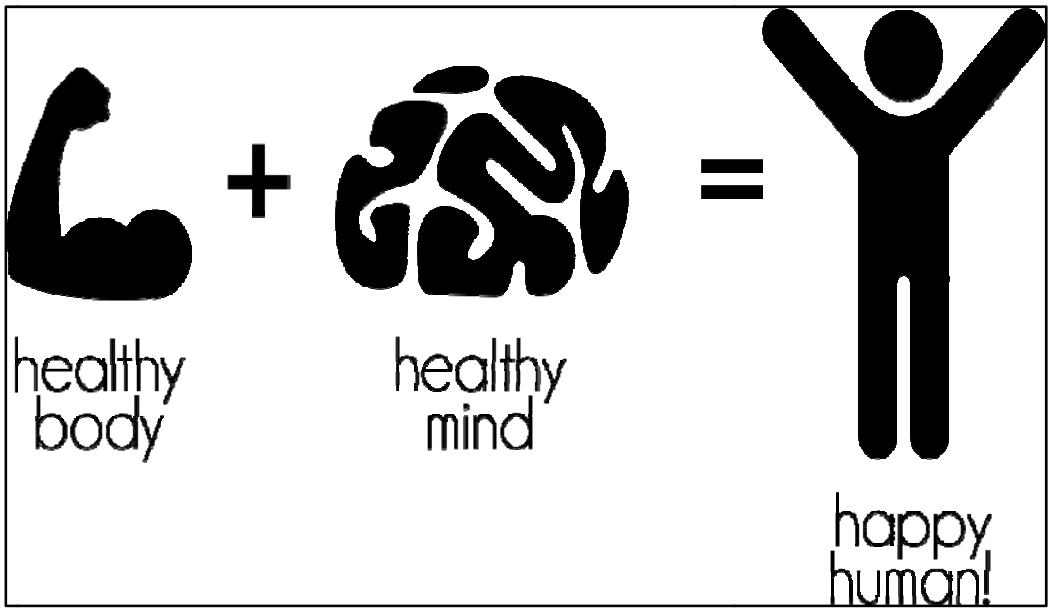
(b) Regular medical examination.

(c) Provision of educational and vocational guidance/ counseling.

(d) Provision of co-curricular activities.

14. **Life style Factors.** The life style factors can influence the state of both your physical and mental health. Physical activity in any form is a great way to keep you physically healthy as well as improving your mental wellbeing. Even a short burst of 10 minutes brisk walking increases our mental alertness, energy and positive mood.





Physical and Mental Health Results in Happy Human Beings

CONCLUSION

15. Health is very important aspect for all living beings. Humans have a tendency to get into bad life styles due to facilities available to them which results in their poor health. The subject of health must be understood by all of us to remain in good health.

LESSON PLAN: H-4

INFECTIOUS AND CONTAGIOUS DISEASES AND THEIR PREVENTION

Period - **Two**
Type - **Lecture and Demonstration**
Term - **II (SD/SW)**

Training Aids

1. Computer Slides, Pointer, Black Board and Chalk.

Time Plan

2.	(a)	Introduction	-	03Min
	(b)	Classification of Diseases	-	35Min
	(c)	Preventive Measures	-	40Min
	(d)	Conclusion	-	02Min

INTRODUCTION

3. A disease is a particular abnormal condition, a disorder of a structure or function that affects part or entire body. The study of disease is called pathology which includes the study of cause. Disease is often construed as a medical condition associated with specific symptoms and signs. It may be caused by external factors such as pathogens, In humans, disease is often used more broadly to refer to any condition that causes pain, dysfunction, distress, social problems, or death to the person afflicted, or similar problems for those in contact with the person. In this broader sense, it sometimes includes injuries, disabilities, disorders, syndromes, infections, isolated symptoms, deviant behaviors, and a typical variations of structure and function, while in other contexts and for other purposes these may be considered distinguishable categories. Diseases can affect people not only physically, but also emotionally, as contracting and living with a disease can alter the affected person's perspective on life.

AIM

4. To teach the cadets about the different types of Infectious and Contagious Diseases and their Prevention.

PREVIEW

5. The class will be conducted in the following parts:-

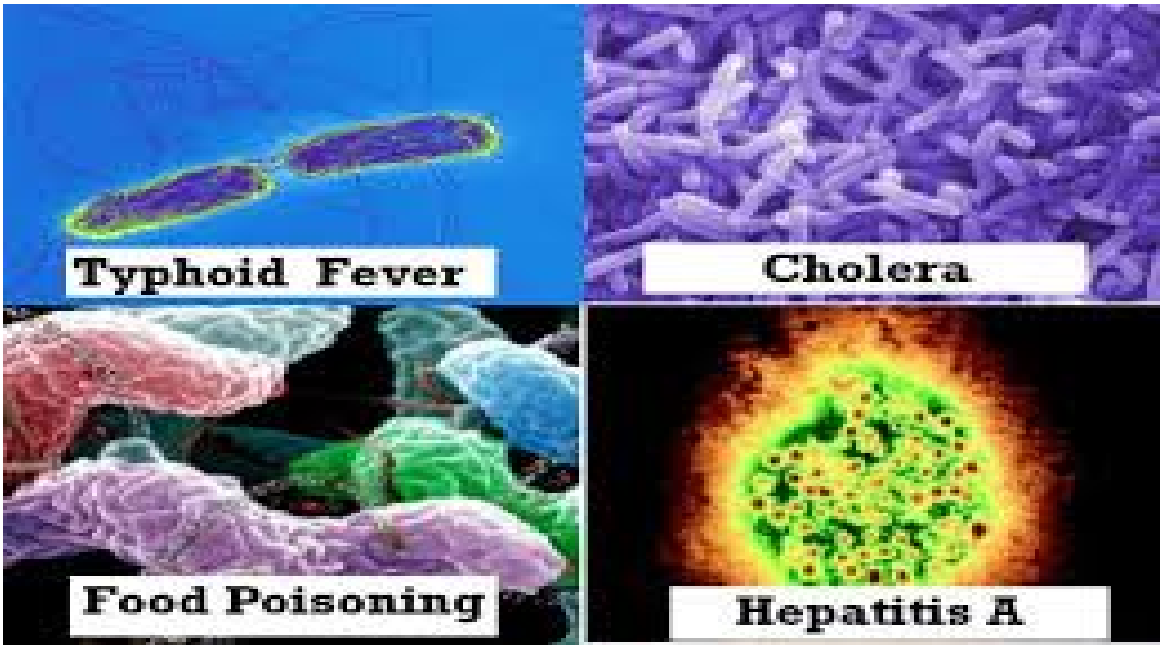
(a) Part I - Classification of Diseases.

(b) Part II - Preventive Measures.

PART-I: CLASSIFICATION OF CONTAGIOUS DISEASES

6. Contagious diseases (communicable diseases) can be classified as follows:-

(a) **Excremental Diseases.** These are those diseases which are communicated through human excreta (urine and faeces). The excreta can contaminate food, water or hands of cooks and thus pass on the infection. Typhus fever, dysentery, diarrhea, jaundice and intestinal worms are some of the important diseases belonging to this group.





(b) **Droplet Infection.** These are those diseases which are communicated or transferred through germs which are sprayed out from the nose, throat or lungs in the air, in small droplets of saliva during coughing, sneezing or even while talking. Common cold, influenza, diphtheria, meningitis, (inflammation of the brain) and tuberculosis are the common diseases in this group.

(c) **Contact Diseases.** These are those diseases which are communicated or transferred when the germs pass from a sick person to a healthy person by actual body contact. Venereal diseases i.e. syphilis, gonorrhea and skin infection are some common examples.





(d) **Insect Borne Diseases.** These are those diseases which are communicated or transferred when the germs move from a sick person to a healthy person through blood sucking insects known as 'carriers'. These insects first bite a sick person and then bite a healthy person, transferring the germs of the diseases in the blood of the healthy person. These germs then multiply in the blood of the healthy person during the period of incubation, and at the end of which he starts showing symptoms of the disease carried by the insect. Some of the carrier insects and their disease are:-

(i) Mosquito - Malaria, Dengue and Filaria.

(ii) Sand fly - Sand fly fever, Kala Azar, Oriental Sore.

(iii) Lice - Typhus, Relapsing Fever.

(iv) Flies - Diarrhea, Dysentery, Cholera, Typhoid.

(v) Fleas - Plague, Typhus.

(vi) Ticks - Relapsing Fever, Typhus.

(e) **Water Borne Diseases.** Certain diseases spread due to infection carried through water. These are cholera, dysentery, diaorreah, jaundice etc. These spread as water gets contaminated through vomits or faces passing into it. Epidemics are likely to spread if immediate steps are not taken to disinfect water and to properly dispose off the excreta through efficient conservancy arrangements. All sources of the diseases ought to be eliminated.

(f) **Animal Borne Diseases.** The germs are transmitted through the agency of animals by drinking milk or through the agency of insects. Rabies, plague, anthrax and tuberculosis are some of the common diseases.

PART-II : PREVENTIVE MEASURES

7. Specific measures to prevent diseases are as under:-

(a) **Prevention of Excremental & Water Borne Disease.**

(i) Control of water route is easy by disinfecting water or providing safe water in place.
(ii) Control of the milk route is easy by subjecting the milk to boiling or pasteurization.
(iii) Food born infection may be controlled by standards of food hygiene, exclusion of sick persons from food handlings.
(iv) Safe disposal of excreta will block the transmission of disease by the faecal matter.

(b) **Prevention of Droplet Infection.** This can be achieved by use of mask, proper spacing of bed, screening, dust control, avoiding of over-crowding, proper ventilation, avoiding of spiting in public places, proper sunlight and proper disinfection of air.

(c) **Prevention of Contact Disease.** This can be achieved by:-

(i) Complete segregation of patient.
(ii) No direct personal contact between patient and the relatives/staff.
(iii) Early diagnosis will help in preventing the spread in the patient.
(iv) Proper disposal of all the excreta and disinfection of all articles of the patient.

(d) **Prevention of Insect Borne Disease.**

(i) illing, leveling and drainage of breeding places and water management will help in eliminating larvae. Adequate collection, removal and disposal of sewage and waste water are important in preventing culex.
(ii) Use kerosene oil, fuel oil, or special oil to prevent larvae.
(iii) Use of residual sprays like malathion.
(iv) se of mosquito nets, screening of doors and windows, mosquito repellant and sun down sleeves down.
(v) Control the presence of rodents and fleas in and around the home.

(vi) Avoid contact with any species of wild rodents, especially sick or dead rodents.
(vii) Not to handle sick or dead animals or animal waste.

8. The following preventive measures are necessary to ward off these diseases:-

(a) **Segregation of the Patient.** Important points are as under:-

(i) Preferably shift patient to an isolated room.

(ii) Ensure room confirms to hygiene and sanitation standards i.e, adequate ventilation, sunlight and cleanliness.

(iii) Nominate one healthy person to undertake nursing and care of the patient.

(iv) Nominated person to take preventive measures like use of mask, gown, and gloves and avoid direct contact and hand washing before and after every visit.

(iv) Clothing and utensils used by patient to be cleaned / washed separately.

(vi) Safe disposal of patients excreta – Urine, Stool, Sputum, Refuse e.g, discarded dressings, garbage etc by burning.

(b) **Destroy Agents (Germs) Causing Infection in the Surrounding Area or Premises.** Immediately on detection of a communicable disease, the source of agents /germs causing infection should be destroyed by following actions :-

(i) Removal / destruction of garbage.
(ii) Cleaning the drains & keeping them covered.
(iii) Remove/ dry out waste water.
(iv) Spray malathion mixed in water (ratio: malathion - 1 ml, water 1000 ml) in and around the premises. (Caution - malathion is highly poisonous. Direct breathing / touching should be avoided). Wash hands after use.
(v) Keep premises free of rodents (rats), stray dogs.
(vi) Use mosquito nets, long sleeves, screening of doors and windows.

(c) **Disinfection.** All articles in contact with the patient should be disinfected by following means:-

(i) **Natural.** Sunlight and air can be used to disinfect articles like blanket, mattresses, pillows and also the rooms. The microorganisms thrive in darkness and need moisture for their survival, on being exposed to sunlight and air they die.

(ii) **Physical.** Physical agents like heat, cold radiation etc. can also be used for disinfection and sterilization.

(aa) **Heat.** Heat can be used in two ways for sterilizing. **Moist Heat** in the form of 'boiling' kills germs very rapidly. In addition, 'autoclaving or Steam under Pressure' is the most effective method used to disinfect all hospital equipment which can be boiled like linen, bandage, dressing material, glovesand instruments.**Dry heat** like flaming or use of hot air oven. Sterilization by steam under pressure (autoclaving) is the commonest method for sterilization which is being used in the Army.

(ab) **Cold**. Freezing or freeze-drying can inactivate bacteria. Some of them can however survive even at 0° C.

(ac) **Radiation.** It includes ionizing radiations like X rays, gamma betaand ultraviolet radiation. These are expensive methods and are not suitable for small-scale procedures.

(ad) **Other Methods**. Disinfection and sterilization can also be done by using other methods like of infrared rays, filtration etc.

(iii) **Chemical Agents.** Chemical agents like phenol, savlon, potassium permanganate, hydrogen peroxide etc are commonly used for disinfection and sterilization. The strength of agent depends upon used concentration being used.

(iv) **Control of Food & Drink.** Salient points to be observed while feeding the patient:-

(aa) Clean water preferably boiled must be served to the patient. Water container must be kept covered.

(ab) Balanced diet, well cooked, hygienically prepared food using less oil and condiments, should be served hot. Stale, cold and food exposed to flies & insects should not be served.

(ac) Food items sourced from restaurants /dhabas must not be served.

(iv) **Inoculation and Vaccinations.** Inoculationsand vaccinations are provided free of cost under various government programmes. These are administered at Primary Health Centers/Hospitals. If not available the same should be administered/ taken from market. Important inoculations and vaccination are as under:-

Name of Vaccine	**Disease Prevented**
Injection Rabipur	Rabies
Injection TAB	Typhoid
Injection Hepatitis 'B'	Hepatitis 'B'
Injection T T	Tetanus
Oral Polio	Polio

CONCLUSION

9. The identification and confirmation of infectious causes of chronic diseases is complicated by several problems, including frequent multifactor causation for many of these diseases and differences in the environmental background and genetic composition of different populations. Recently developed molecular and immunological techniques offer new approaches to address the technical barriers. Although the task is daunting, taking the practical and pragmatic pathways described above could clarify many of the uncertain relationships between infectious agents and chronic diseases. It is advisable to always follow the prevention measures to save precious human and animal lives, national resources and effort.

LESSON PLAN: H-5

FIRST AID IN COMMON MEDICAL EMERGENCIES



Period - **Three**

Type - **Lecture and Demonstration**

Year - **(SD/SW)**

Training Aids

1. Computer Slides, Pointer, Black Board and Chalk.

Time Plan

2

(a)	Introduction	-	10 Min
(b)	Injuries to Internal Organs	-	15 Min
(c)	Burns and Scalds	-	15 Min
(d)	Snake Bite, Scorpion Bite & Rabid Dog Bite	-	15 Min
(e)	Foreign Bodies in Eye, Ear and Nose	-	15 Min
(f)	Asphyxia	-	15 Min
(g)	Insensibility or Unconsciousness	-	15 Min
(h)	Artificial Respiration	-	15 Min
(j)	Conclusion	-	05 Min

INTRODUCTION

3. First aid is the assistance given to any person suffering a sudden illness or injury, with care provided to preserve life, prevent the condition from worsening, and/or promote recovery. At its most basic, first aid is the initial assistance given to a victim of injury or illness. Comprised of relatively simple techniques that can be performed with rudimentary equipment, first aid is usually carried out by a layperson until professional medical assistance arrives. There will be number of occasions on which we may be faced with a situation where, we may be required to provide First Aid to the injured, because of an accident or due to any calamity. Therefore it is very important for all cadets to have knowledge of providing basic First Aid in common medical emergencies.

AIM

4. To teach the cadets about the First Aid in common medical emergencies.

PREVIEW

5. The class will be conducted in the following parts:-

(a)	Part I	-	Injuries to Internal Organs.
(b)	Part II	-	Burns and Scalds.
(c)	Part III	-	Snake Bte, Scorpion Bite & Rabid Dog Bite.
(d)	Part IV	-	Foreign Bodies in Eye, Ear and Nose.

(e) Part V - Asphyxia.
(f) Part VI - Insensibility or unconsciousness.
(g) Part VII - Artificial Respiration.
(h) Part VIII - First Aid to different types of fractures

PART-I : INJURIES TO INTERNAL ORGANS

6. Internal injuries cannot be seen but can only be suspected, where bleeding instead of coming to the surface occurs into the cavity of chest or abdomen wherein important organs like heart, lungs, liver or spleen might get ruptured. The following symptoms are observed in case of internal injuries:-

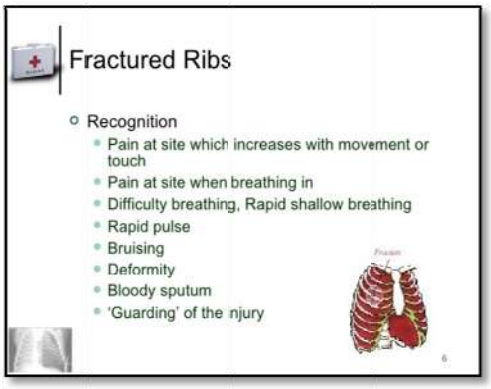
(a) Cold clammy skin.
(b) Weak or rapid pulse.
(c) Shallow sighing and breathing.
(d) Face pinched and pale.
(e) Eyes deeply sunken with dark rings around them.
(f) Patient usually restless and anxious and may lose consciousness.

7. Injuries to the chest and abdomen can be difficult to recognize and treat, and many injuries can go unnoticed until they become very serious. The muscle and bones that serve to protect vital organs can also mask their injuries - or at worst contribute to them. It is important for the rescuer to consider injuries that lie beneath the skin. In addition, the different organs react in different ways when subjected to trauma. Hollow organs (such as the bladder) tend to rupture, releasing their contents into the surrounding space. Solid organs (such as the liver) tend to tear instead, often bleeding at a slow enough rate to be overlooked.

8. **Closed Chest Injuries**. Closed Chest injuries can be inherently serious, as this area of the body houses many critical organs, such as the heart, lungs, and many blood vessels. Most chest trauma injuries should receive professional medical attention. Always call for an ambulance for any potentially serious chest injury.



9. **Rib Injuries**. A common result of trauma to the chest is damage to the victim's rib cage. The curved shape of the rib cage helps to deflect the force of some injuries, but damage to cartilage or the ribs themselves can still result. While a single broken rib can be very painful for the patient, a number of broken ribs can lead to other complications. A victim with broken ribs may take very shallow breaths without even noticing it, as their body tries to prevent the pain with taking a full breath.



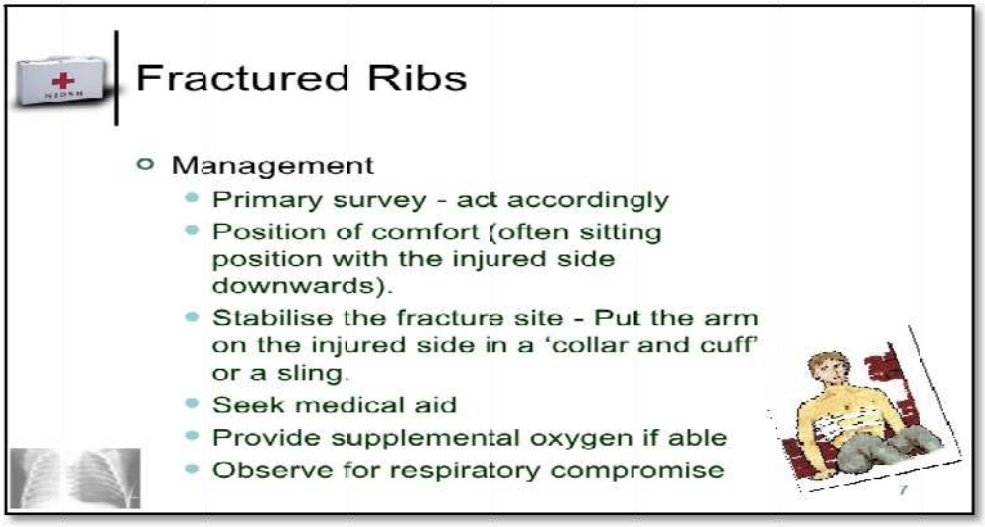
10. When many adjoining ribs are broken in different places, a portion of the rib cage can move in the opposite direction the chest should. This is known as a "flail" segment, and can make breathing very painful and less effective

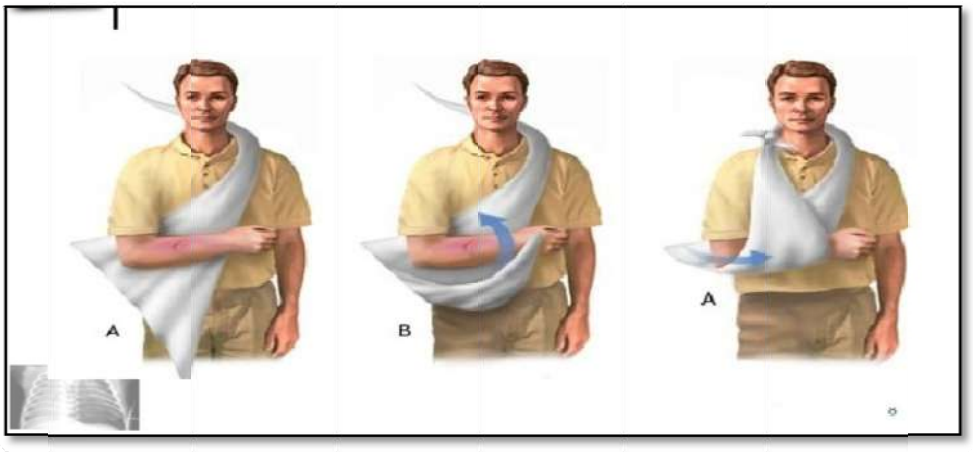
11. **Recognition**.

(a) Trouble breathing
(b) Shallow breathing
(c) Tenderness at site of injury
(d) Deformity & bruising of chest
(e) Pain upon movement/deep breathing/coughing
(f) Dusky or blue lips or nail beds
(g) May cough up blood
(h) Crackling feeling upon touching victim's skin

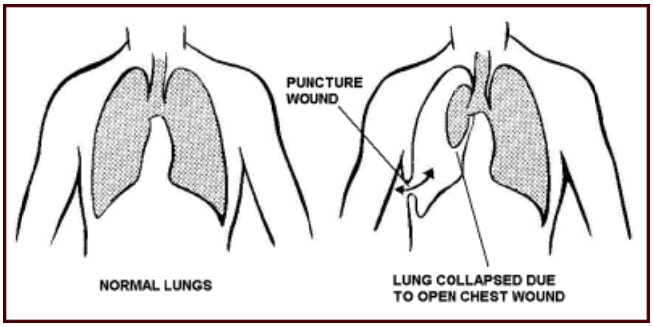
12. **Treatment**

(a) Call for an ambulance
(b) Assist the victim into a position of comfort (typically seated upright, to avoid fighting gravity)
(c) Conduct a secondary survey
(d) Monitor patient's condition carefully
(e) Be vigilant, keep alert for any changes.
(f) If a flail segment is suspected, tightly secure a bulky dressing (such as a tightly folded hand towel) to help stabilize the injury.





13. **Open Chest Wounds.** An open pneumothorax or sucking chest wound - the chest wall has been penetrated (by knife, bullet, falling onto a sharp object...)



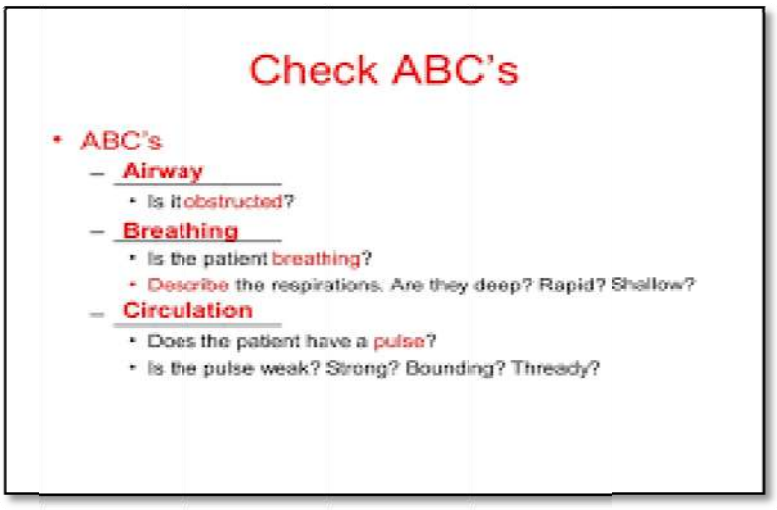
14. **Recognition**.

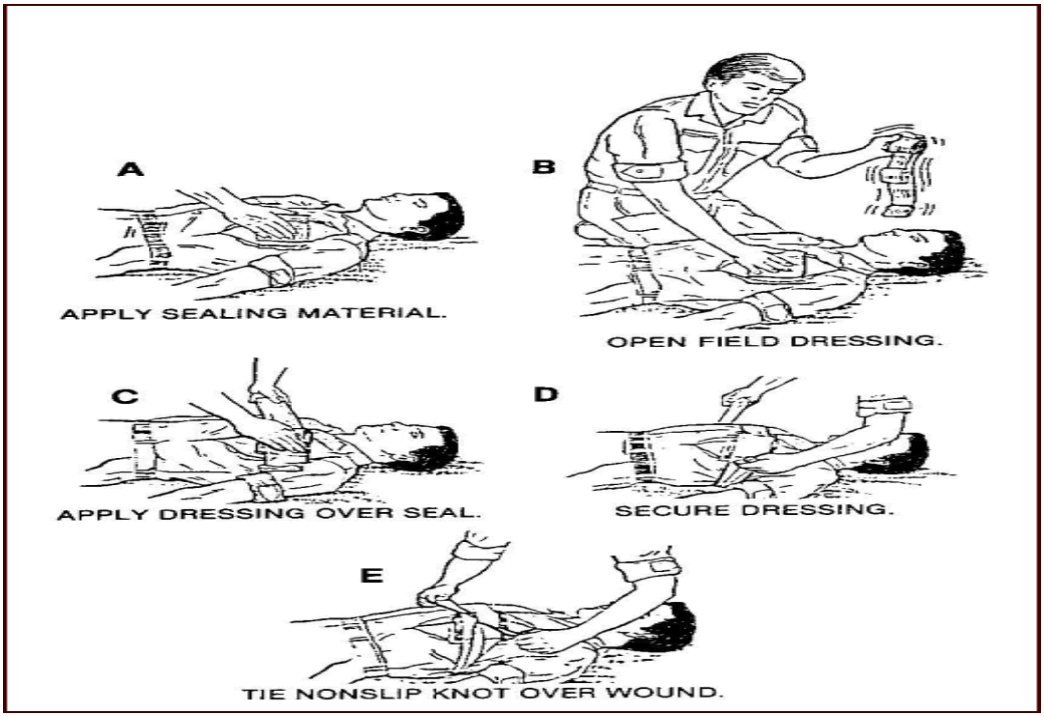
(a) An open chest wound – escaping air
(b) Entrance and possible exit wound (exit wounds are more severe)
(c) Trouble breathing
(d) Sucking sound as air passes through opening in chest wall
(e) Blood or blood-stained bubbles may be expelled with each exhalation
(f) Coughing up blood



15. **Treatment**.

(a) Assess ABCs and intervene as necessary
(b) Do not remove any embedded objects
(c) Call for an ambulance
(d) Lateral positioning: victim's injured side down
(e) Treat for shock
(f) Conduct a secondary survey
(g) Monitor vitals carefully





16. **Abdominal Injuries**.

(a) **Protruding Organs.**

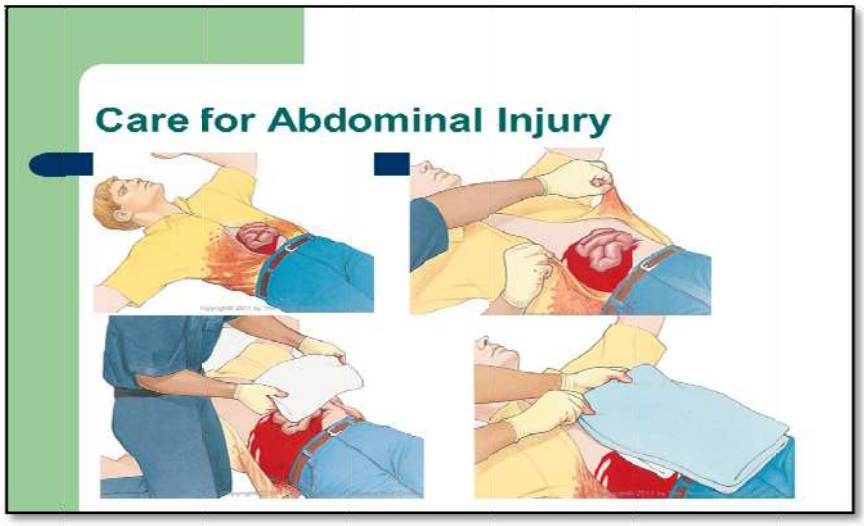
(i) If a trauma injury has caused the victim's internal organs to protrude outside the abdominal wall, do not push them back in. Doing so will only cause greater complications - remember that preventing further injury is one of the aims of first aid.

(ii) Instead, have the person lie flat with their knees bent and cover the organs with a moist, sterile dressing composed of material that will not stick to the affected organs. Normally a special dressing, ABD Pad (Army Battle Dressing) or trauma dressing is used, though large Telfa dressing will work well.

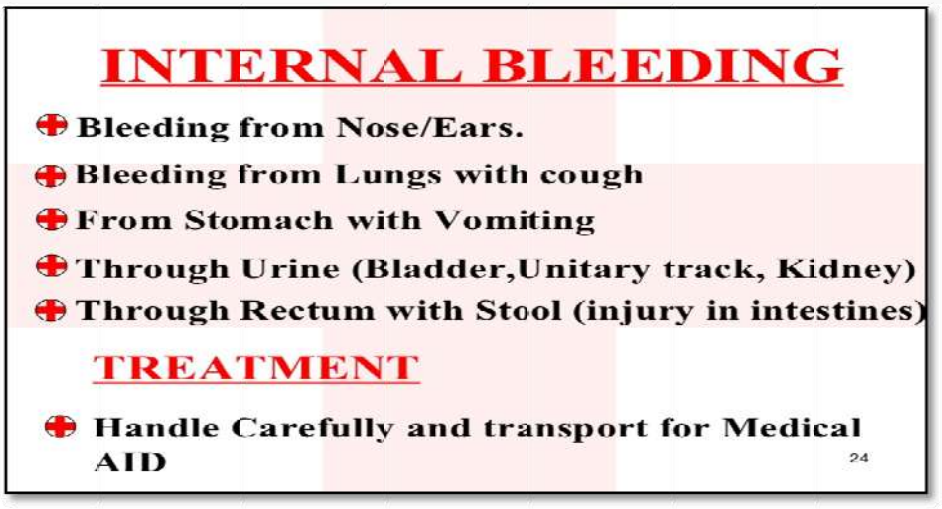
(iii) Gauze can stick if it is dry - be careful to keep normal gauze moist if you do use it. Paper products like paper towel or toilet paper must never be used, as they will turn to pulp, causing major complications.

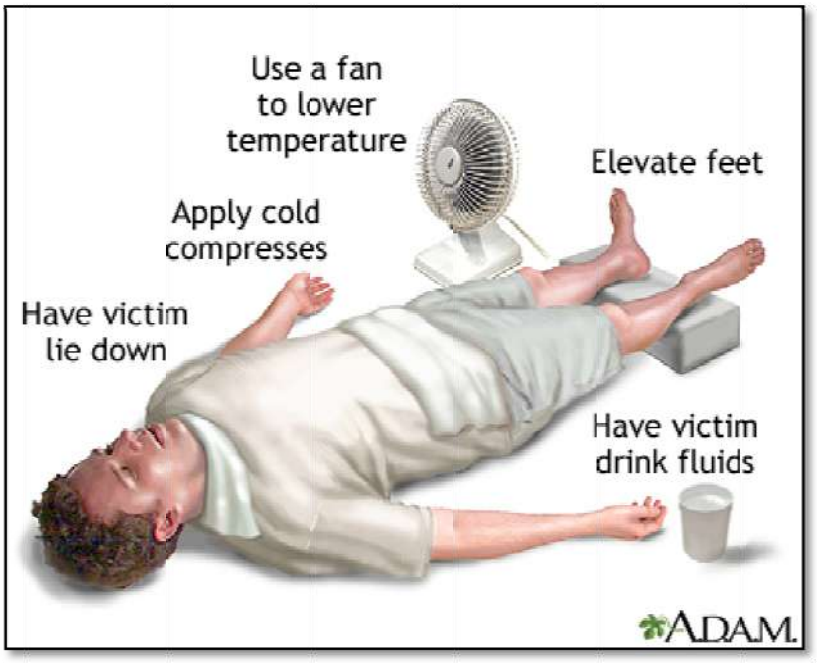
(iv) Do not allow the victim to eat or drink, though they may complain of extreme hunger or thirst.

(v) Call an ambulance, treat for shock, and monitor ABCs until the emergency medical team arrives.



(b) **Internal Bleeding**. If the abdominal injury does not cause an open wound, have the person lie flat with their knees bent and treat for shock until EMS arrives.





PART-II : BURNS AND SCALDS

17. Burns may be caused by heat either, dry by contact with fire or flame, or wet, as caused by moist heat such as hot water, hot fluids and steam, which is called scalding. Chemical burns may be caused by strong acids or alkalis.

18. **First aid Treatment**.

(a) If the burn is chemical, let water from a pipe or hose flow freely on the burn so that the chemical flows off.

(b) Protect the burnt area by applying bandage or cover exposed part with clean towel or cloth.

(c) Give complete rest and plenty of fluids to the patient.

(d) Re-assure the patient.

(e) Evacuate patient to the nearest hospital or dispensary.



Snake Bite

19. In Snake bite, the poison is injected by the snake through a pair of hollow and deeply grooved biting fangs. The majority of bites occur on parts of limbs which are exposed like hands, feet and lower legs.

20. **First Aid Treatment.** All cases of snake bite should be treated as being bitten by poisonous snakes. The First Aid treatment will be as follows:-

(a) Make the victim lie down comfortably.

(b) Give convincing reassurance against fear of death.

(c) Apply a light constricting tourniquet with hand kerchief, bandage or shoe lace above the knee for a bite on the leg and above elbow for a bite on the arm. So that the poison does not flows to all parts of the body.

(d) Wash with soap and water. Use water freely.

(e) Evacuate the patient quickly to the nearest dispensary or hospital.

(f) If breathing fails, start artificial respiration.



21. **Snake Bites: Do's and Don'ts.**

(a) **Do's.**

(i) Stay calm, make the victim lie down comfortably.

(ii) Give convincing reassurance against fear of death.

(iii) Call ambulance.

(iv) Take off anything constricting the area, such as a ring or watch.

(v) Position the affected area at or above heart level on the basis on the affected site.

(vi) If breathing fails, start artificial respiration.

(b) **Don'ts.**

(i) Don't apply ice as it can cause local tissue damage.

(ii) Don't cut the affected area and don't attempt to suck venom out.

(iii) Don't use a commercially available extraction device.

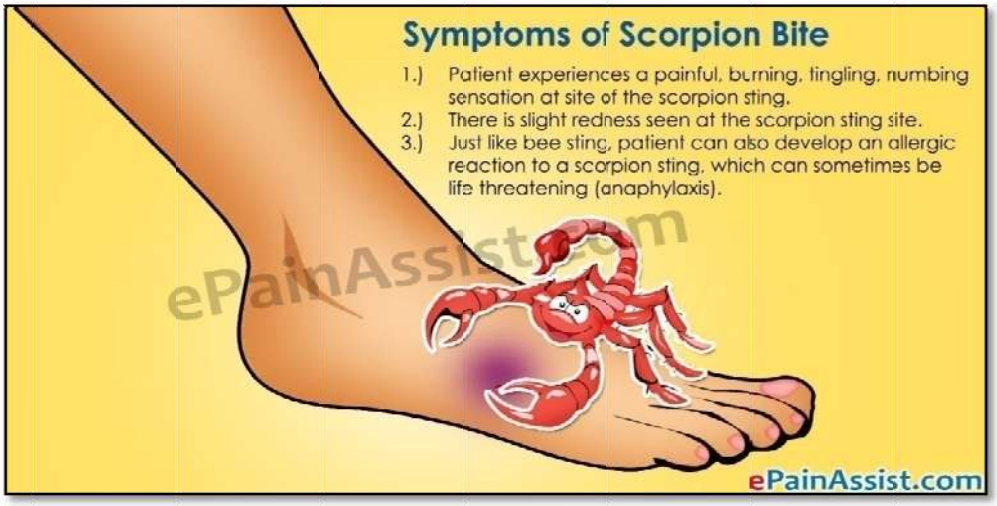
(iv) Don't use electrical therapy.

(v) Don't apply any type of lotion or ointments.

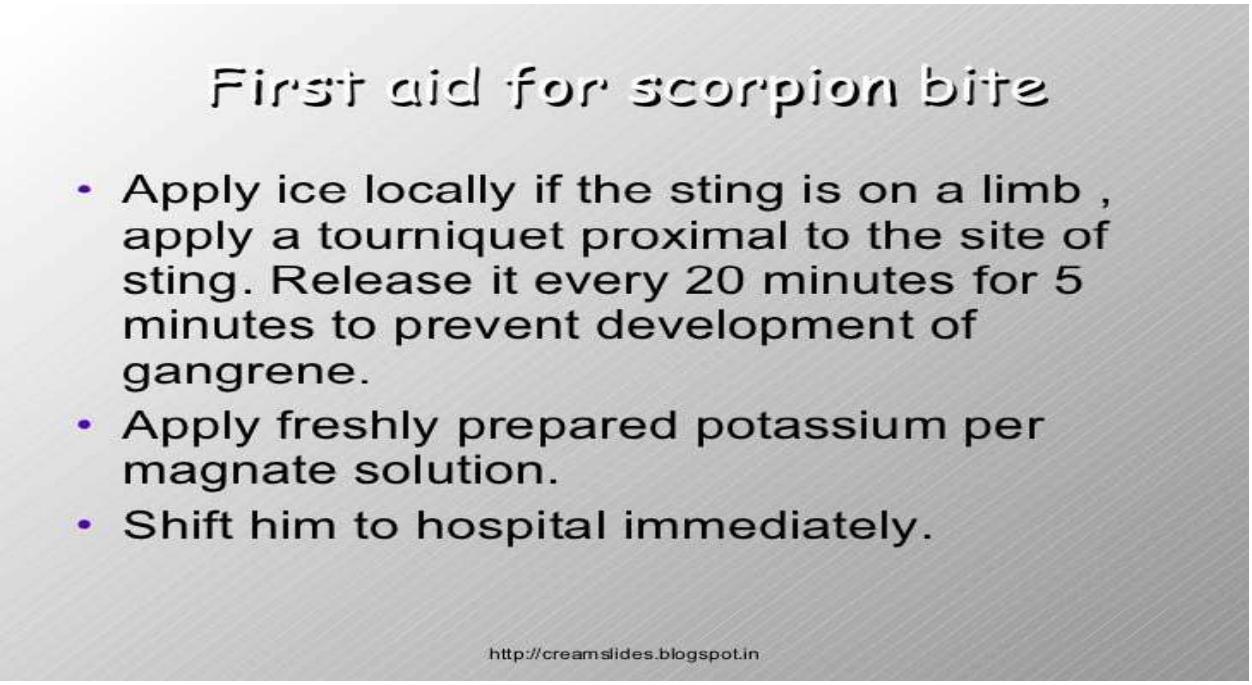
Scorpion Bite

22. Bite by scorpions should be treated like snake bite.

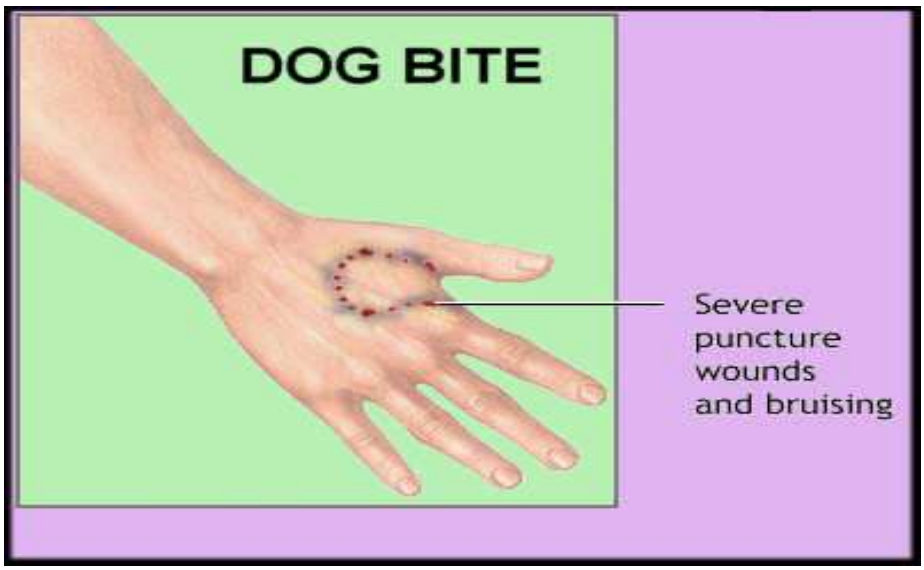




23. **First Aid Treatment.** If blood has been drawn, the wound should be cleaned well with antiseptic lotion.



24. Rabies is a very dangerous disease transmitted by a rabid dog. The disease is preventable by giving anti-rabies vaccine.



25. **First Aid Treatment.**

(a) Immediately wash the bite area with lots of water and soap.

(b) Wound should be cleaned with available antiseptic.

(c) Patient should be sent to hospital for an anti-rabies injection course.

(d) Dog and the patient should be kept under observation for at least 10 days.

PART IV: FOREIGN BODIES IN EYE, EAR AND NOSE

Foreign Body in Eye

26. Particles of coal or dust may lodge on the eye-ball or inside the eye lid causing discomfort and damage to the tender structure.

27. **First Aid Treatment**.

(a) Ask the patient not to rub the eyes.

(b) Wash the eye with water repeatedly for a minute or two.

(c) Search for the foreign body by lifting the upper eyelid and parting the lower eyelid down. The patient should face the light. If the foreign body is seen, it can be wiped off with the moistened corner of hand kerchief, cloth or cotton swab.

(c) If foreign body is fixed to the eye-ball, patient should be sent to the hospital with a light eye bandage.

Foreign Body in Ear

28. This is common with children. They often put beads, peas, nuts and other objects into the ear or an insect may get into the ear.

29. **First Aid Treatment**. Do not try to remove the foreign body with the help of a pin or forceps as this may push the foreign body further in, causing damage to the ear. The patient should be sent to the hospital.

Foreign Body in Nose

30. This is a common occurrence among children. They might put peas, beads in the nostril.

31. **First Aid Treatment**.

(a) Blowing the nose and sneezing may expel the foreign body.

(b) Make the casualty breathe through the mouth.

(c) Do not try to remove the foreign body.

(d) Send the patient to the nearest hospital.

PART-V : ASPHYXIA

32. The tissue and organs of the body are supplied with oxygen through respiration, essential for the functioning of body. Respiration consists of inspiration, expiration and a pause. During inspiration air is drawn inside causing the lungs to expand. During expiration the lungs contract and air is pushed out. The respiratory system consists of the air passage known as respiratory tract and lungs. The actions of muscles concerned with respiration are controlled and regulated by the respiratory centre of the brain.

Asphyxia

33. **Causes.** Anything which interferes with respiration producing irregularities in breathing, produces a condition known as Asphyxia. The **main causes** of Asphyxia are:-

(a) Drowning – due to water entering the air passage.

(b) Hanging and Strangulation – due to obstruction to entry of air.

(c) Suffocation.

(ii) Due to obstruction to entry of air through the air passage.

(iii) Foreign body obstruction in air passage.

(iv) Inhalation of poisonous gases e.g. carbon monoxide.

(d) Over dosage of drugs such as sleeping pills, morphine, pethedine.
(e) Electric Shock.
(f) Diseases e.g. tetanus, epilepsy, rabies.

34. **Signs and Symptoms of Asphyxia.**

(a) Dizziness and weakness.

(b) Shortness of breath rate or breathing increase.

(c) Rapid pulse.

(d) Partial loss of consciousness.

(e) Swelling of the veins of the neck.

(f) Face, lips, nails, fingers and toes turn blue.

35. **General Rules for Treatment of Asphyxia.**

(a) Remove the cause if possible or the casualty from the cause.

(b) Ensure that there is a free passage for air.

(c) Lay the individual on his back. Press the head back-wards supporting the neck on your palm. Lift the tongue clear of the airway. Give mouth to mouth breathing.

36. **First Aid for Special Cases - Drowning.**

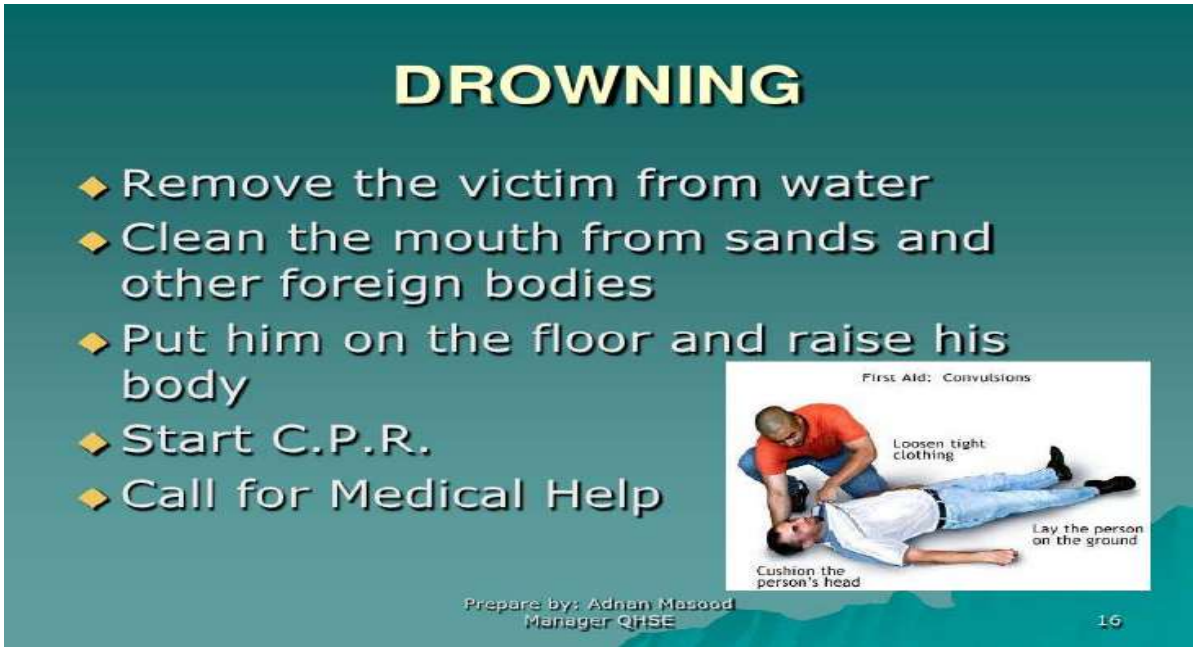
(a) Wet clothes should be loosened.

(b) Mouth, throat and nostril should be cleaned of mucus and any foreign body.

(c) Patient should be made to lie down over his belly, face down, head turned to one side, arms stretched beyond the head, tongue pulled out.

(d) Artificial respiration should be given till he starts breathing.

(e) Cover the patient with a blanket.





37. First Aid in Case of Strangulation or Hanging.

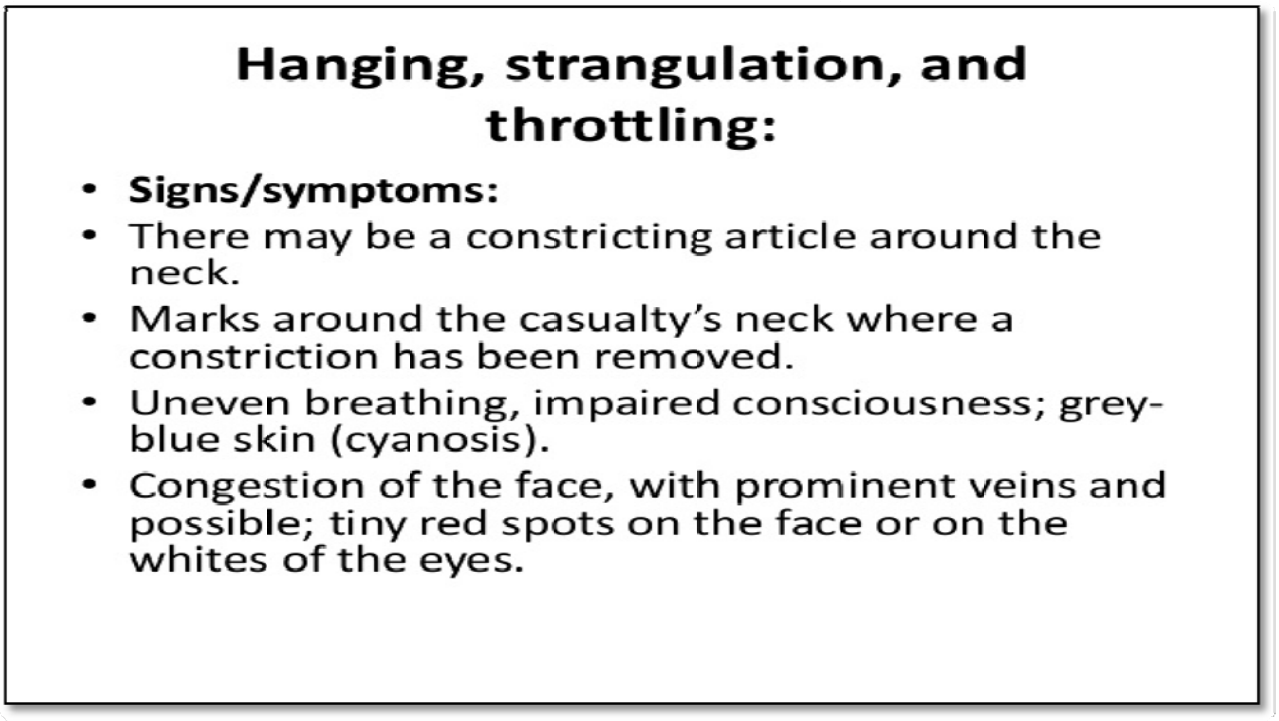
(a) Cut the constriction.

(b) Clear the air passage.

(c) Start artificial respiration.

(d) Give inhalations if possible.

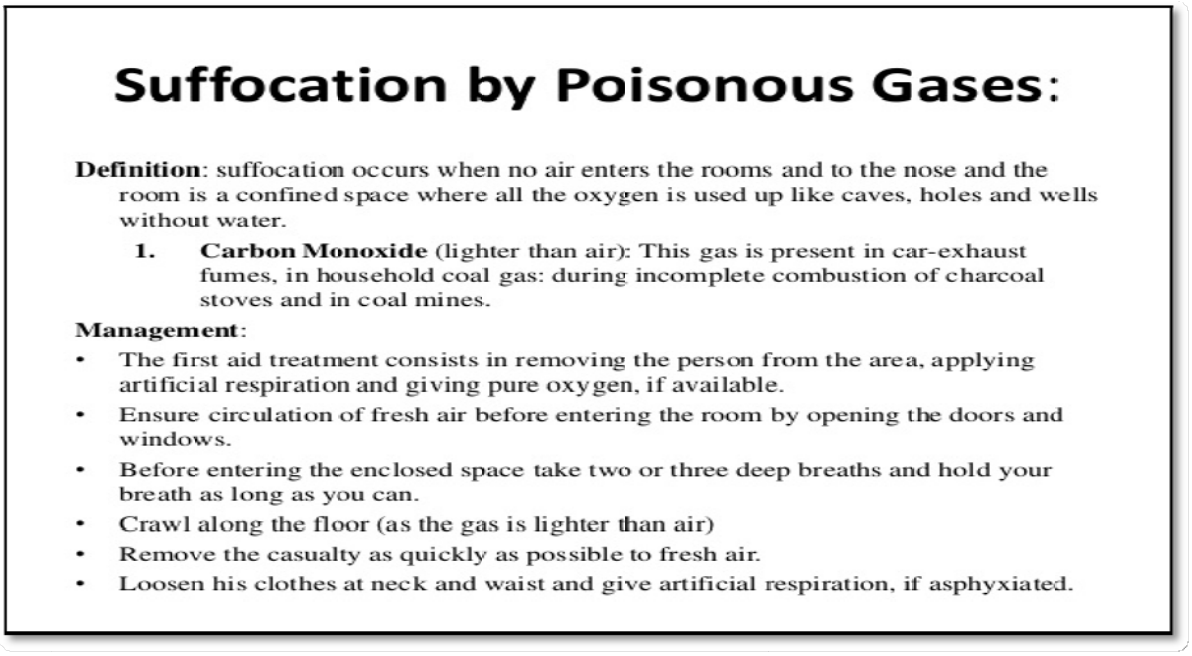
(e) Make the patient warm and comfortable.



38. **First Aid in Case of Choking.** Bend the casualty's head and shoulders forward, to dislodge the obstructions. In case of small child hold him upside down and thump his back hard between the shoulder blades or encourage vomiting by passing two fingers to the back of the throat.



39. **First Aid in Case of Suffocation by Poisonous Gas.** Protect yourself and remove the casualty from the gas as early as possible.



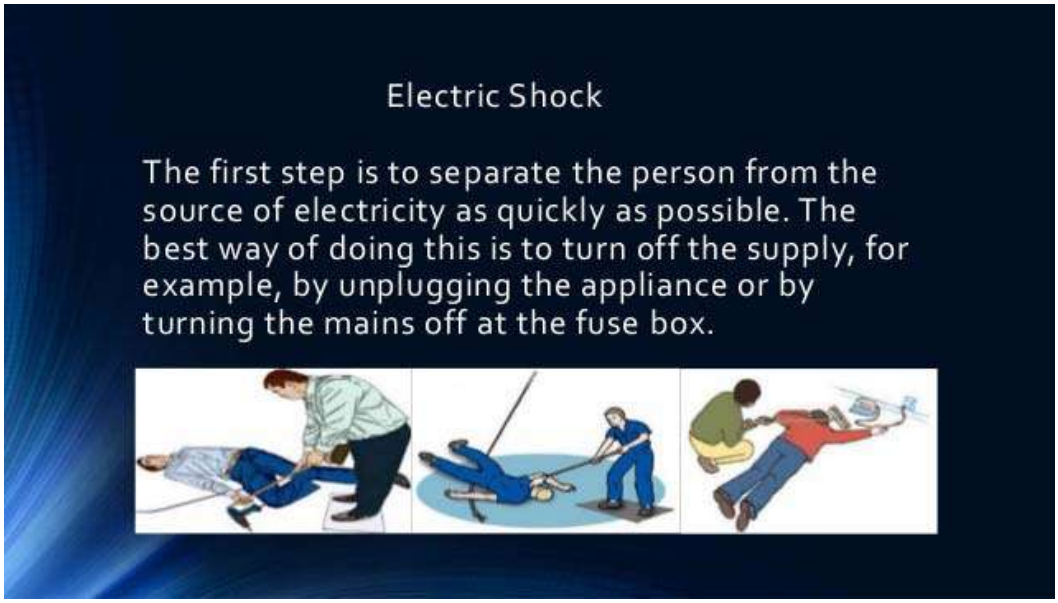
40. **First Aid in Case of Electric Shocks.**

(a) Switch off or break the current, if possible.

(b) Remove the casualty from contact with the current, if possible. Stand on some insulating material such as rubber soled shoes or boots or piles of news papers.

(c) Give artificial respiration.

(d) Treat for shock and burns.



PART-VI: INSENSIBILITY OR UNCONSCIOUSNESS

41. Insensibility or unconsciousness is caused due to interruption of the action of the brain, through some interference with the functions of the central nervous system.

42. **Stages of Unconsciousness.**

(a)	1st Stage	Delirium – When the restlessness of body and mind arepresent.
(b)	2nd Stage	Patient responds to loud commands, gives maximumresponse to minimum stimulus.
(c)	3rd Stage	Semi- Coma- Patient responds to painful stimuli only(minimum response to maximum stimulus).
(d)	4th Stage	When the patient makes no response to any Stimulus.

43. **Causes of Unconsciousness or Coma.**

(a) Head injury and brain Hemorrhage.

(b) Hypoglycemia.

(c) Heart failure.

(d) Physical agents such as heat strokes, electric shocks.

(e) Epilepsy.

44. **General Rules of First Aid in Casualties of Unconsciousness.**

(a) Make the patient lie down with head turned to one side. Pull out his tongue.

(b) Loosen the clothing, ensure fresh air.

(c) If breathing has stopped or is irregular, start artificial respiration.

(d) Keep the air passage clear.

(e) Nothing should be given by mouth. Remove false teeth, if any.

PART-VII : ARTIFICIAL RESPIRATION.

45. If there is any irregularity in breathing or a cardiac arrest, artificial respiration is given. If it is given correctly and in time, the patient's life can be saved. There are three methods for providing artificial respiration, but we will tell you only about the most common one.

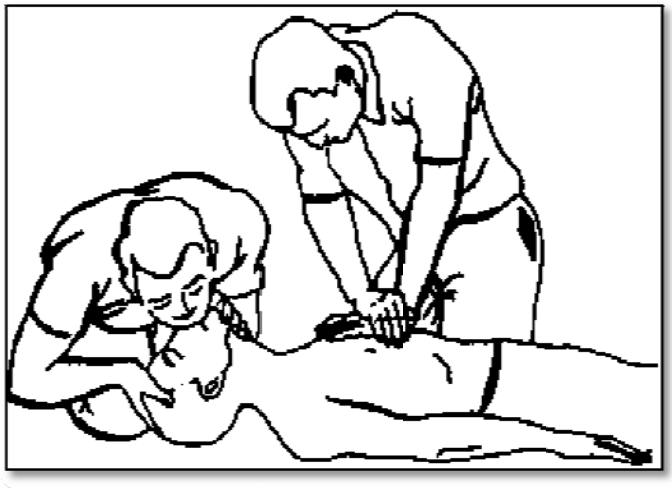
46. **Mouth to Mouth Respiration**. This is the most common and simple method and is given immediately. If given timely, it can save many lives. This can be given by following way:-

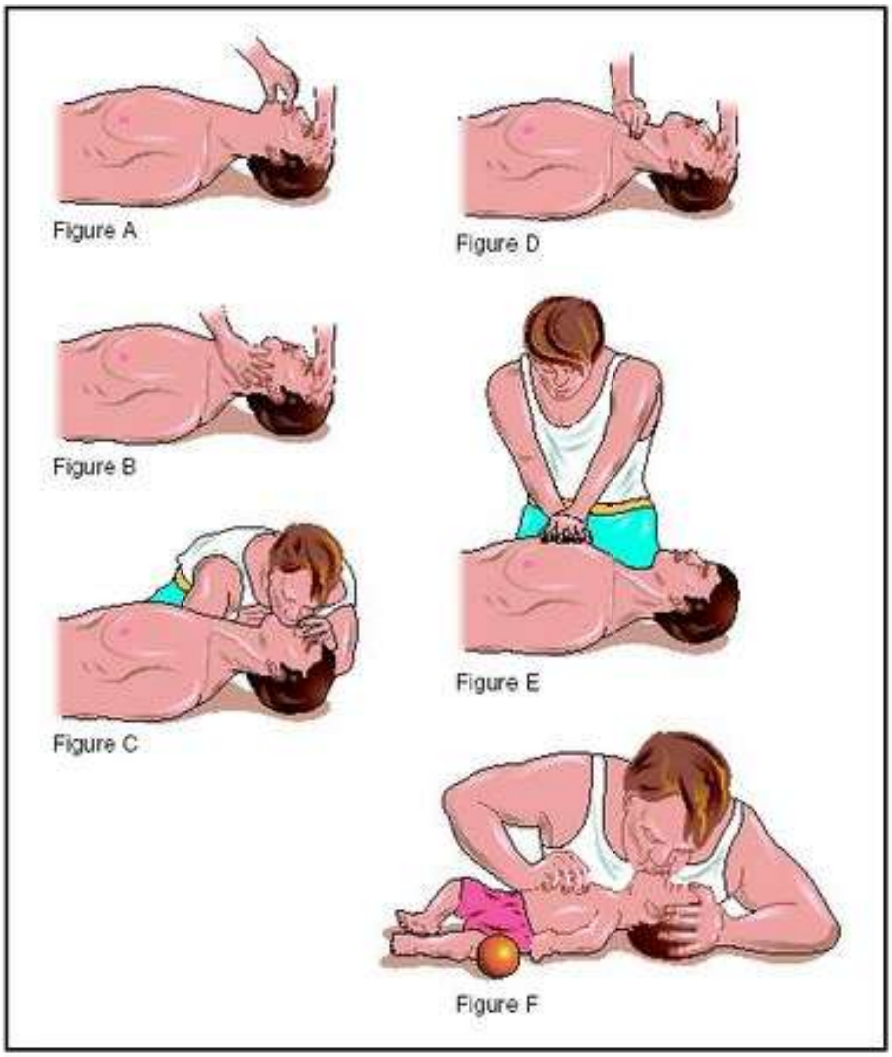
(a) Casualty should be in supine position.

(b) Clean the mouth and throat to maintain clear air passage.

(c) Extend the neck to straighten the air passage.

(d) Cover the patient's mouth with clean gauze and blow directly and slowly into it. (10 – 12 times per minutes).





PART VIII : FIRST AID FOR DIFFERENT TYPE OF FRACTURES

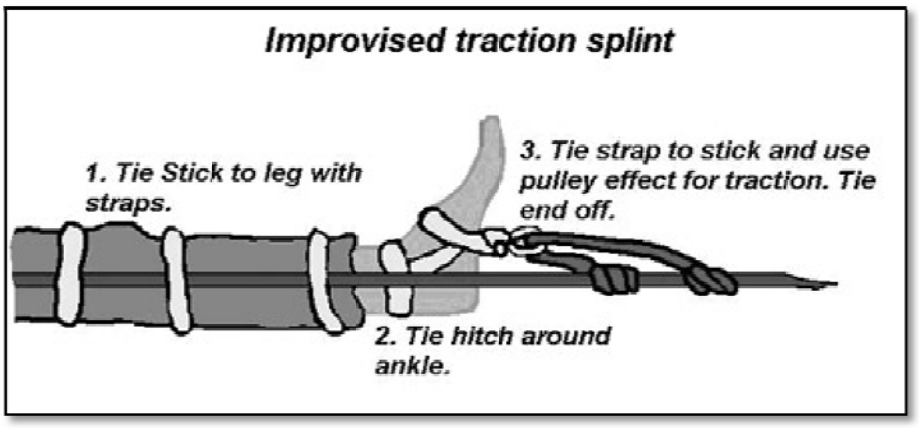
First Aid

47. **In Case of Simple Fracture.** The first aid to be rendered is:-

(a) Reassure the patient and make him comfortable.
(b) Apply splints with any common article like stick or ply board or card board to immobilize the fracture.
(c) Relieve him of discomfort and pain and keep the patient warm.

48. **In Case of Compound Fracture.** The first aid to be rendered is:-

(a) Bleeding should be stopped immediately.
(b) Remove foreign objects, if any, but do not meddle too much.
(c) Cover the wound with a clean pad with light bandage.
(d) Apply appropriate splints.
(e) Transfer the patient to the nearest hospital immediately.



49. A **traction splint** most commonly refers to a splinting device that uses straps attaching over the pelvis or hip as an anchor, a metal rod(s) to mimic normal bone stability and limb length, and a mechanical device to apply traction (used in an attempt to reduce pain, realign the limb, and minimize vascular and neurological complication) to the limb. A traction splint is commonly used to treat complete long bone fractures of the thigh, femur and not for tibia and fibula area. Their use is common in pre-hospital care. Evidence to support their usage however is poor.



Treatment of Fractures

50. **Fracture of the Jaw Bone.**

(a) Apply Barrel Bandage.

(b) Warn the patient not to speak.

(c) Instruct the patient to sit.

(d) In lying cases, place patient on his chest, his head projecting outside the stretcher canvas, properly supported with bandages secured on stretcher handle.

51. **Fracture of the Clavicle.** In fracture of the clavicle we need to:-

(a) Support the arm of injured side by passing a narrow folded bandage under the arm pit and tying it on the back of the shoulder.

(b) Put a pad in arm pit, apply greater arm sling and fix the arm with a narrow fold bandage tied across the elbow to lower chest.

52. **Fracture of the Ribs.** When ribs are fractured following action is taken:-

(a) **Uncomplicated.** Restrict the movement of chest on fracture side, with broad-fold bandage, one above and one below the fracture side, half overlapping each other. Support the arm of injured side with greater arm sling.

(b) **Complicated.** Put the patient on the affected side and support the position by long fold blankets. Send the patient immediately to the nearest hospital.

53. **Fracture of the Shoulder Blade and the Upper Limb.** Fix the elbow to the affected side and put the finger in a position touching the opposite shoulder. Secure the hand in position by cuff sling. Secure the limb firmly to the chest by two broad bandages one on shoulder and the other at the elbow level and knot on opposite side.

54. **Fracture of the Lower Limb.**

(a) Fix the injured limb to the sound limb with four narrow folds.

(b) Apply long wooden splint from axilla to just beyond the foot on each side. Secure them by seven broad folds bandages tied at chest, pelvis, ankles, both thighs below the fracture, both legs, and knees.

(c) In case of fracture of the pelvis, apply Thomas splint if available, otherwise the methods described in (a) and (b) should be used for immobilization of lower limb before evacuation of injured person to the nearest hospital.

55. **Fracture of the Spine**. Fractures of spine are to be very carefully handled. We have to:-

(a) Treat any case of back injury as a fracture of the spine. There will be severe pain and shock in all cases.

(b) Make the patient still. Do not allow the patient to move about.

(c) If unconscious see that the tongue does not fall back and choke the patient.

(d) Get medical aid at the earliest.

(e) Apply broad bandages for thigh and knees.

(f) Carry the patient face downwards on a board placed lengthwise on the stretcher.

56. **Fracture of the Skull.** It may injure the brain, nervous system or the arteries and cause concussion and compression. It may be caused by direct or indirect blow.

(a) **If Breathing is Normal**. Lay the casualty on back with shoulders and head raised with cushions. Turn the head to one side.

(b) **If Breathing is Abnormal.** Lay the casualty in a three quarter prone position. Apply pads under the chest and draw up the upper knee.

(i) Do not give anything to drink.

(ii) Do not disturb the patient.

(iii) Keep air passage clear.

(iv) Treat for shock.

CONCLUSION

57. First aid is a very simple and effective method which if known to an NCC cadet can save precious lives under various life threatening situations. The crucial aspects are promptness and correctness in administering first aid. A NCC cadet who reaches the victim must first quickly investigate the cause and type of injury before attempting to administer first aid.

LESSON PLAN : H 6

TREATMENT AND CARE OF WOUNDS

Period - **Two**
Type - **Lecture/Demonstration**
Term - **II (SD/SW)**

Training Aids

1. Computer Slides, Pointer, Black Board and Chalk.

Time Plan

2.

(a)	Introduction	-	10 Min
(b)	Classification of Wounds	-	15 Min
(c)	First Aid for Wounds	-	25 Min
(d)	Dressing of Wounds	-	25 Min
(e)	Conclusion	-	05 Min

INTRODUCTION

3. In our daily life, we do suffer from various types of wounds. Proper treatment and care of wounds is extremely important for a healthy life, especially in children because, if some wounds are not treated properly, they may cause serious diseases like gangrene or tetanus. A **wound** is a type of injury which happens relatively quickly in which skin is torn, cut, or punctured (an *open* wound), or where blunt force trauma causes a contusion (a *closed* wound). In pathology, it specifically refers to a sharp injury which damages the dermis of the skin.

AIM

4. To teach the cadets about the Treatment and Care of Wounds.

PREVIEW

5. The class will be conducted in the following parts:-

(a) Part I - Classification of Wounds.
(b) Part II - First Aid for Wounds.
(c) Part III - Dressing of Wounds.

PART I : CLASSIFICATION OF WOUNDS

6. **Definition**. Wounds can be defined as a break in continuity of the skin or muscles membrane. It is caused by violence.

7. **Classification.** According to level of contamination, a wound can be classified as under:-

(a) **Inside Wound.** It is wound caused by a sharp instrument like knife, razor and soon. Its edges are clean.

(b) **Lacerated Wound.** It is caused by blunt instrument. The edges are torn or uneven.

(c) **Open Wound/ Punctured Wound.** It is a deep narrow wound caused by a pointed instrument like knife, bayonet. The wound is small on the surface but may be very deep causing injuries to internal organs.

(d) **Closed Wound/ Contusion.** A contusion is an injury or a bruise in which some of the tissues or a part is irregularly torn or ruptured but, the skin may not be broken. It is caused by a blow or blunt instrument.

8. **Open Wound**. Open wounds can be classified according to the object that caused the wound:-

(a) **Incisions or Incised Wounds.** Caused by a clean, sharp-edged object such as a knife, razor, or glass splinter.

(b) **Lacerations.** Irregular tear-like wounds caused by some blunt trauma. Lacerations and incisions may appear linear (regular) or stellate (irregular). The term *laceration* is commonly misused in reference to incisions.

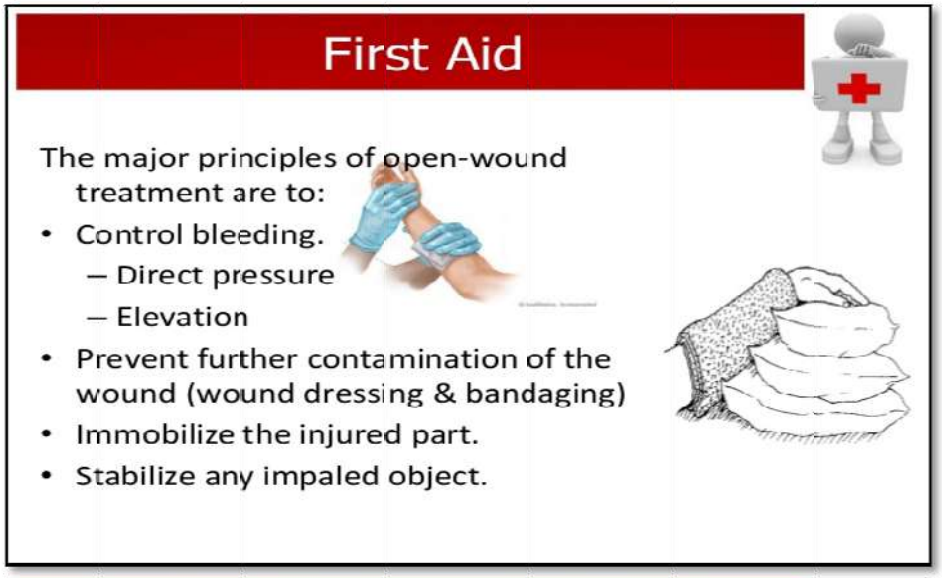
(c) **Abrasions (Grazes).** Superficial wounds in which the topmost layer of the skin (the epidermis) is scraped off. Abrasions are often caused by a sliding fall onto a rough surface.

(d) **Avulsions.** Injuries in which a body structure is forcibly detached from its normal point of insertion. A type of amputation where the extremity is pulled off rather than cut off.

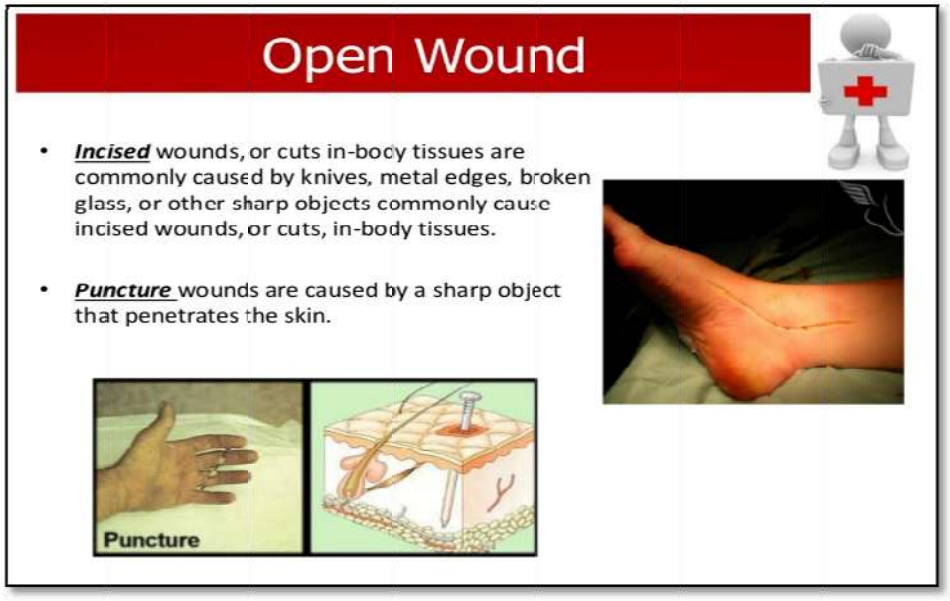
(e) **Puncture Wounds**. Caused by an object puncturing the skin, such as a splinter, nail or needle.

(f) **Penetration Wounds**. Caused by an object such as a knife entering and coming out from the skin.

(g) **Gunshot Wounds**. Caused by a bullet or similar projectile driving into or through the body. There may be two wounds, one at the site of entry and one at the site of exit, generally referred to as a "through-and-through."







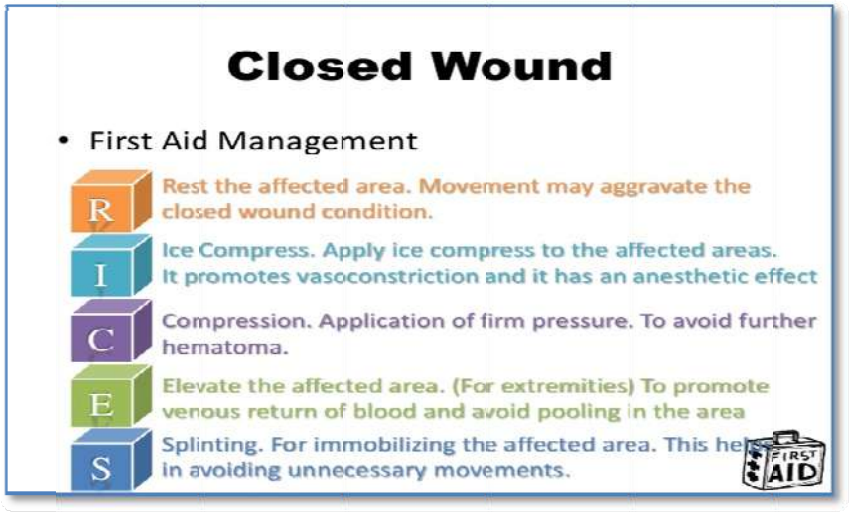
9. **Closed Wound**. Closed wounds have fewer categories, but are just as dangerous as open wounds:

(a) **Hematomas (or blood tumor)**. Caused by damage to a blood vessel that in turn causes blood to collect under the skin.

(i) Hematomas that originate from internal blood vessel pathology are petechiae, purpura, and ecchymosis. The different classifications are based on size.

(ii) Hematomas that originate from an external source of trauma are contusions, also commonly called bruises.

(b) **Crush Injury.** Caused by a great or extreme amount of force applied over a long period of time.



PART II : FIRST AID FOR WOUNDS

10. The method for giving first aid for different types of wounds are:-

(a) Place the patient in a comfortable position.

(b) Stop the bleeding, if any.

(c) Remove any foreign body, if it is easily visible and can be easily removed.

(d) Prevent the entry of germs by applying sterilized dressing like first field or shell dressing.

(e) Give rest to the injured part by sling.

(f) Immobilize the part, if wound is large or complicated by fracture.

(g) Treat the patient for shock.

(h) Send the patient to nearest hospital.

PART III : DRESSING OF WOUNDS

11. A wound is to be cleaned with antiseptic lotion and covered with cotton or gauze piece with medication, before applying the bandage.

12. **Aim.** The aim of dressing a wound is as under:-

(a) To protect the wound from infection.

(b) To reduce swelling and early healing.

(c) To support the effected part.

(d) To enable the individual to carry out his day to day routine.

(e) To stop the bleeding.

13. **Articles Required for Dressing of Wounds**.

(a) Anti septic (A/S) lotion.

(b) Cotton / Gauze piece

(c) Scissors.

(d) Bandages of different size and band aid.

(e) A/S ointment or powder.



14. **Procedure for Dressing of Wounds.** The following procedure is to be adopted while dressing of wounds:-

(a) Reassure the patient and place him in comfortable position.

(b) Stop the bleeding, remove foreign body and clean the wound with A/S lotion and cotton.

(c) Apply A/S ointment or powder and cover it with gauze. Select suitable bandage, Start bandaging clock wise from outer aspect to inner aspect by covering 1/3 of previous lining.

(d) Put the knot away from the wound.

(e) Bandaging should not be either too tight or loose.

CONCLUSION

15. Wounds are a common feature among humans who are outdoor oriented. If cared properly during early stage the wounds heal quickly. Resultantly the wounded person suffers less and is available to the society as a healthy and fit person to resume work. NCC cadets by virtue of their routine are prone to injuries and hence must possess this basic knowledge to help fellow cadets or friends in school or at home.

LESSON PLAN : H 7

INTRODUCTION TO YOGA AND EXERCISES

Period - **Two**

Type - **Lecture cum Demonstration cum Practice**

Year - **II (SD/SW)**

Training Aids

1. Computer Slides, Charts, Pointer, Black Board and Chalk.

Time Plan

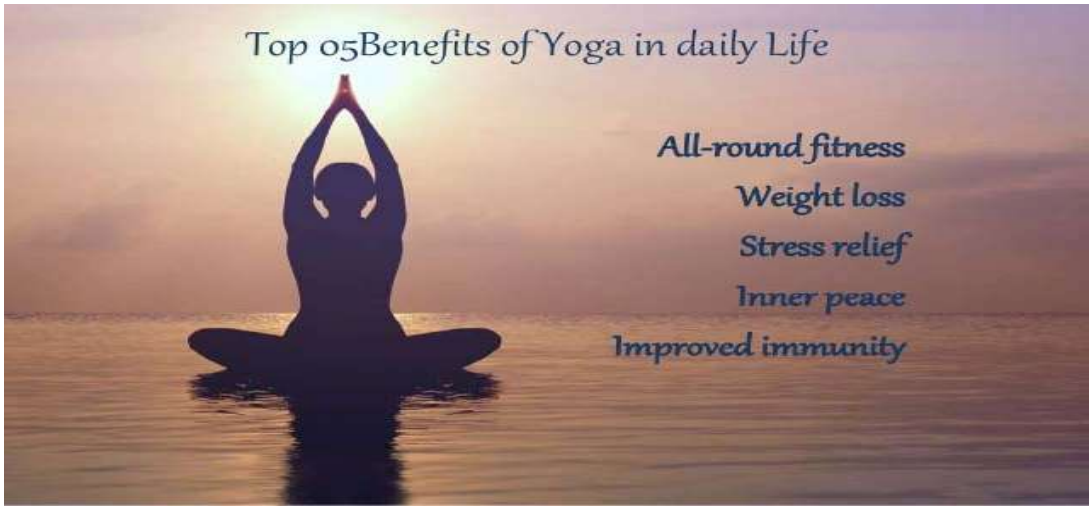
2.	(a)	Introduction	-	05 Min
	(b)	Definition and Purpose of Yoga	-	10 Min
	(c)	Potential Benefits of Yoga for Adults	-	10 Min
	(d)	Potential Problems	-	10 Min
	(e)	Asanas	-	40 Min
	(f)	Conclusion	-	05 Min

INTRODUCTION

3. Yoga is a commonly known activity for physical, mental, and spiritual disciplines which originated in ancient India. One of the most detailed and thorough expositions on the subject are the Yog Sutras of Patanjali. Various traditions of yoga are found in Hinduism, Buddhism, Jainism and Sikhism. UNO has declared 21 June as the International Day of yoga. NCC is practising, propagating and celebrating this in a big way every year.

AIM

4. To teach the NCC cadets the practice of Yoga exercises.



PREVIEW

5. The class will be conducted in the following parts:-

(a)	Part I	-	Definition and Purpose of Yoga.
(b)	Part II	-	Potential Benefits of Yoga for Adults.
(c)	Part III	-	Potential Problems.
(b)	Part IV	-	Asanas.

PART I :DEFINITION AND PURPOSE OF YOGA

Definition

6. The concepts and practices of Yoga originated in India about several thousand years ago. Its founders were great Saints and Sages. The great Yogis presented rational interpretation of their experiences of Yoga and brought about a practical and scientifically sound method within everyone's reach. Yoga today is no longer restricted to hermits, saints and sages; it has entered into our everyday lives and has aroused a worldwide awakening and acceptance in the last few decades. The science of Yoga and its techniques have been reoriented to suit modern sociological needs and lifestyles. Experts of various branches of medicine including modern medical sciences are realizing the role of these techniques in the prevention and mitigation of diseases and promotion of health.

7. Yoga is one of the six systems of Vedic philosophy. Maharishi Patanjali, rightly called "The father of Yoga compiled and refined various aspects of Yoga systematically in his "Yoga Sutras. He advocated the eight folds path of Yoga, popularly known as "Ashtanga Yoga" for all round development of human beings. They are – Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi. These components advocate certain restraints and observances, physical discipline, breath regulations, restraining the sense organs, contemplation, meditation and Samadhi. These steps are believed to have a potential for improvement of physical health by enhancing circulation of oxygenated blood in the body, retraining the sense organs, thereby, inducing tranquility and serenity of mind. The practice of Yoga prevents disorders and improves an individual's resistance and ability to endure stressful situations.

8. Yoga is a very individual and organic practice. There is no right way to do it, as in cardiovascular and strength training. The whole essence of yoga is to be aware of your body's strengths and capabilities and slowly accept it while pushing yourself a little further, only as much as comfortable. So no one expects you to twist and turn into a pretzel without breaking a sweat, in the first go. Just do whatever feels good for you. It's not a team activity.

Purpose

9. Yoga is a disciplined method utilized for attaining a goal. In the sense the physical postures of yoga are to alleviate health problems, reduce stress and make the spine supple. Yoga is also used as a complete exercise program and physical therapy routine.

10. **The characteristics of Yoga are given below**:-

(a) The Yogic system of health involves the exercise of skeletal as well as the deep seated smooth muscles of the body.

(b) The intra-thoracic and intra-abdominal pressure may be mentioned as special characteristics of the yoga system of health.

(c) Little expenditure of energy and money is involved in the Yoga practices.

(d) The rich as well as poor, and men and women of all ages can practice Yogic practices.

(e) Every school of Yoga emphasized specific practices, but their aim always remained the same; but the highest level of integration through the control of the modification of mind.

(f) The nature of Yogic practices is psycho-neurophysical.

(g) All yogic practices are complementary.

PART II : POTENTIAL BENEFITS OF YOGA FOR ADULTS

11. **Yoga as Exercise or Alternative Medicine.**

(a) Many yoga practitioners have reported musculoskeletal and mental health improvements, as well as reduced symptoms of asthma in asthmatics. Regular yoga practice increases brain Gamma-Aminobutyric Acid (GABA) levels and has been shown to improve mood and anxiety more than some other metabolically matched exercises, such as walking.

(b) The three main focuses of yoga (exercise, breathing, and meditation) make it beneficial to those suffering from heart disease. Overall, studies of the effects of yoga on heart disease suggest that yoga may reduce high blood pressure, improve symptoms of heart failure, enhance cardiac rehabilitation, and lower cardiovascular risk factors.

(c) For chronic low back pain, specialist Yoga for Healthy Lower Backs has been found 30% more beneficial.

(d) Mindfulness Based Stress Reduction (MBSR).This program includes yoga as amind-body technique to reduce stress. A study found that after seven weeks the group treated with yoga reported significantly less mood disturbance and reduced stress compared to the control group. Another study found that MBSR had showed positive effects on sleep anxiety, quality of life, and spiritual growth.

(e) Yoga has also been studied as a treatment for schizophrenia. Yoga is found to improve cognitive functions and reduce stress in schizophrenia, a condition associated with cognitive deficits and stress-related relapse.

(f) The practice of yoga in Indian tradition also has psychological benefits, allowing one to develop control over one's mind and body. Rather than adapting the sick or mentally ill mind (which is also the primary focus of modern psychology), traditional Indian psychology focuses on enhancing the normal and healthy mind through the practice of meditative techniques such as yoga.

12. **Physical Benefits.** The **physical benefits** of the ancient practice are too many to count; each body part gains something from every *aasana* and every breath. Better posture, strength, balance, endurance, coordination, flexibility, steadiness and increased lung capacity are the basic gems one finds when beginning to engage with yoga. It is also a well-known fact that those who incorporate yoga into their daily lives are more likely to maintain a healthy weight than those who don't. They are much more aware of their body and this translates into their everyday care for themselves including diet and rest. Even though yoga is more than just a workout, it still serves as a great workout. There are intensive forms of yoga which consist of quick transition between *aasanas* and *mudras* to increase the metabolic rate and heart beat; there are also restorative forms of yoga which focus on breathing, stretching and calming the mind. The **suryanamaskara**, a series of 12 poses is said to be one of the best ways to lose weight. Yoga lowers levels of adrenalin, cortisol, blood pressure, pulse rate and cholesterol. Additionally, total body awareness attained from yoga is essential to preventing bodily injuries.

13. **Mental and Emotional Benefits.** Simply becoming very aware of your breath and body brings an immediate calming to the mind. Stress, anxiety and depression levels decrease as respiration rate decreases and the amino acid, gamma- aminobutyric acid (GABA) increases which

facilitates calmness and relaxation in our bodies. Continuous practice of yoga enables a person to have greater mind control or control over his/her emotions. It increases concentration and focus and fosters a healthier body-image. Research shows that yoga helps in reducing symptoms of certain neuro-psychiatric disorders like schizophrenia; also but not limited to Post-Traumatic Stress Disorder (PTSD) and Obsessive Compulsive Disorder (OCD). Regular practitioners of yoga are happier and more peaceful due to the release of Endorphin or the happiness hormone. It helps in getting better sleep and better digestive health and improves intuitive ability.

14. **Spiritual Benefits.** Yoga leads to an overall sense of fulfillment and a deeper sense of gratitude in general. It inculcates a greater sense of appreciation and fosters the ability to truly live the positive experiences of daily life. Yoga allows spending time with ourselves leading to introspection about our limitations: physically, mentally and emotionally. It can lead to the one thing we're constantly looking for: discovery of one's sense of purpose and meaning in life.

15. The list of benefits from yoga is endless. Start slow, start somewhere. Take your time. The whole process becomes redundant if you set out to prove a point. Stretch till it feels good. Learn to be curious about who you are and know your body. Inhale peace. Exhale chaos. You will see many, if not all these benefits soon. Yoga teaches you to honor your body, let go of things that no longer serve you, be present, achieve more than you think and breathe. Just breathe. As the Bhagvad Gita says, yoga is the journey of the self, through the self, to the self.

PART III : POTENTIAL PROBLEMS

16. Certain health problems associated with yoga have been brought to the attention of the general public. Yoga has been criticised for being potentially dangerous and being a cause for a range of serious medical conditions including thoracic outlet syndrome, degenerative arthritis of the cervical spine, spinal injuries, retinal tears, damage to the common fibular nerve, knee injuries, and headaches are common ailments which may result from yoga practice.

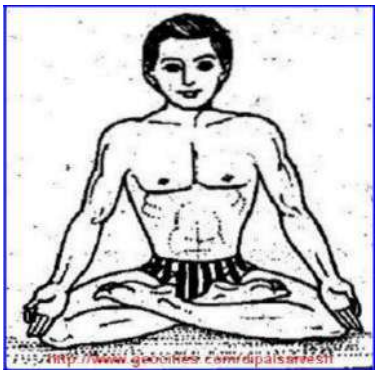
17. Some yoga practitioners do not recommend certain yoga exercises for women during menstruation, for pregnant women, or for nursing mothers. However, meditation and breathing exercises are encouraged.

18. **Children and Yoga** . Research in the countries which have advanced medical research and development facilities do not recommend, Yoga exercises for children under 16 because their bodies' nervous and glandular systems are still growing, and the effect of Yoga exercises on these systems may interfere with natural growth. However, meditation and simple breathing exercises (without breath-holding) are safe and can help children to manage stress, impulsiveness, and emotional situations.

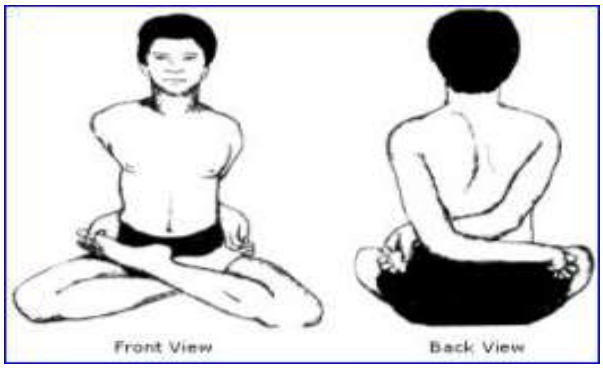
PART IV :ASANAS

19. There are innumerable asanas. Some of the asanas useful for curing ailments and maintain good healths are as follows:-

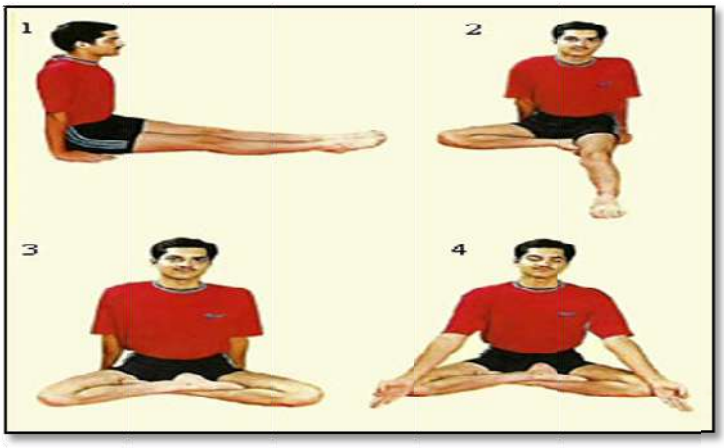
(a) **Padmasana**. Sit on the asan. Spread the leg forward, place your left foot n the join of your right thigh, and right foot on the joint of left thigh in such a way that both heels tough each other below your navel in the middle of abdomen. Place your hands on your knees. Keep the head and spinal column erect. Keep your eyes close or open. Stay in the final position for 1-2 minutes in the initial stage. Later increase the time gradually. This asan is useful for Jaap, Dhyana and Samadhi. This asan also helps in curing diseases like asthama, hysteria and insomnia.



(b) **Baddha Padmasana**. Sit in Padmasana. Try to project the feet as far as possible. Take the hand behind your back. Catch the right toes with your right hand and left toe with your left hand. Keep the back bone straight and fix your eyes on the tip of the nose. This asana improves nervous system and the abdomen. It also cures drowsiness, sleepiness, laziness and night discharge



(c) **Siddhasana**. The main function of this asana is to awaken the power of Kundalini. Sit on the carpet. Place the heel of left foot under the testis on the prostrate gland in such a way, that the sole of your foot should be placed at root of genitals. Place the hand on the knees so that palm face upward. This asana helps the mind to be firm, attentive and alert.



(d) **Gyan Mudra**. Sit in Padmasana or siddhasana. Put your Hands on your knees with palm facing upwards. Bend your index finger and place them at the root of your thumbs. Spread the remaining three fingers forward, all joined together. This asana is most suitable for pranayam and dhyana.



(e) **Trikonasana**. Stand erect keeping the distance between the feet 60 – 75 cm. Raise your right hand towards the sky and look towards its palm. Then bend the truck to the left side and try to touch left toe with the left hand without bending your legs. Repeat this process with your left hand up and right hand down. This asana is useful to the eyes, spinal cord, neck and mental power. Timings 3 – 6 sec. 4 – 6 times.



(f) **Ardha Chandrasana**. Stand erect. Raise your both hands and join them above your head. Bend towards left from the waist. After some time bring they body back in straight position. Repeat this by bending the body towards right. This asana improves the functioning of heart, liver, intestine, stomach, lungs and make the body flexible. Timing 4 -6 sec and 4-5 times.



(g) **Suryanamaskara**. Suryanamaskara is a combined sequence of 12 positions. By this sequence of 12 positions, the whole body is well exercised. While practicing Suryanamaskara recite the different names of Sun god at each position.

Stage 1:- Stand in attention. Foldyour hands in the centre of your chest. Now recite the first of the twelve mantras.

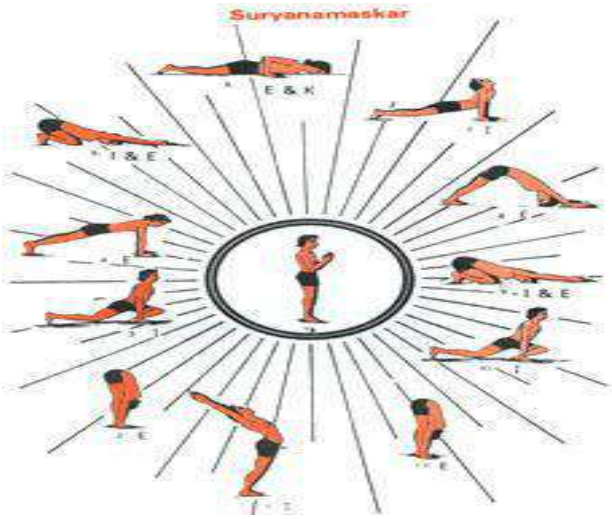
Stage 2:- Stretch your hands up and take the body backwards from the waist as far as possible. The hands must remain straight and touch your ears.

Stage 3:- Now bend down without bending the knees. Try to put the palms on the ground and touch the nosewith knees without bending knees.

Stage 4:- Take left leg back. Bend your right knee, the knee will remain between thetwo arms, with the hands sticking to the ground, Now bend the neck backward as for as possible. Look forward and hold the breath.

State 5:- Take right leg back. Put both the toes and the knees together and pull yourbody up in such a way that it looks like inverted 'V'. Look backward through your legs keeping the head, the waist and the arms in a straight line.

State 6:- Bend down your body in such a way that your forehead, chest and knees should tough the ground except your hips which should be slightly raised from the ground.



State 7:- Stretch the arms, Inhale, put the chest forward and move back your neck asmuch as you can. Look up and hold the breath.

State 8:- Maintain same position as in Stage 5.

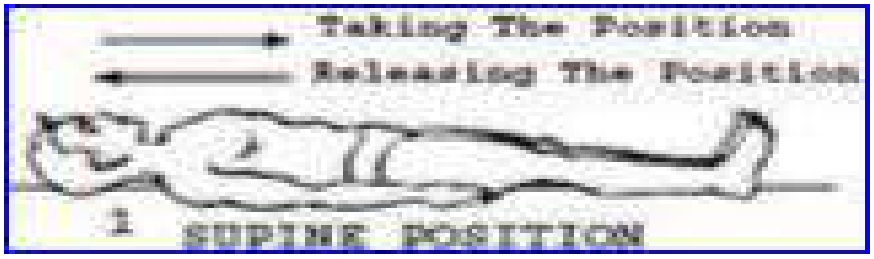
Stage 9:- Maintain same position as in Stage 4.

Stage 10:- Maintain same position as in Stage 3.

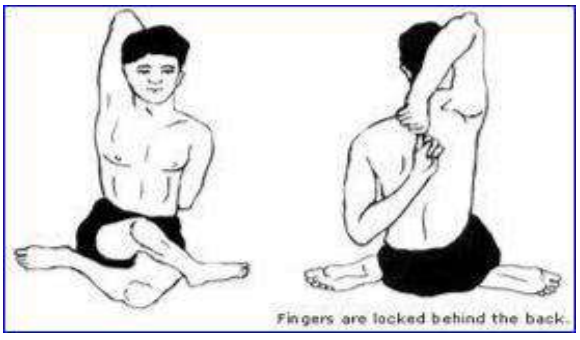
Stage 11:- Maintain same position as in stage 2.

Stage 12:- Maintain same position as in Stage 1 and then take your hand down. Make the rest posture.

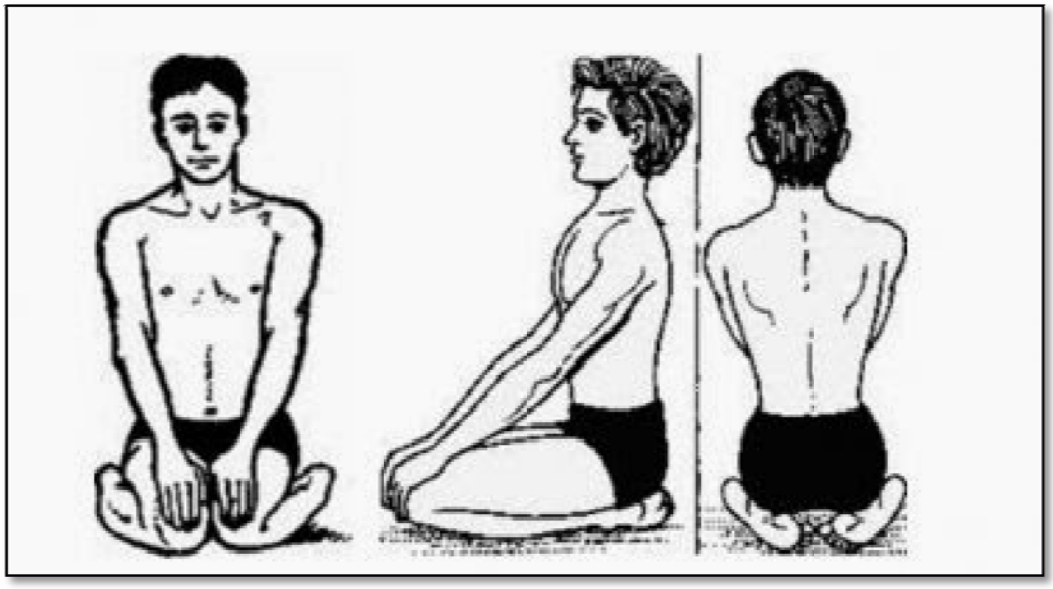
(g) Shavasana. The main aim of this asana is releasing the mind from the body. By this asana we can achieve relaxation in the shortest possible time. This asana provides relief in disease like blood pressure, weakness of nerves and other ailments. Lie on your back and let your body be relaxed completely. Your feet should be 30-45 cm apart, arms in sides with palmupwards, eyes gently closed with attention on breathing. Keep body in a straight position. For proper blood circulation in the body, the legs, hand and neck should have no curves orbend. Take a long and deep breath then concentrate on each and every partof your body, putting it in a relaxed state Timing 5-10 minutes.



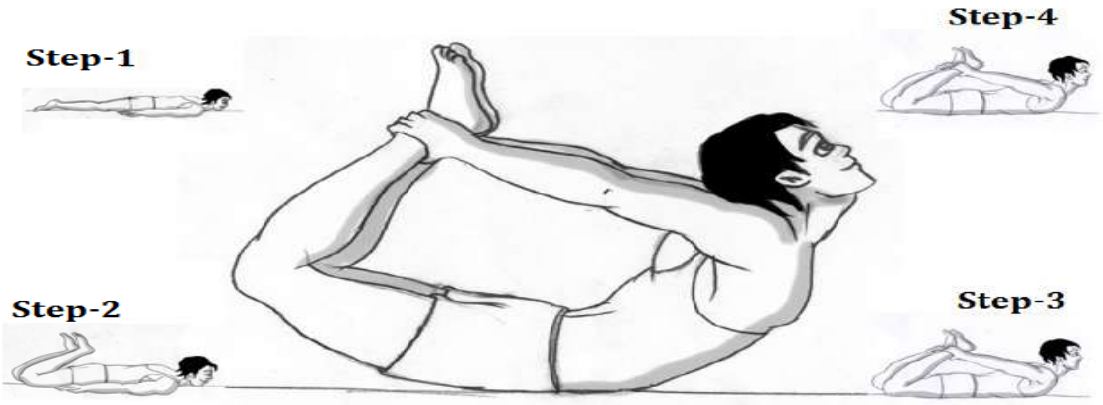
(h) Gomukhasana. Sit on the seat comfortably. Place your left foot heel under your left hip. Now take the right leg over the left buttock in such a manner that the heel of your right foot is placed near your left hip. Take right arm behind back from above and left arm from below, so that fingers of the both hands are interlocked behind the back. Stay in this position for some time. Then repeat this with opposite side. Timings 20-30 seconds, 4-6 times.



(j) Vijrasana. Bend the legs and sit on knees. Place the heels at the sides of the anus in such a way that thighs rest on the legs and the buttock rest on the heels. Stretch the arms and place the hands on the knees. Keep the knees close by. Sit erect. This asana can be done immediately after eating food. This helps digestion and eliminates gas troubles. Timing 1-3 minutes.



(k) Dhanurasana. Lie down on the chest, legs shouldbe folded at the knees and the feet should be grasped with both the hands near the ankles. The thighs and the chest should be raised, making the body appear like a bow. This asana provides good exercise to the abdominal muscles, lower back and thighs, Timing 10-30 seconds, 4-5 times.

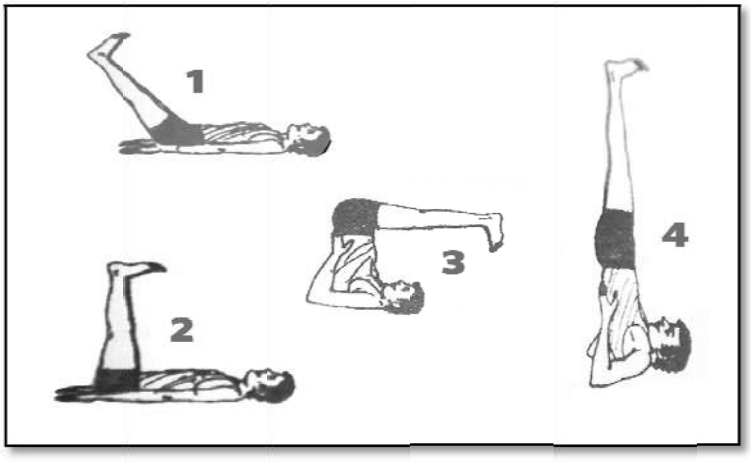


DHANURASANA (BOW POSE)

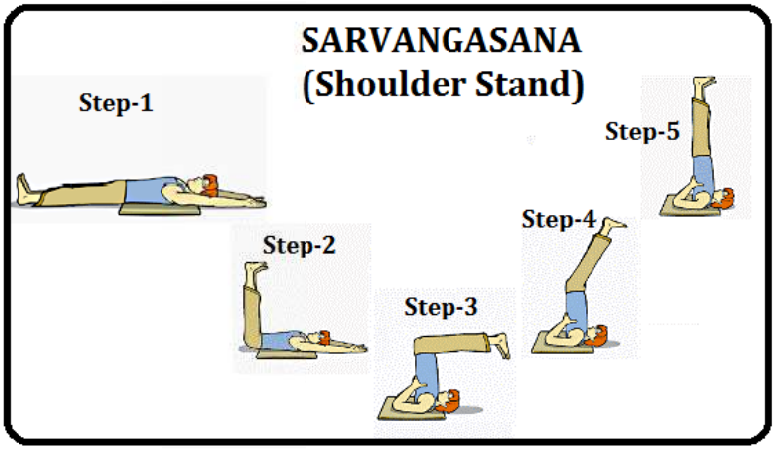
(l) Bhujangasana. Lie down on the chest. The hands should be below the shoulders with the fingers pointing forward. The legs are kept straight with the feet touching each other and the soles facing up. Raise the head, giving a backward bend to the spine. Try to keep the spine bent backward as much as possible without raising the navel. This asana is good for the spine, the chest, the neck and the head. Timing 20-30 sec. 4-6 times.



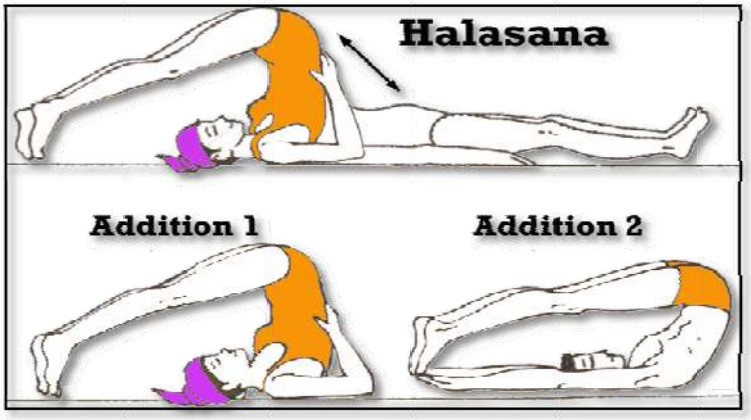
(m) **Chakrasana**. Lie down on the back. Bend the legs at the knees. Heels are close to the hips and sole touching the ground. Bend the arms at the elbows and place them on the ground on either side of the head. Place them in such a way that palms should rest on the ground and the direction of the fingers should be towards your feet. First raise your hips and waist, keeping the legs straight. Raise the back as far as possible. This asana helps in making the spine supple. Timing ½ -1 min, 1-2 times.



(n) **Sarvangasana**. Lie down flat on the back. Raise legs from the hips, push the trunk up until legs are in vertical position. The chin should press against the chest. The hands are giving support to lower ribs. Hold this position upto 2-10 minutes. Come back as slowly as possible. Do not give any jerks to the body. This asana improves circulatory, respiratory and alimentary systems of the body. Timings: ½ -1 minute.

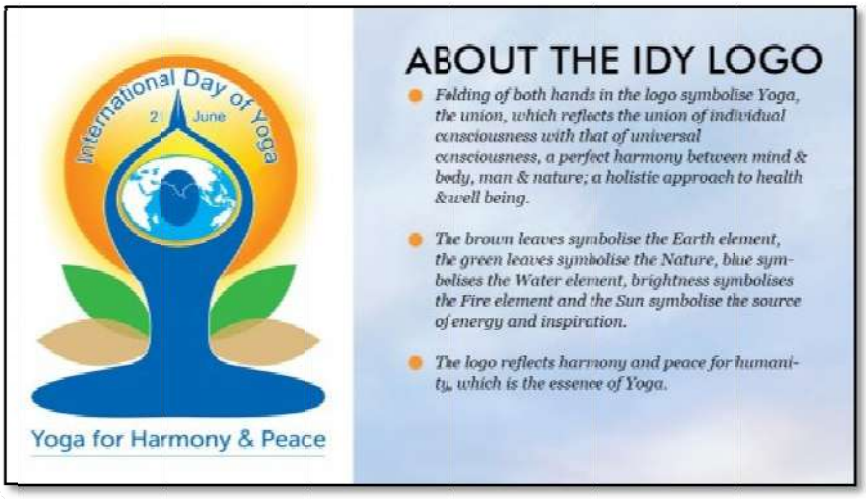


(o) **Halasana.** Lie down flat on the back. Place the arms by sides along the hips, palm facing the ground. The legs are raised up in a single motion and put down behind the head keeping knees unbent. The chin should touch the chest. In this exercise, the legs will remain straight and breathing should be normal. Hold this position for 30-50 seconds. This asana stimulates blood circulation and makes the spine flexible and elastic.



20. The Ministry of AYUSH was formed on 9th November 2014 to ensure the optimal development and propagation of AYUSH systems of health care. Earlier it was known as the Department of Indian System of Medicine and Homeopathy which was created in March 1995 and renamed as Department of Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy (AYUSH) IN November 2003, with focused attention for development of Education and Research in Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy.

21. **International Yoga Day**



22. **National Cadet Corps (NCC)** was presented the certificate by Limca Book of Records for the 'Largest Yoga performance simultaneously by a single uniformed youth organisation' at multiple venues on International Day of Yoga (June 21). The certificate has been presented by Mr Vijaya Ghose, Editor Limca Book of Records to Lt Gen A Chakravarty in the presence of Defence Minister Manohar Parrikar.



CONCLUSION

23. Yoga is a subject which can be looked at intellectually and some useful and beneficial ideas imbibed. Yoga can be imbibed by adopting certain attitudes which alter the nature of the samskaras. Yoga can be imbibed by living in an ashram environment and trying to be aware of the physical, mental and spiritual dimensions at the same time. Yoga can be learnt in a classroom environment as science, as psychology, as an applied subject, with the aim of providing new understanding and insight into the life process, into areas where karmas are performed, into areas which shape the inner being in terms of awareness, inner development, the experience of harmony or balance, eventually culminating in the experience of samadhi and the fullness of wisdom, prajna.

SUMMARY

- The human skeleton is the internal framework of the body. The bones give shape and firmness to the body, as also it protects the vital organs like brain, heart, lungs and spinal cord. It is composed of around 300 bones at birth – this total decreases to around 206 bones by adulthood after some bones have fused together.

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- The human skeleton performs six major functions; support, movement, protection, production of blood cells, storage of minerals and endocrine regulation.

- **Classification of Bones:-**

  - Long Bones, Short Bones, Flat Bones.
  - Irregular Bones, Sesamoid Bones.

- The muscular system is an organ system consisting of skeletal, smooth and cardiac muscles. It permits movement of the body, maintains posture, and circulates blood throughout the body.

- **Classification of Muscles:** Voluntary, Involuntary and Cardiac.

- The Circulatory System consists of the Heart, Blood Vessels and blood.

- Respiration is a process by which oxygen is taken in and carbon dioxide is given out.

- Digestion is a mechanical and chemical process by which complex food substances are converted into simple substances so that they can be easily absorbed by blood and utilized by the various tissues of the body according to their requirements.

- The nervous system may be divided into three main parts:-

  - Central Nervous System.
  - Peripheral Nervous System
  - Autonomic Nervous System

- Maintaining hygiene and sanitation is necessary for many reasons; personal, social, health, psychological or simply as a way of life. Keeping a good standard of hygiene helps to prevent the development and spread of infections, illnesses and bad odours.

- Personal hygiene involves those practices performed by an individual to care for one's bodily health and well being, through cleanliness.

- Sanitation means keeping the living area and its surroundings neat and clean. This involves removal of waste products and refuse.

- **Components of Personal Hygiene**.

  - Proper sleep.
  - Regular Bathing.
  - Moderate eating and drinking.
  - Care and cleanliness of skin, hair and teeth.
  - Regular Exercise.

- **Physical and Mental Health.**

  - Physical health is the absence of disease and infirmity and it is assessed by taking health state measurement of the body.

- Mental health refers to the successful performance of mental function resulting in productive activities.

- Elements of Good Health.

  - Absence of disease.
  - Ability to work hard with efficiency and enthusiasm.
  - Ability to endure stress and strain.
  - Cheerfulness.
  - Courage.
  - Freedom from anxiety.
  - Self control and self confidence.
  - Sense of well being.
  - Wholesome mental attitude

- A disease is a particular abnormal condition, a disorder of a structure or function, that affects part or entire body.

- **Classification of Communicable diseases**.

  - Excremental Diseases
  - Droplet Infection
  - Contact Diseases
  - Insect Borne Diseases
  - Water Borne Diseases
  - Animal Borne Diseases

- All the contagious diseases can be prevented by adapting certain preventive measures such as keeping the atmosphere, water bodies, and home surroundings clean by using various cleaning and safe disposal processes and periodical inoculation and vaccination right from infancy.

- First aid is the assistance given to any person suffering a sudden illness or injury, with care provided to preserve life, prevent the condition from worsening, and/or promote recovery. A NCC cadet who reaches the victim must first quickly investigate the cause and type of injury before attempting to administer first aid.

- **In Case of Simple Fracture.** The first aid to be rendered is:-

  - Reassure the patient and make him comfortable.

  - Apply splints with any common article like stick or ply board or card board to immobilize the fracture.

  - Relieve him of discomfort and pain and keep the patient warm.

- **In Case of Compound Fracture.** The first aid to be rendered is:-

  - Bleeding should be stopped immediately.
  - Remove foreign objects, if any, but do not meddle too much.
  - Cover the wound with a clean pad with light bandage.
  - Apply appropriate splints.
  - Transfer the patient to the nearest hospital immediately.

- Symptoms are observed in case of internal injuries:-

  - Cold clammy skin.
  - Weak or rapid pulse.

- Shallow sighing and breathing.
- Face pinched and pale.
- Eyes deeply sunken with dark rings around them.
- Patient usually restless and anxious and may lose consciousness.

- **First Aid in Snake Bite.**

  - Make the victim lie down comfortably.
  - Give convincing reassurance against fear of death.
  - Apply a light constricting tourniquet with hand kerchief.
  - Wash with soap and water.
  - Use water freely.
  - Evacuate the patient quickly to the nearest dispensary or hospital.
  - If breathing fails, start artificial respiration.

- A **wound** is a type of injury which happens relatively quickly in which skin is torn, cut, or punctured (an *open* wound), or where blunt force trauma causes a contusion (a *closed* wound). NCC cadets by virtue of their routine are prone to injuries and hence must pass this basic knowledge to help fellow cadets or friends in school or at home.

- **Classification of Wounds.**

  - Inside wound.
  - Lacerated wounds.
  - Open/ Puncture wound.
  - Closed/ Contusion.

- The method for giving first aid for different types of wounds are:-

  - Place the patient in a comfortable position.
  - Stop the bleeding, if any.
  - Remove any foreign body, if it is easily visible and can be easily removed.
  - Prevent the entry of germs by applying sterilized dressing like first field or shell dressing.
  - Give rest to the injured part by sling.
  - Immobilize the part, if wound is large or complicated by fracture.
  - Treat the patient for shock.
  - Send the patient to nearest hospital.

- **Procedure for Dressing of Wounds.** The following procedure is to be adopted while dressing of wounds:-

  - Reassure the patient and place him in comfortable position.
  - Stop the bleeding, remove foreign body and clean the wound with A/S lotion and cotton.
  - Apply A/S ointment or powder and cover it with gauze. Select suitable bandage, Start bandaging clock wise from outer aspect to inner aspect by covering 1/3 of previous lining.
  - Put the knot away from the wound.
  - Bandaging should not be either too tight or loose.

- **Yoga**

  - Yoga is a disciplined method utilized for attaining a goal. In the sense the physical postures of yoga are to alleviate health problems, reduce stress and make the spine supple.

- **The characteristics of Yoga are given below**:-
  - The Yogic system of health involves the exercise of skeletal as well as the deep seated smooth muscles of the body.
  - The intra-thoracic and intra-abdominal pressure may be mentioned as special characteristics of the yoga system of health.
  - Little expenditure of energy and money is involved in the Yoga practices.
  - The rich as well as poor, and men and women of all ages can practice Yogic practices.
  - Every school of Yoga emphasized specific practices, but their aim always remained the same; but the highest level of integration through the control of the modification of mind.
  - The nature of Yogic practices is psycho-neurophysical.
  - All yogic practices are complementary.
- **National Cadet Corps (NCC)** was presented the certificate by Limca Book of Records for the 'Largest Yoga performance simultaneously by a single uniformed youth organisation' at multiple venues on International Day of Yoga (June 21). The certificate has been presented by Mr Vijaya Ghose, Editor Limca Book of Records to Lt Gen A Chakravarty in the presence of Defence Minister Manohar Parrikar.

Comprehension Questions

Q.1 **Answer the following in about 15 words:**

(a) Define Respiration.
(b) Define Digestion.
(c) Define Hygiene.
(d) Define Sanitation.
(e) Which two body systems in human are responsible for bringing about control and co-ordination?
(f) How many bones are there in the human body?
(g) What is the record held by NCC for Yoga?

Q.2 **Answer the following in about 50 words:**

(a) What are elements of Good Health?
(b) What are the classification of Bones?
(c) What are five keys to safer food?
(d) What articles are required for dressing of wounds?
(e) What is the aim of dressing a wound?
(f) What first aid and treatment should be given in case of a foreign body in the:

(i) Ear.
(ii) Nose.

(g) List important inoculations and vaccination.
(h) Write symptoms of internal injury?
(i) Write classification of wounds.
(j) What do you understand by Traction Splint?

Q3. **Answer the following in about 75 words:**

(a) Write the classification of muscles in the body?
(b) What are types of blood vessels?
(c) Write a short note on Respiratory System.
(d) Write a short note on Digestive System.
(e) Write a short note on 'Hygiene of Food Handlers'.
(f) What are the measures to improve Mental Health?
(g) Write a short note on 'Prevention of Contact Disease'.
(h) Describe first aid in drowning?
(j) What are principles of open wound treatment?
(k) What do you understand by International Yoga Day?

Q.4 **Answer the following in about 150 words:**

(a) Steps to be followed during first aid for wound.
(b) What preventive steps can be taken to stop the spread of:
(i) Insect borne diseases.
(ii) Water borne diseases.
(c) What first are the causes of Asphyxia?
(d) Write a note on 'Hygiene of Eating places'?
(e) Explain mouth to mouth respiration?
(f) Write Do's and Don'ts during snakebite.
(g) Describe the First Aid to be given in case of simple fracture.

Q.5 **Answer the following in about 250 words:**

(a) Write down the classification of Contagious Diseases.
(b) What are the preventive measures against Contagious Diseases?
(c) "Some of the practices that are useful in preventing infectious diseases are maintaining personal hygiene and ensuring clean surroundings". List any two more practices other than the ones mentioned, you think are effective in preventing infectious diseases?

(d) Write in detail about the benefits of Yoga.
(e) Explain the different types of Asanas.

Let's Discuss:

Q.6 **HOTS (Higher Order Thinking Skills)**

(a) You have been nominated to deliver a lecture on history and importance of Yoga in your college. What all points will you include?
(b) How can you contribute in making the uneducated masses aware of the threats of various communicable diseases and how would you prevent them?
(c) "Every person must remain in physical, mental and social health, only then can serve the community and the country well". How far do you agree with the statement? Support your views with suitable examples.
(d) "Many sanitation programs are planned and executed by government bodies, and few are successful due to the failure to convince and educate the people of the importance of sanitation and the need for an active cooperation." As NCC cadets, how will spread awareness about the importance of Hygiene & Sanitation in your colony?
(f) "First aid is a very simple and effective method by which trained NCC cadet can save precious lives under various threatening situations". Explain the statement in the light of the crucial role played by cadet with the help of appropriate examples.
(h) "NCC cadets by virtue of their routine are prone to injuries and hence must possess the basic knowledge of first aid". Explain the statement with appropriate examples from your own real experience.

Q.7 **Group Activities:**

(a) Plan a science exhibition along with the science department; Display the exhibits on the day of Parents Teachers Meet. Make models of human body parts using any medium (clay, thermocol, waste material etc.) in groups of 4 and explain the working of the body parts to the parents.
(b) Conduct a survey with at least fifteen people on Personal Hygiene: (Pattern of sleep, bathing habits, eating and drinking water care and cleanliness, exercise habits.)
(c) Make a comparative study of sanitary condition in your area with the area around your school. Include details like:

(i) Waste products and their disposal.
(ii) Sources of Refuse and their disposal.
(iii) Human waste and its disposal.
(iv) Sewage and its disposal.

(d) On a picnic day you observed one of your friend giving excuses for not eating his/her lunch from his/her lunch from his/her lunch box, as other classmates bought burger, pizzas and other fast food. How will you counsel him/her about the harmful effects of the junk food.

(e) Have an Inter-House/Inter-class AD-MAD competition. Script and enact an advertisement on educating children about infectious and contagious diseases and their prevention. Each group may have 6-8 children. The advertisement should not exceed 3 minutes. Try and include Jingles, music, simple props.

(f) Which life skills will make you more conscious towards the hygiene and sanitation for self and the community? Which life skills will help you to motivate others?

(g) Write a poem or do a role play to highlight the main components of personal hygiene like sleeping, bathing, care and cleanliness of skin, hair and teeth etc.

UNIT 10: ADVENTURE TRAINING

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4.	ADV -4	Cycle and Trekking	478	484

UNIT 10: ADVENTURE TRAINING

Content	Comprehension	Analysis	Synthesis	Evaluation
Para sailing	Understand the concept of Parasailing.	Analyse how participation in parasailing activities will contribute towards ones' personality.	The student will imbibe confidence and sense of adventure.	Discussion, mock exercise and activities.
Slithering	Be aware of the concept of Slithering.	Able to participate in slithering activities will contribute towards ones' personality.	Appreciate the importance of slithering in self belief and comradeship.	Discussion and mock exercise
Adventure Rock climbing	Comprehend about the concept of adventure rock climbing.	Learn about rock climbing activities and its contribution towards ones' personality.	Value the importance of this activity to inculcate a sense of adventure and camaraderie.	Discussion and mock exercise
Adventure Cycling and trekking	Know about the concept of adventure cycling expedition.	Evaluate how participation in cycling expedition will contribute towards ones' personality.	The student will imbibe sense of discipline, adventure and planning of expedition.	Discussion and mock exercise.

LESSON PLAN : ADV 1

PARASAILING



Period - **Four**
Type - **Lecture/Demo -1/ Prac - 3**
Term - **II (SD / SW)**

Training Aids

1. Computer Slides, Pointer, Charts, Black board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Parasailing Gear	-	10 Min
	(c)	Types of Parasailing	-	10 Min
	(d)	Parasailing Safety Tips	-	10 Min
	(e)	Demo	-	30 Min
	(f)	Practice	-	90 Min
	(e)	Conclusion	-	05 Min

INTRODUCTION

3. Parasailing is also known as Parascending or Parakiting. It is a recreational kiting activity where a person is towed behind a vehicle or a boat while attached to a specially designed canopy wing that reminds one of a parachute, known as parasail wing. On land or over water the manned kite's moving anchor may be a car, truck or a boat. Parasailing just by kiting in heavy winds should be discouraged. The vehicle pulling the parasail should have enough pulling power. The parascender has little or no control over the parachute.



4. There are six parts of a parasail. The harness attaches the person to the parasail, which is connected to the vehicle through the tow rope. The sport should not be confused with paragliding. The first international competitions were held in the mid 80's and continue to run today.

AIM

5. To acquaint the cadets about Parasailing as a part of adventure activity.

PREVIEW

6. The lecture will be conducted in following parts :-

(a)	Part I	-	Parasailing Gear.
(b)	Part II	-	Types of Parasailing & Parasailing Safety Tips.
(c)	Part III	-	Demo and Practice

PART I : PARASAILING GEAR

7. One of the most popular recreational activities today is parasailing. If you have researched parasailing and you have decided that this is something that you would like to pursue there are many things that you should know prior to making your first launch. One of the most important things that you should consider is the appropriate gear that is involved to perform in parasailing activities. It is also important to have the will and nerve to take your first launch in parasailing. However, if you have the appropriate parasailing gear, parasailing can be easy for anyone who wishes to pursue it. Parasailing gear that will be required to perform this activity is as follows:-

(a) One of the most important things to parasailing is the clothes that you choose to wear while performing this activity. While you have the freedom to wear whatever you want to wear, it is very important that you select clothing that will be comfortable and easy for you to maneuver in. You can actually buy jumpsuits and clothing that are appropriate for parasailing. While many people see this as an added expense, there are many people who see this as an added bonus.

(b) Another important piece of parasailing gear is the actual paraglide. Basically this is a parachute that has the added features of a bar that you can use to help you fly effectively in parasailing.

(c) When you perform in parasailing activities, you should have a harness that you strap that will attach you to the paraglide. This way, if you slip or lose contact with your hands. The harness will help hold you in place.

(d) You may want to purchase a pair of gloves to hold the paraglide with to ensure that your hands are protected while you are flying in parasailing.

(e) Many people choose to have a helmet when they participate in parasailing activities. Many accidents can occur while you are parasailing and it is extremely important that you protected. The head is one area that should be properly protected when you are engaging in parasailing.

(f) You should ensure that the boat that is pulling you along in the air has a experienced driver and the correct amount of fuel. It is important that the boat that pulls you while you are parasailing is sturdy and dependable, You do not want to be up in the air and have your harness fall from the boat In the same respect you do not want to be parasailing and the boat run out of fuel.

(g) When you decide to go parasailing it is important that you make sure that you have all the proper gear in order to do so. Ensuring that you are prepared and you are safe is the single most important aspect of parasailing gear.

(h) The **Parasailing Equipment** mainly consist of a **Glider,** which in its inflated firm offers resistance to the wind and the air, Then there is a **harness** which is attached to the paraglide and the pilot for safety purpose. **A helmet and a extra parachute** is there for the safety and the emergency landing of the pilot **VARIOMETER** is the main instrument for gauging the ascent and the descent of the pilot.



Parachute



Harness



Gloves



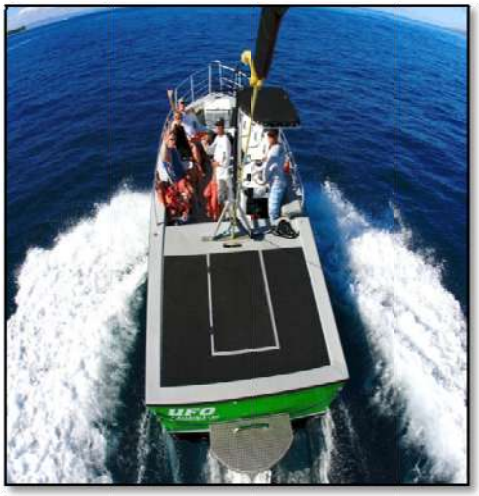
Helmet

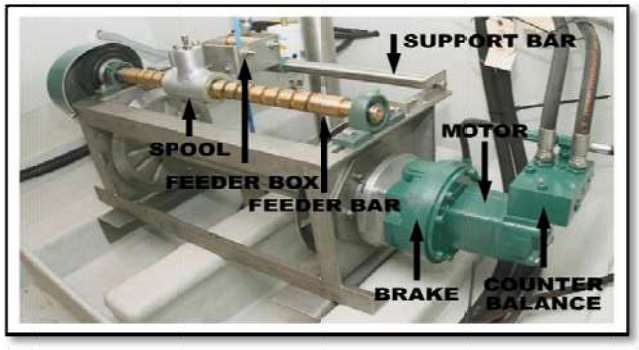
PART II : TYPES OF PARASAILING & PARASAILING SAFETY TIPS

8. In India, mainly three type of Parasailing are the most popular ones:-

(a) **Winch Boat Parasailing.** In this sort of Parasailing the ascent and descent of the parasail or takes place from the boat itself. The boat in the sea is well equipped with parasailing equipments. It has a parasail inflation system and hydraulic winch powered by the main drive engine. These two help in launching and retrieving the parasail or from the flight deck.







(b) **Beach Parasailing.** As the name suggests, the beach is the main ground for the ascent and descent of the parasail. It is much more complicated than the Winch Boat Parasailing. Even the most experienced para sailors are not approved for this without prior permission.





(c) **Platform Parasailing.** In this sort of Parasailing, one flies under the winds which are below 5 to 15 mph, away from rough ocean and poor weather conditions and other things close to proximity.





9. **Safety.** Safety tips advised by the Parasail Safety Council are as follows:-

(a) **Licensing.** Make sure you parasail with a fully licensed (state & local) company operating from a well established location insured by a licensed insurance company. Don't pay for your ride on the boat. This operator may not have a license or be insured.

(b) **Established Operators.** Only parasail with established business operators.

(c) **Visual Inspection.** Make sure that the parasail boat appears to be well maintained. Avoid parasailing with an operator whose parasail equipment looks old and weathered, this is especially true with the tow rope, never parasail if the tow rope looks worn or frayed.

(d) **Established Locations.** Choose a parasail business that operates from an established location and not a beach front.

(e) **Release Forms.** When you sign the release form, make sure that the operator explains all of the risks. Avoid operators who simply hands you a release form and tell you to sign it.

(f) **Pre-Flight Safety Briefing.** A professional, safety conscious parasail operation will always provide you with detailed safety briefing prior to your flight. This briefing should include:-

(i) A basic description of the parasail activity, equipment and inherent risks.

(ii) Safety precautions during your excursion while onboard the vessel.

(iii) The proper use of hand signals in the event you want to be retrieved before your ride is over.

(iv) Provide instruction on the correct position for landings, especially in rough seas and high speed landings to prevent body injuries.

(v) Detailed rescue instructions and survival techniques in the event of equipment failure, emergency water landings especially in high winds and/or rough seas.

(vi) **Warning**. If you do not receive a safety briefing do not parasail with that operator!

(g) **Weather.** Check the local weather before parasailing. Never fly in rain, fog or an approaching storm fronts in the area. Avoid parasailing in winds over 15 mph which can increase your risk in the event during an emergency water landing.

(h) **Age Limits.** Most operators claim that you can parasail at 8 years old. It is important to understand that there are some basic physical and communication skill requirements when parasailing, especially in an emergency which can become problematic. Therefore, I would recommend that parasailors be atleast 14 years of age to participate and fly only with an adult.

(j) **Fear of Heights.** You should not parasail if you panic easily; or have fear of heights; or for any other reason that makes you feel uncomfortable or hesitant to parasail.

PART IV : DEMONSTRATION AND PRACTICE

10. The NCC unit will organize demonstration cum practice of rock climbing in the vicinity of the institution.

CONCLUSION

10. Parasailing is an enjoyable adventourous activity which requires mental agility and fitness. It also instills adventurous spirit and develops courage to face the challenges.

LESSON PLAN : ADV 2

SLITHERING



Period - **Two**

Type - **Lecture and Demonstration**

Term - **I (SD/SW)**

Training Aids

1. Computer Slides, Charts, Pointer, Black board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	General information	-	10 Min
	(c)	Slithering equipment	-	15 Min
	(d)	Uses and techniques of slithering	-	20 Min
	(e)	Demo	-	20 Min
	(e)	Conclusion	-	10 Min

INTRODUCTION

3. The literal definition of the word slithering is to slide or glide, like a reptile. This can be better explained as descending from a height, most of the times a bridge, slowly at a controlled pace and touch the surface underneath. The thrill in this sport is to see the ground coming closer and closer as you descend down and feel the wind in your hair and with no support besides a rope, which one is tied with.

4. **It is also known as fast roping. Fast-roping**, also known as **Fast Rope Insertion Extraction System** (**FRIES**), is a technique for descending a thick rope. It is useful for deploying troops from a helicopter in places where the helicopter itself cannot touch down. First developed by the British with UK rope manufacturer Marlow Ropes, its first combat use was during the Falkland War . The original rope was a thick nylon that could be used in a manner akin to a Firepole. The special ropes used today are braided (plaited), which results in pattern on the outer circumference that is not smooth and so is easier to grip. Originally, each person would hold the rope for the next person; however this has been phased out.

AIM

5. To acquaint NCC cadets with Slithering as an adventure activity.

PREVIEW

6. The lecture will be conducted in following parts:-

(a)	Part I	-	General Information.
(b)	Part II	-	Slithering Equipment.
(c)	Part III	-	Equipment Usage and Slithering Techniques.
(d)	Part IV	-	Demonstration.

PART I : GENERAL INFORMATION

7. Slithering is quicker than abseiling (rappelling), although more dangerous, particularly if the person is carrying a heavy load, because the rope is not attached to them with a descender. The person holds onto the rope with his gloved hands and feet and slides down it. The British method advises not to use the feet as this can make the descent for following personnel more dangerous because boot polish or the leather of the boot can make the rope extremely slippery. Several people can slide down the same rope simultaneously, provided that there is a gap of approximately 3 meters (9.8 ft) between them, so that each one has time to get out of the way when they reach the ground. The rope must be thick, typically 40 millimeters (1.6 in) diameter, to prevent it from being wildly jerked about from the rotor blast of the helicopter. It is essential to wear gloves , as sliding down a rope generates great heat from friction.

8. Fast roping onto a ship can take approximately 30 seconds, and is used when a rapid build up of boarding forces is required.





PART II : SLITHERING EQUIPMENT

9. **Equipment.**

(a) **Rope**. The rope has to be that thick for two reasons. Firstly if it is too thin it is hardto grip and causes too much friction (even with gloves). Secondly if it is too thin, all the wind from the props down wash will whip it around. Worst case scenario is that a thin rope somehow whips into the main rotor or the tail rotor. The rope should meet the following specifications:-

(i) The rope should be made of polyester armide.
(ii) The diameter of the rope should be 12mm.
(iii) The rope should have a working load of minimum 700 Kgs.
(iv) The rope should have a tenacity of minimum 700 K.



(b) **Gloves**. Each member of the team must wear proper fast rope gloves when sliding down the rope. The gloves need some thought as well. Braking your descent with your hands means friction and therefore heat. Too much heat can be a real problem, so thick or padded gloves are preferred. You do not want to fast-rope with a pair of thin gloves or bare hands.



(c) **Boots**. They must also wear a reliable pair of boots to provide support both in the slide and the landing.

(d) **Helmet and Knee Pads**. It is advisable that protection such as a helmet and kneepads be worn to protect the soldier in the event of a rough landing.





PART III : USES AND TECHNIQUES OF SLITHERING

10. **Uses**. Slithering is most commonly used in three situations which make landing ahelicopter a potential safety hazard which are as follows :-

(a) When ground is soft or uneven making for a dangerous landing situation.

(b) Deployment into an urban setting with low building rooftops can be completed using a fast rope without having to find a large clearing to set down the helicopter.

(c) A slithering deployment can be used when there is risk of fire from the opposition as fast roping shortens the time required to get the soldiers down and on to the ground, then the helicopter moved is out of danger.

11. **Techniques**. Proper technique for the sliders is essential in ensuring that an individual onthe line does not deploy too fast, risking injury on landing or falling off the line altogether. Going too slowly can cause a logjam, forcing a longer deployment time. To fast rope, the soldier grabs onto the rope with both hands then steps out of the helicopter. Using both feet the soldier pinches the rope between their boots and then increases the pressure on the rope to regulate their speed.

PART IV : DEMONSTRATION

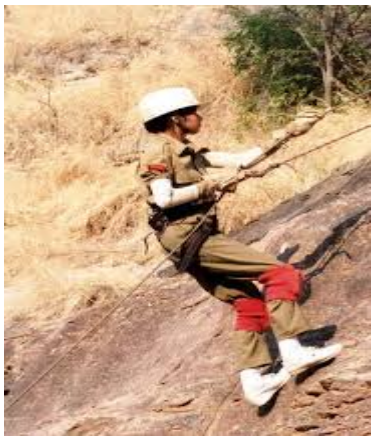
12. The NCC unit will organize demonstration slithering in the vicinity of the institution.

CONCLUSION

13. Slithering is an adventure activity which requires physical fitness and stamina to climb a tree and take the jump for the ground. It is one of those activity that adds a lot to self-confidence to the cadets and carves the desire of living an active life.

LESSON PLAN: ADV 3

ROCK CLIMBING



Period - **Five**

Type **-** **Lecture/Demonstration/Practice**

Term **-** **II (SD/SW)**

Training Aids

1. Computer slides, Charts, Pointer, Black board & Chalk.

Time Plan

2.

(a)	Introduction	-	05 Min
(b)	Rock Climbing Equipment	-	10 Min
(c)	Rock Climbing Techniques	-	10 Min
(d)	Safety Tips	-	10 Min
(e)	Demonstration and Practice	-	120 Min
(f)	Conclusion	-	05 Min

INTRODUCTION



3. **Rock climbing** is an activity in which participants climb up, down or across natural rock formations or artificial rock walls. The goal is to reach the summit of a formation or the endpoint of a pre-defined route without falling. Rock climbing competitions have objectives of completing the route in the quickest possible time or the farthest along an increasingly difficult route.

AIM

4. To acquaint the cadets with Rock Climbing as a part of Adventure training.

PREVIEW

5. The lecture will be conducted in following parts:-

(a)	Part I	-	Rock Climbing Equipment.
(b)	Part II	-	Rock Climbing Techniques.
(c)	Part III	-	Safety Tips.
(d)	Part IV	-	Demonstration and Practice.

PART I : ROCK CLIMBING EQUIPMENT

6. A Wide Range of Equipment Is Used During Rock Climbing. They are as follows:-

(a) **Rope and Webbing**.

(i) **Dynamic Ropes.** These are designed to absorb the energy of a falling climber, and are usually used as Belaying ropes. When a climber falls, the rope stretches, reducing the maximum force experienced by the climber, their belayer.



(ii) **Low Elongation Ropes**. Ropes which stretch much less, and are usually used in anchoring systems.





(b) **Carabineers**. Carabineers are metal loops with spring-loaded Gatesused as connectors and they are primarily made from steel.





(c) **Quick draws**. Quick draws are used byclimbers toconnect ropes to bolt anchors, allowing the rope to move through the anchoring system with minimal friction.



(d) **Harnesses**. A harness is a system used for connecting the rope to the climber. There are two loops at the front of the harness where the climber ties into the rope at the working end using a figure eight knot. Most harnesses used in climbing are pre-constructed and are worn around the pelvis and hips.

(e) **Belay Devices**. Belay devices are mechanical friction brake devices used to control a rope when belaying. Their main purpose is to allow the rope to be locked off with minimal effort to arrest a climber's fall.





(f) **Rappel Devices (Descenders).** These devices are friction brakes which are designed for descending ropes.



(g) **Ascenders**. Ascenders are mechanical devices for ascending on a rope.



(h) **Helmet**. The climbing helmet is a piece of safety equipment that primarily protectsthe skull against falling debris.



(j) **Climbing Shoes**.Specifically designed foot wear is usually worn for climbing to increase the grip of the foot on a climbing wall or rock face.



(k) **Belay Gloves**. Belay gloves are constructed from either leather or a syntheticsubstitute. They typically have heat resistant padding on the palm and fingers.



PART II : ROCK CLIMBING TECHNIQUES

7. A climbing technique is any type or combination of body posture, movement, or hold used in climbing. These are described as follows:-

(a) **General Terms.**

(i) **Arm Bar, Elbow Bar**. Jamming an arm into a crack and locking it into place.

(ii) **Bridging or Stemming**. Climbing a corner with the legs apart, one against each face, with the feet relying on friction or very small holds.

(iii) **Campusing Arms**. The word itself is derived from the power training done on a set of campus boards.

(iv) **Chest Jam**. Jamming the torso into a wide crack, for resting.

(v) **Chimneying**. Climbing between opposing rock faces, with the back and hands against one face, and the feet against the other face, or alternating between both.

(vi) **Crimp or Crimping**. Grabbing on to a hold with the fingertips alone.

(vii) **Dyno**. The term is an abbreviation of dynamic maneuver. Using the momentum of a movement or jump to reach a hold beyond your reach. Ideally, gravity brings the movement to a stop at the "dead point", i.e., when the hands reach the hold. When using this technique, the climber often leaves all contact with the wall.

(viii) **Egyptian, Drop Knee or Lolotte**. Method for reducing tension in arms when holding a side grip. One knee ends up in a lower position with the body twisted towards the other leg. It can give a longer reach as the body and shoulders twist towards a hold.

(ix) **Egyptian Bridging**. The same position as bridging, but with one leg in front and one behind the body.

(x) **Extremity Jams**. Jamming involves taking advantage of a body part in a crack for the friction it produces to support a share of body weight.

(xi) **Gaston**. Pulling sideways and outwards, akin to opening a pair of sliding doors. Normally cracks are climbed by jamming hands or fingersor any part of the body that fitsin the crack to hold oneself.

(xii) **Heel Hook**. Using the back of the heel to apply pressure to a hold, for balance or leverage; this technique requires pulling with the heel of a foot by flexing the hamstring. This technique is notable since in most forms of climbing one uses the toes to push.

(xiii) **Laybacking**. Climbing a vertical edge by side-pulling the edge with both hands and relying on friction or very small holds for the feet.

(xiv) **Manteling or Mantel Shelfing**. Boosting upwards using only the arms and ending with arms fully extended downwards. The motion is akin to getting out of a swimming pool without using the ladder.

(xv) **No-hands Rest**. Method for resting without using the hands, such as standing on footholds, or using a knee bar (jamming a knee into a large crack).

(xvi) **Smearing**. Relying solely upon the friction of a flat surface, usually with the feet, to keep from falling. This is possible primarily due to the sticky rubber soles ubiquitously used in modern climbing shoes.

(xvii) **Toe Hook**. A toe hook is securing the upper side of the toes on a hold. It helps pull the body inwards—towards the wall. The toe hook is often used on overhanging rock where it helps to keep the body from swinging away from the wall.

(b) **Jams Using Feet**.

(i) **Foot Jam**.This technique is also known as the heel-to-toe jam. It involves jamming the foot into a larger crack by twisting the foot into place, the contact with the crack being on the heel and toes.

(ii) **Toe jam in a crack.**When the foot is too large, the toe jam is used by locking the toes into a crack and lowering the heel down.

8. **Flagging**. Where one foot is not placed on a foot hold and the leg is held in a position to maintain balance, rather than to support weight. This is often useful to prevent barn-dooring. The flagging foot may be pressed against the wall or may simply hang in space depending on what will best maintain balance.

9. **Basic Flagging Positions**.

(a) **Normal Flag**. Where the flagging foot stays on the same side, (e.g. flagging with the right foot out to the right side of the body).



(b) **Reverse Inside Flag**. Where the flagging foot is crossed in front of the foot that is on a foot hold.



(c) **Reverse Outside Flag**. Where the flagging foot is crossed behind the foot that is on a foot hold.



PART III : SAFETY TIPS

10. Use the following 10 tips to keep safe when you're out rock climbing:-

(a) **Always Check Harnesses**. After you've geared up, always check that both the climber's and belayers' harness buckles are doubled back.

(b) **Always Check Knots**. Before you start climbing, always double check that leader's tie-in knot right and finished with a backup knot. Also check that the rope is threaded through both the harness waist loop and the leg loops.

(c) **Always Wear a Helmet**. A climbing helmet is essential if you want to live long and prosper. Always wear one when climbing or belaying. Helmets protect your head from falling rocks and from the impact of falling.

(d) **Always Check the Rope and Belay Device**. Before you lead a route, always double check that the rope is properly threaded through the belay device.Also, always make sure the rope and belay device are attached with a locking carabineer to the belayers' harness.

(e) **Always Use a Long Rope**. Make sure your climbing rope is long enough to reach the anchors and lower back down on a sport route or to reach a belay ledge on multi-pitch routes.

(f) **Always Bring Enough Gear**. Before you climb a route, always eyeball it from the ground and determine what you need to bring.

(g) **Always Climb With the Rope Over Your Leg**. When you're leading, always make sure the rope is over your leg rather than between them or behind one. If you fall with the rope in this position, you will flip upside down and hit your head. Wear a helmet for protection.

(h) **Always Properly Clip the Rope**. Make sure you always clip your rope through carabineers on quick draws correctly.

(i) **Always Use Safe Anchors**. At the top of a pitch or route, always use at least twoanchors. Three is better. Redundancy keeps you alive. On a sport route, always use locking carabineers if you're lowering down to top-rope off the anchors.

PART IV : DEMONSTRATION AND PRACTICE

11. The NCC unit will organize demonstration cum practice of rock climbing in the vicinity of the institution.

CONCLUSION

11. Rock climbing is a physically and mentally demanding sport, one that often tests a climber's strength, endurance, agility and balance along with mental control. It can be a dangerous activity and knowledge of proper climbing techniques and usage of specialized climbing equipment is crucial for the safe completion of routes.

LESSON PLAN: ADV 4

CYCLING AND TREKKING

Period - Four
Type - Lecture/Practice
Term - I (SD/SW)

Training Aids

1. Computer slides, Charts, Pointer, Black board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Types of Cycling Expeditions	-	15 Min
	(c)	Trekking Gear & Tips	-	15 Min
	(d)	Safety Measures during Cycle Tours / Expeditions Trekking & Health Tips	-	30 Min
	(e)	Practice	-	90 Min
	(f)	Conclusion	-	05 Min

INTRODUCTION

4. Cycling expedition refers to cycling over long distances prioritizing pleasure and endurance over utility or speed. Cycling can range from a single day ride to multi-day trips. Trekking is walking for a number of days, usually on uncharted paths, in challenging environments which are likely to be hilly, mountainous or jungle. The Himalayan routes are famous for attracting a large number of trekkers. Tours may be planned and organized by the Cadets for themselves and also for organizing rallies for various social activities to spread awareness as well as to convey a message to people in remote and far flung areas.

AIM

3. To acquaint the cadets about Cycle Expedition and Trekking as part of adventure activity.





PREVIEW

5. The lecture will be conducted in following parts:-

(a) Part I - Types of Cycling Expeditions/Tours.

(b) Part II - Trekking & Gear Tips.

(c) Part III - Safety measures.

(d) Part IV - Practice

PART I : TYPES OF CYCLE EXPEDITIONS / TOURING

6. Cycling is a very good exercise which keeps your body fit and fine. Distances vary considerably. Depending on fitness, speed and the number of stops, the rider usually covers between 50–150 kilo meters (30–90 miles) per day. A short tour over a few days may cover as little as 200 kilo meters (120 miles) and a long tour may go right across a country or around the world. Various types of expeditions are as follows:-

(a) **Lightweight Touring**. In this a rider carries a minimum of equipment and a lot of money. Overnight accommodation is in hostels/hotels.





(b) **Fully Loaded Touring**. Also known as self-supported touring, cyclists carry everything they need, including food, cooking equipment, and a tent for camping. Some cyclists minimize their load, carrying only basic supplies, food, and a Bivouac sack or lightweight tent.



(c) **Expedition Touring.** In this the cyclists travel extensively, often through developing nations or remote areas. The bicycle is loaded with food, spares, tools, and camping equipment so that the traveler is largely self-supporting.



PART II : TREKKING GEAR AND TIPS

Trekking Gear / Material

7. Each trek teaches oneself how to appreciate the beauty of nature, how to get adjusted with the situation and the importance of planning. A well planned trek will allow you to enjoy it and avoid any inconvenience. A list of items which are essential for such an activity are listed below:-

(a) Good ruck sack in proper condition.

(b) Clothing like wind cheater, woolens as per your requirements of the stay and season in which trek is going to be done.

(c) Water, food and cooking utensils (if you are going to cook your own food).

(d) Camera and its accessories (if interested in photography, always carry an extra pair of batteries and camera phone).



(e) First Aid box.



First Aid Box

(f) Sleeping Mat or Sleeping Bag.

(g) Oral rehydration solution (ORS).

(h) Rope.

(j) A good pair of shoes.

(k) Cap (preferably of cotton).

(l) Toiletry items.

(m) Torch and batteries.

(n) Marker and chalk.









Useful Tips for Trekking



8. Before setting out for a trek, following hints and tips are required to be considered during the planning phase carefully:-

(a) Keep toilet items handy. This will ensure that no germs/infection enters the body through consumption of water or food.

(b) Carry all possible essentials in the ruck sack with the expedition. Heavy items could be ferried by road.

(c) Carry sleeping mattress or durries for `night halts.

(d) Carry adequate woolens for the period of the trek.

(e) Take off your shoes at drink and lunch halts. This will give relaxation to your feet.

(f) Take small steps when ascending up slope.

(g) Ensure good consumption of water at regular intervals.

(h) Carry essential medicines to cater for minor injuries or disorders.

(j) Acclimatization is a must for high altitude marches.

PART III : SAFETY MEASURES

9. **During Cycling.** The following guidelines and procedures are required to be followed for the safe conduct of the cycling or cycling expedition / tours:-

(a) **Qualified Supervision**. All unit, district, council, and national event activities must be supervised by a mature adult who understands and knowingly accepts responsibility for the safety of children in his or her care, who is experienced with the skills and equipment involved in the activity, and who is committed to compliance with safety guidelines.

(b) **Physical Fitness**. Biking is strenuous activity; all participants must present evidence of fitness.



(c) **Helmets and Clothing**. All cyclists must wear a properly sized and fitted helmet. Layer your clothing for warmth on cool days so you can avoid chilling or overheating. Cover up for sun protection on clear days.



(d) **Buddy System**. When the program activity is a bicycle expedition or trek, the buddy system must be used. When a program element emphasizes individual performance skills, one buddy observes while the other takes his turn. In competitive activity where the buddy concept cannot be applied practically, all activity must be directly observed by the adult supervisor. (Youth members should be taught that biking with a buddy is best.)



(e) **Position in Traffic**. Ride with the traffic flow, as far to the left as is safe. Obey all traffic laws, signs, signals, and street markings. Watch for changes in road conditions. Keep your head and ears open and do not wear headphones while riding.

(f) **Turns and Intersections**. Look left, right, back, and ahead before turning. Stop and search all directions when entering a street from a driveway, parking area, sidewalk, or alley. Signal all turns using universal hand signals. Walk your bike through or across busy intersections.



(g) **Equipment**. Ride only a bike that fits you. Select a bike that permits you to put both feet on the ground while standing over the top tube. The handgrips should be no higher than your shoulders or lower than your seat.

(h) **Bicycle Accessories.** Every bike needs a horn or bell and reflectors (front, back, and sides). Items should be carried only in baskets, in saddlebags, or on a rear carrier rack. If you must ride in traffic, a helmet-mounted mirror is recommended. For long trips, a bike-mounted container for drinking water is recommended.

(i) **Maintenance of Cycles**. Keep your bike clean and well maintained, especially the brakes and drive chain.



(j) **Racing**. Open street racing is dangerous. Race only with supervision on marked courses that have been set up to exclude other vehicle or pedestrian traffic, to eliminate fall hazards and minimize collision risks. Clearly define "start" and "finish" points.

(k) **Discipline**. All participants should know, understand, and follow the rules and procedures for safe biking, and all participants should conscientiously and carefully follow all directions from the adult supervisor.

10. **During Trekking**. To make your trip more adventurous and safe, do follow certain safety guidelines and tips mentioned below:-



(a) Before heading for your adventure trekking trip, do study weather forecast of that area. Avoid trekking during bad weather or adverse climatic situations.

(b) Always carry a raincoat or wind cheater along. Weather can change frequently in several trekking points.

(c) Do carry multi-pocket carry bag engrafted with zipper closure and cushioned shoulder straps, especially for trekking trips. The bag should be spacious enough to carry all the important trekking essentials while trekking.

(d) Must keep a lighter, Swiss army knife, space blanket, water bottle and winter attire in your carry bag or pocket before heading for trekking.

(e) To prevent insect bite, do wear full sleeves shirts and full pants. Do carry sleeping bag and trekking rope of about 50 meters of length with you.

(f) A direction compass and topographical map is must while trekking in mountains.

(g) An ice cutting axe should always be carried if heading into snowy terrain.









Health Guide for Trekking

11. Following precautions should be taken for having a trouble free trek:-

(a) Accessories add grace to your personality. During travel keep such accessories which are easy to carry and may add grace to your overall look.

(b) While planning your trekking trip, it is preferable to have a medical fitness checkup done. It is most essential to be fit and fine before heading for trekking.

(c) Do carry proper prescribed medicines to prevent serious health problem including heatstroke, severe headache, cough, dehydration and hypothermia.

(d) Always wear proper trekking shoes while trekking.

(e) Choose those trekking shoes that are a half-size bigger than your regular shoes to allow space for some swelling caused while trekking and to hold heavier trekking socks.

(f) Do carry food items which carry larger amount of carbohydrates.

(g) Do always cover your neck area, particularly in frequently changing weather .It can lead to serious neck problems and pains if left uncovered.

(h) Do wear thick woolen socks or stockings while trekking. Synthetic blended socks can be used for trekking purpose, as these socks are specially designed to preclude feet moisture.



PART IV : PRACTICE

12. To undertake a cycling and trekking trip in the vicinity of your institution under a qualified supervisor.

CONCLUSION

13. Cycling and Trekking are very enjoyable and satisfying adventurous activities in which proper health and fitness is a must. It instills confidence, sense of achievement and team spirit amongst cadets.

SUMMARY

- Adventure activities have been incorporated in NCC training with the aim of inculcating and strengthening leadership traits amongst the cadets.

- One of the most popular recreational activities today is parasailing which is also known as Parascending or Parakiting.

- The Parasailing Equipment mainly consist of a glider, harness, helmet, extra parachute and varitometer.

- In India, mainly three type of Parasailing are the most popular ones:-
  - Winch Boat Parasailing
  - Beach Parasailing
  - Platform Parasailing
- Avoid parasailing in winds over 15 mph which can increase your risk in the event during an emergency water landing.

- Before parasailing one should get the briefing of basics of the parasail activity, equipment and inherent risks.

- Trekking is very enjoyable and satisfying adventure activity in which proper health and fitness is an absolute must for every trekkers

Safety Tips for Trekkers

- Before heading for your trekking trip study whether forecast of that area. Avoid trekking in bad weather conditions.

- Always carry a raincoat or wind cheater.

- Always carry comfortable and spacious rucksack.

- Must carry all the required equipment's and essential things by trekkers.

Cycling expedition normally refers for cycling for long distance. It brings feeling of adventure as well as travelling to new places. It is reasonably affordable and can be organized in a limited budget and equipments.

- The literal definition of the word slithering is to slide or glide, like a reptile.It is also known as fast roping.

- Equipment for the slithering are:
  - Gloves
  - Rope
  - Boots.
  - Helmet and Knee Pads

- Slithering is most commonly used
  - When ground is soft or uneven
  - Deployment into an urban setting with low building rooftops can be completed using a fast rope

Safety Tips for Cycling

- Must be conducted under qualified supervisors
- All the participants must have good physical fitness.
- All cyclists must use helmet and outfit as per its requirement.
- Should follow buddy system.
- Must follow safety rules and traffic safety.
- Must carry bike accessories and equipment.
- Expedition must be planned properly.

- Rock climbing is a physically and mentally demanding sport, one that often tests a climber's strength, endurance and balance along with mental control. Knowledge of proper climbing techniques and usage of specialized climbing equipment is crucial for the safe completion of climb.

Safety Tips for Rock Climbing:-

- Always check harness.
- Always check knots.
- Always wear helmet.
- Always check the rope and belay device.
- Always use long rope.
- Always use safe anchor.
- Pay attention while climbing.
- Always practice under the experts and trained supervisors.
- Bring enough gear and climb with rope over the leg.

Comprehension Questions

Q1. **Answer the following questions in 15 words.**

(a) What do you understand by Rock Climbing?
(b) What do you understand by Cycling Expedition?
(c) What do you understand by Parasailing?
(d) What is the use of Dynamic ropes in rock climbing?
(e) What do you mean by Slithering?

Q2. **Answer the following questions in 50 words.**

(a) What do you understand by Winch Boat Parasailing?
(b) Give out the specifications of rope used for slithering.
(c) List out the essential items to be carried during a trekking expedition?
(d) What are the safety tips for a cyclist during cycle expedition?
(e) What are Dynamic ropes used for slithering?
(f) What are the safety tips for rock climbing?
(g) What do you understand by followings:-

(i) Carabineers.
(ii) Quick Draws.
(iii) Harness.

Q3. **Answer the following questions in 75 words.**

(a) How many types of Parasailing are there?
(b) On what all situations Slithering is carried out?
(c) What is the health guide for a trekker during trekking expedition?
(d) List out the various Rock Climbing equipment.
(e) What is the requirement of buddy system during cycling expedition?
(f) What all useful things will you keep in mind before planning for a trekking expedition?

Q4. **Answer the following questions in 150 words.**

(a) How many types of Parasailing are there? Also mention the equipments used for Parasailing.
(b) Give out in detail the equipments used for Slithering.
(c) What all precautions will you undertake before going for a trekking expedition?
(d) How trekking expedition is important for youth? Elaborate

Q5. Answer the following questions in 250 words.

(a) Give out the safety tips advised by the Parasailing Safety Council for Parasailing.
(b) Explain the 10 tips which you will bear in mind before commencing rock climbing?
(c) You have been detailed as Cycle Expedition Leader. How will plan to conduct the expedition and what all actions will you take before, during and after the expedition?

Let's Discuss

Q6. **HOTS (Higher Order Thinking Skills)**

(a) "Rock Climbing is a physically and mentally demanding sport". Explain the statement in light of how rock climbing can shape one's personality.

(b) How does rock climbing develop leadership traits? What are those traits?

UNIT 11: ENVIRONMENTAL AWARENESS & CONSERVATION

INDEX

Ser No	Lesson Code	Subject	Page Number	
			From	To
1.	E 1	Natural Resources Conservation And Management	490	496
2.	E 2	Water Conservation And Rain Water Harvesting	497	501
3.	E 3	Waste Management	502	506
4.	E 4	Energy conservation	507	511

UNIT 11 : ENVIRONMENTAL AWARENESS

Content	Comprehension	Analysis	Synthesis	Evaluation
Natural Resource- Conservation and Management	Cadets will get familiarized to various natural resources, their conservation and management.	Cadets will be able to analyse the importance of their natural resources and methods by which they can be conserved.	Cadets will learn the various types of resources and their utilisation. They will learn and practice various methods for conservation of these resources.	Work sheets and assignments
Water Conservation & Rain Water Harvesting	Cadets will be able to understand the importance conserving water and rain water harvesting.	Cadets will get sensitised about water conservation techniques and the methods of rain water harvesting	Cadets will learn and practice the techniques of water conservation and exercise the rain water harvesting methods both at individual and community level.	Work sheets and assignment.
Waste Management	Cadets will comprehend about various types of waste. They will also get familiarised with waste disposal and management.	Cadets will be get sensitized about the environmental hazards of various types of waste and their disposal techniques.	Cadets will learn about different methods of disposing different types of waste. They can sensitise the environment about the health hazards of the same.	Work sheets and assignment.
Energy Conservation	Cadets will get an insight on the reasons for excess energy consumption and methods of conservation of energy.	Cadets will analyse the various reasons for increase in energy consumption and how this excess consumption of energy can be conserved..	Cadets will get sensitised about the poor usage habits of consuming energy and various methods by which they can contribute in conserving the energy.	Work sheets and assignment.

LESSON PLAN: E 1

NATURAL RESOURCES CONSERVATION & MANAGEMENT

Period - **One**

Type - **Lecture**

Term - **I (SD / SW)**

Training Aids

1. Computer slides, Projector, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Mins
	(b)	Basic Information of Natural Resources and Type of Resources	-	15 Mins
	(c)	Conservation and Management of Resources	-	15 Mins
	(d)	Conclusion	-	05 Mins

INTRODUCTION

3. Everything available in our environment which can be used to satisfy our need, provided it is technologically accessible, economically feasible and culturally acceptable can be termed as 'Resource'. A natural resource is any useful product which is produced by nature and is essential for our daily life. Natural resources can be classified in different ways as per their nature or availability or type. A few examples of natural resources are air, water, wood, oil, solar energy, wind energy, fossil fuels, minerals and coal. Refined oil is not a natural resource since humans create it.



AIM

4. To acquaint the cadets about Natural resources, their conservation and management.

PREVIEW

5. The lecture will be conducted in following parts:-

(a)	Part I	-	Basic information of Natural resources and Types of Resources.
(b)	Part II	-	Conservation and Management of Resources

PART I : BASIC INFORMATION OF NATURAL RESOURCES AND TYPE OF RESOURCES

Types of Resources

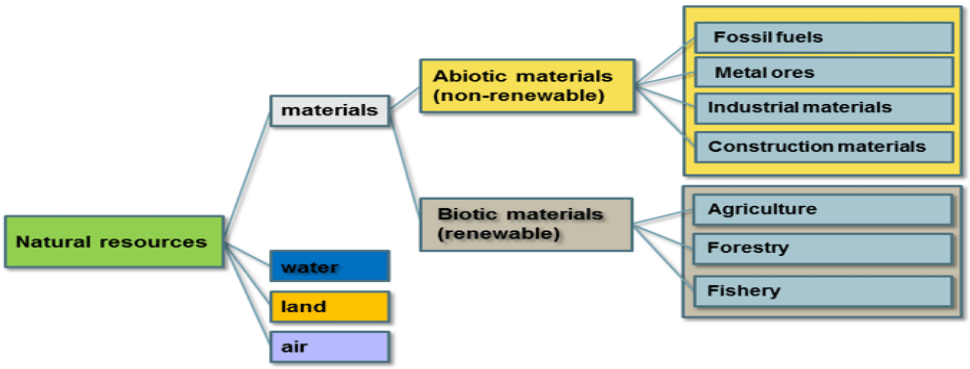
6. Types of resources can be classified on the basis of the following:-
   (a) Origin
   (b) Exhaustibility

(c) Ownership
(d) Status of Development

7. **On the Basis Origin**. On the basis of origin the resources can be classified into two types:-

(a) **Biotic Resources**. These are obtained from biosphere and have life such as human beings, flora and fauna, fisheries, livestock etc. Fossil fuels such as coal and petroleum are also included in this category because they are formed from decayed organic matter.

(b) **Abiotic Resources**. Abiotic resources are those that come from non-living, non-organic material. Examples of abiotic resources include land, fresh water, air and heavy metals including ores such as gold, iron, copper, silver, etc.



8. **On the Basis Exhaustibilty**. On the basis of origin the resources can be classified into two types:-

(a) **Renewable Resources**. Resources which can be renewed or reproduced by physical, chemical or mechanical processes are known as renewable resources such as solar, hydropower, biomass, geothermal and wind energy. Renewable energy replaces conventional fuels in four distinct areas: electricity regeneration, air and water heating, motor fuels, and rural energy services. Thus renewable resources are resources which can be used repeatedly because it is refill naturally.

(b) **Non-Renewable Resources**. These are resources which are formed over a very long geological time and those which do not naturally form in the environment. These resources take millions of years in their formation. Most common non-renewable resources are Minerals and Fossil Fuels. Thus non-renewable resources are the resources that cannot be re-made, re-grown, re-cycled or re-generated.



9. **On the Basis of Ownership**. On the basis of Ownership the resources can be classified as following:-

(a) **Individual Resources**. These are resources that are owned privately by individuals. Many farmers own land which is allotted to them by government against the payment of revenue. Urban people own plots, houses and other property. Plantation, pasture lands, ponds, water in wells etc. are some of the examples of individual resources.

(b) **Community Resources**. These are resources that are accessible to all the members of community. Village commons (grazing grounds, burial grounds, village ponds etc.), public parks, picnic spots and playgrounds in urban areas are de facto accessible to all people living there

(c) **National Resources**. Technically, all the resources belonging to a nation form part of national resources. The country has legal powers to acquire even private property for public good. For example, roads, canals, railways, etc. being constructed on fields owned by some individuals. Urban Development Authorities get empowered by the government to acquire land. All the minerals, water resources, forests, wild life, land within the political boundaries and oceanic area upto 12 nautical miles (22.2 km) from the coast as territorial water and resources therein belong to the nation.

(d) **International Resources.** There are international institutions which regulate some resources. The oceanic resources beyond 200 nautical miles of exclusive economic zone belong to open ocean and no individual country can utilize these without the concurrence of international institutions.

10. **On the Basis of the Status of Development**. On the basis of the status of development the natural resources can be classified as following:-

(a) **Potential Resources**. Potential resources are those that exist in a region and may be used in the future. For example, petroleum may exist in many parts of India, having sedimentary rocks but until the time it is actually drilled out and put into use, it remains a potential resource.

(b) **Developed/Actual Resources**. Developed/actual resources are those that have been surveyed, their quantity and quality determined and are being used in present times. The development of an actual resource, such as wood processing depends upon the technology available and the cost involved.

(c) **Reserve Resources**. These are the subset of the stock, which can be put into use with the help of existing technical 'know-how' but their use has not been started. These can be used for meeting future requirements. River water can be used for generating hydroelectric power but presently, it is being used only to a limited extent.

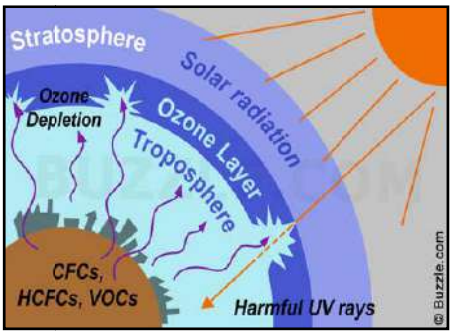
(d) **Stock Resources**. Resources in the environment which have been surveyed and have the potential to satisfy human needs but human beings do not have the appropriate technology to access these. For example, water is a compound of two inflammable gases: hydrogen and oxygen. But we do not have the required technical 'know-how' to use them for this purpose. Hence, it can be considered as stock.

PART-II: CONSERVATION AND MANAGEMENT OF NATURAL RESOURCES

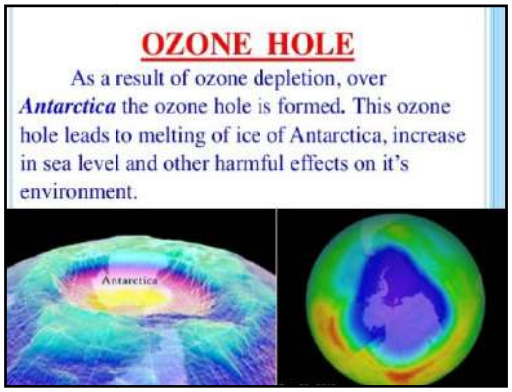
Need for Management and Conservation of Natural Resources

11. Most of natural resources on earth, especially the non renewable resources, have a finite limit. Extreme use of these may deprive the future generations for their use. It is therefore extremely essential that we not only conserve natural resources but also plan their proper management so that the longevity of these resources increases. Some of the major effects of unrestricted use of natural resources are as under:

(a) **Ozone Depletion**. This is a process by which the total volume of ozone in the Earth's atmosphere decreases. Gases called chlorofluorocarbons (CFCs), used in refrigerators, air conditioners, and many aerosol sprays, are rapidly destroying the ozone layer. Since the ozone layer prevents most harmful ultraviolet radiation, ultraviolet B (UVB) with wavelengths between 290 and 320nm, passing through the Earth's atmosphere, depletion of the ozone layer has serious damaging effects.



(b) **Effect of Ozone Depletion**. Due to ozone depletion harmful UV rays such as UVB radiation reaches to earth which leads to harmful effects on animals, plants, aquatic life as well as on human also.



(i) **Effect on Aquatic System**. Affects phytoplankton, fish, larval carbs. Decrease in amount of phytoplankton increase the CO_2 in atmosphere which contribute the global warming.

(i) **Effect on Materials**. Degradation of paints and plastics.

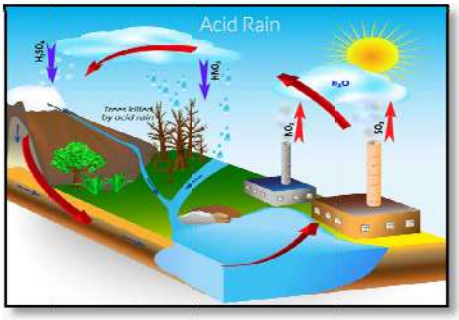
(ii) **Effects on Climate**. Global warming (Increasing the average temperature of the Earth's surface).

(iii) **Effects on Human Health**. Damage genetic materials in the cells. Leads to more people suffering from Cataracts. Causes cancer, allergies and some other infectious disease. 10% depletion in ozone layer results in 30% increase in skin cancer infection.

(c) **Soil Erosion**. Erosion is the process by which soil and rock are removed from the Earth's surface by natural processes such as, wind or water flow and then transported and deposited at other locations. While erosion is a natural process, human activities such as deforestation and expansion of built up areas have dramatically increased the rate of soil erosion. Excessive soil erosion causes problems such as desertification (the gradual transformation of habitable land into desert), decreases in agricultural productivity due to land degradation, sedimentation of waterways and ecological collapse due to loss of the nutrient rich upper soil layers.



(d) **Acid Rain**. It is a rain or any other form of precipitation that is unusually acidic, meaning that, it possesses added levels of hydrogen. Acid rain is caused by emissions of harmful chemicals such as sulfur dioxide and nitrogen oxide, which react with the water molecules in the atmosphere to produce acids. Chemicals in the acid rain cause pain to peel, corrosion of steel structures such as bridges and erosion of stone statues, besides causing total destruction to crop.



(e) **Global Warming**. Global warming is a phenomenon associated with the increase of earth's temperature. One of the major causes of global warming has been excessive production of Greenhouse gases. A greenhouse gas is a gas that absorbs and emits radiation within the

thermal infrared range. The primary greenhouse gases in the Earth's atmosphere are water vapor, carbon dioxide, methane, nitrous oxide and ozone. Green house gases have a great affect on the earth‘s temperature.





Methods of Management and Conservation of Natural Resources

12. Following methods contribute towards efficient conservation of resources:-

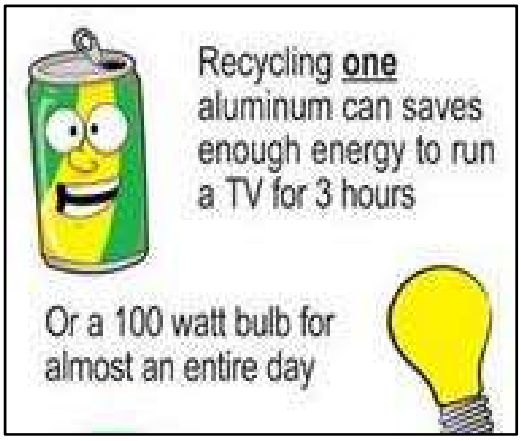
(a) **Recycling**. This is a method by which some of the resources can be conserved by recycling them or reusing them by adopting certain methods as under:-

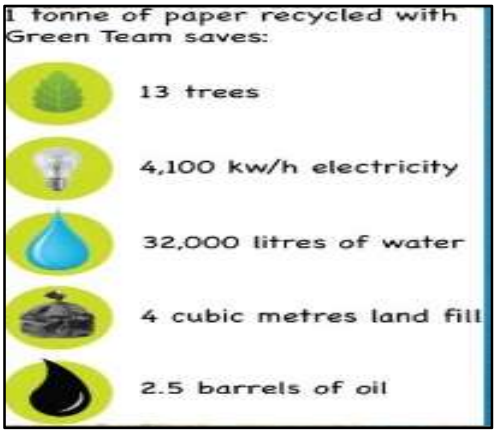


(i) Recycling of paper will reduce the burden on trees.

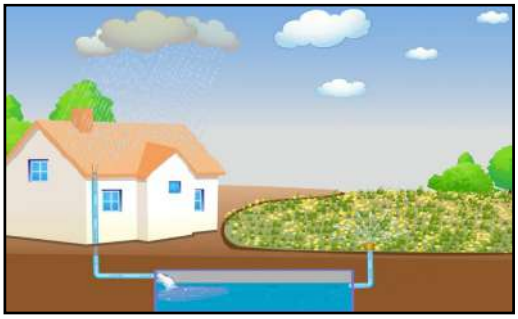
(i) Recycling of water including sewage will reduce the burden on sub soil / fresh water for irrigation.

(ii) Recycling of metal or plastic waste will conserve metal resources.





(b) **Water Harvesting**. Water harvesting is the collection of runoff water for productive purposes. Instead of runoff being left to cause erosion, it is harvested and utilizedin an effective manner. This method can be used for storing rainwater which can be used later. In the semi-arid drought-prone areas where it is already practised, water harvesting is a directly productive form of soil and water conservation. In villages, storing of rain water in ponds will increase the level of sub soil water. Both yields and reliability of production can be significantly improved with this method.



(c) **Aforestation.** Aforestation is the establishment of a forest or stand of trees in an area where there was no previous tree cover. This leads to planting more seeds or trees to make a forest on land which has not been a forest recently, or which has never been a forest and avoid cutting of trees. Benefits of Aforestation are as given:-

(i) It restores ecological balance of all eco systems.

(ii) It maintains biological diversity.

(iii) It act as catchments catchment for the soil and water conservation.

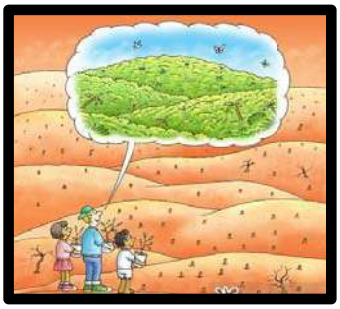
(iv) Planting trees can stabilize soils by increasing interception, and bring soil erosion.

(v) Prevent floods and safeguard future of the tribal people.

(vi) Stabilized the climate and the forest products.







(d) **Proper Waste Management.** This will prevent pollution of soil and water sources like river, ponds and sea. This not only involves segregation of waste into biodegradable / non biodegradable and its subsequent treatment, but also treatment of industrial / sewage waste water before discharge into the river / sea.



(e) **Greater Use of Renewable Sources**. Using renewable sources of energy like solar and wind power will help in conserving electricity.

(f) **Avoid Wastage.** Excessive use / uncontrolled use lead to wastage. Wastage can be prevented by proper education, monitoring and controlled usage.

(g) **Increasing Energy Efficiency**. Use of energy efficient vehicles or equipment (for example: use of CFLs, LEDs etc.) will reduce consumption of energy in our daily life. Use of alternate sources of energy like solar or wind energy will leads to reduce consumption of electricity.

(h) **Monitoring and Control.** There is a strong need to put into place strong and strict control and monitoring organizations so that uncontrolled wastage can be prevented.

Role of NCC in Conservation of Natural Resources

13. Every cadet can fulfill his duty towards environment individually or collectively by following means:-

(i) By planting more trees and avoid cutting of trees.

(ii) Not polluting water sources like river, ponds, sea etc.

(iii) Avoiding use of plastic.

(iii) Avoiding noise pollution.

(iv) Recycling natural resources to ensure their efficient sustainable use.

(v) Using renewable sources of energy like solar and wind power.

(vi) Saving energy by taking small but important are like switching off fans, lights and other electric gadgets when they are not in use.

(vii) Preventing of wastage and overuse of all natural resources.

(viii) Conservation of nature in all form.

(ix) Ensuring environmentally rational behavior in oneself and others.

(x) Developing environmental consciousness amongst common people through posters, hoarding and environmental awareness campaign.

CONCLUSION

14. Natural resources are Mother Nature‘s gift to mankind. These need to be used with attention. Large scale industrialization, urbanization and massive increase in population are leading to depletion of these meager resources. Natural resources are to be conserved and managed judiciously.

LESSON PLAN: E 2

WATER CONSERVATION AND RAINWATER HARVESTING

Period - **One**

Type - **Lecture**

Term - **I (SD / SW)**

Training Aids

1. Computer slides, Projector, Charts, Pointer. Black Board & Chalk.

Time Plan

2. (a) Introduction - 05 Min

   (b) Water Conservation - 15 Min

   (c) Rain Water Harvesting - 15 Min

   (d) Conclusion - 05 Min

INTRODUCTION

3. Water is a very important and precious resource for life. Water Conservation covers policies, strategies and activities to manage fresh water as a sustainable resource, to protect the water environment and to meet current and future human demands. Population growth, household size and effect the quantity of water that is consumed. Factors such as climate change will increase pressures on natural water resources, especially in manufacturing and agricultural irrigation. Water is fast becoming insufficient due to increase in population, industries and agricultural activities and due to poor rainfall.

AIM

4. To acquaint the cadets about Water Conservation and Rain Water Harvesting.

PREVIEW

5. The lecture will be conducted in following parts:-

   (a) Part I - Water Conservation.

   (b) Part II - Rain Water Harvesting.

PART - I : WATER CONSERVATION

Need for Water Conservation



6. No other natural resource has had such an overwhelming response on the history of mankind as much as Water. As human population increases, the desire for a better standard of living will increase the demands of fresh water resources.

7. Much of the world's fresh water is consumed by the agricultural, industrial and domestic sectors. The failure in useful managing this resource to meet the increasing water demands of these sectors has resulted in a situation of crisis in many parts of the world. In many parts of India, freshwater crisis already exists.

8. With only 1% of water available for human consumption, we must treat our water supply with more respect. Water conservation should not be considered an option any longer but is an inescapable necessity. Current circumstances require our full attention, if we hope to thrive as a civilization. Much of the world is currently suffering due to a lack of clean water. Therefore, it is extremely important to seek out, find and start using all the innovative water conservation solutions and methods that are available today.

9. **Ways to Conserve Water Indoors.** The best place to start Water Conservation is one's own house. Certain measures which can be adopted at home are:-

(a) Ensure that there are no leaks in your house, in the pipelines, taps and toilets.

(b) Use water efficient flushes and if possible, toilets with dual flushing systems.

(c) Close taps while brushing your teeth, shaving or soaping your face.

(d) Use water from washing of clothes for cleaning floors.

(e) Use appropriate amount of detergent for washing clothes.

(f) Close the shower tap while soaping your body.

(g) While washing the dishes by hand, don't let the water run while rinsing. Fill one sink with wash water and the other with rinse water.

(h) Monitor your water bill for unusually high use. Your bill and water meter are tools that can help you discover leaks.

(i) Water your lawn and garden in the morning or evening when temperature is cooler to minimize evaporation

(j) Never throw the water unnecessary on roads which can be used for gardening and cleaning.

(k) Avoid unnecessary flushing the toilets. Dispose off the tissues, cigarettes and other waste into the bin instead of toilets.

(l) Use minimum amount of water to bath.

(m) Do not leave the tap running while washing the dishes in the kitchen.

(n) Install small shower heads to reduce the flow of water.

Other Practices for water Conservation

Water Conservation Practices for Water Utilities. Common practices used by water supply utilities include metering, leak detection, repairing water lines, well capping, retrofitting programs, pricing, waste-water reuse and developing public education programs and drought management plans.



Judicious Use Of Water For Irrigation

10. **Agricultural Water Conservation Practices.** Practices such as drip irrigation can save large quantities of water. Careful and judicious use of water for irrigation can lead to irrigating much more land.

11. **Industrial and Commercial Water Conservation Practices.** Industries could save copious amounts of water by installing water recycling systems. Cooling Water Recirculation and Wash Water Recycling are the most widely used water recycling practices.



Industrial Water Recycling System

12. Other Methods to initiate Water Conservation would include, public awareness programmes, nukkad natak and community dramas and water audits. Rainwater harvesting is one of the most successful techniques being used in India.

PART – II : RAIN WATER HARVESTING

13. The term rainwater harvesting is being frequently used these days, however, the concept of water harvesting is not new for India. Water harvesting techniques had been evolved and developed centuries ago.

14. Ground water resource gets naturally recharged through percolation. But due to indiscriminate development and rapid urbainzation, exposed surface for soil has been reduced drastically with resultant reduction in percolation of rainwater, thereby depleting ground water resource. Rainwater harvesting is the process of augmenting the natural filtration of rainwater in to the underground formation by some artificial methods. "Conscious collection and storage of rainwater to cater to demands of water, for drinking, domestic purpose & irrigation is termed as Rainwater Harvesting."

15. Rainwater harvesting means capturing the runoff of the rainwater in our own house, village, town or city. It basically means accumulation and storage of rainwater for reuse, before it reaches the aquifer. Utilization includes water for garden, livestock, irrigation, etc. In many places, the water collected is just redirected to a deep pit with percolation. The harvested water can be used for drinking water also, if the storage is a tank that can be accessed and cleaned when needed.

Why Harvest Rain water

(a) To arrest ground water decline and augment ground water table

(b) To beneficiate water quality in aquifers

(c) To conserve surface water runoff during monsoon

(d) To reduce soil erosion

(e) To inculcate a culture of water conservation

Need for Rainwater Harvesting

16. India is in a state of water crisis, both in rural and urban areas. Floods and droughts go hand in hand in our country, which causes water shortage. Rainwater is a pure form of water if stored properly and can greatly reduce the pressures on treated water supply. Rainwater harvesting is therefore extremely essential for the following reasons:-



(a) It helps to recharge sub soil and groundwater thus increasing the level of the water.

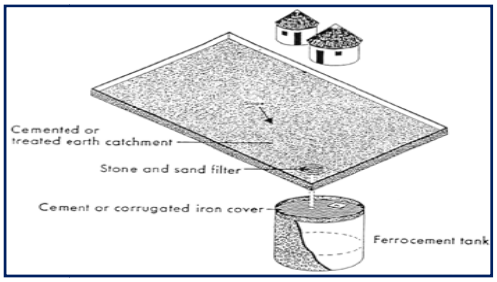
(b) It helps to create large quantity of pollution free clean water that can be stored in huge tanks or ponds for use later on. In cities, it reduces the dependency on treated water supply to a great extant.

(c) It ensures ready supply of water on the land surface thereby reducing dependence on the groundwater.

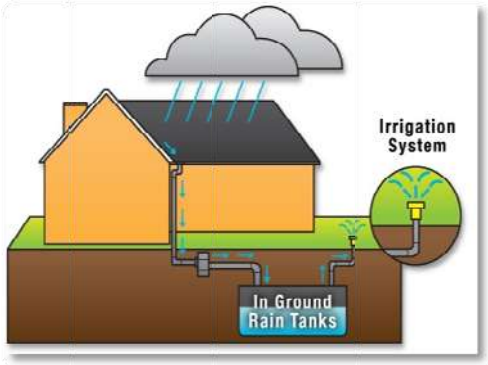
Types of Rainwater Harvesting Systems

17. There are a number of ways to harvest rainwater, ranging from very simple to the complex industrial systems. Generally, rainwater is either harvested from the ground or from a roof. The rate at which water can be collected from either system is dependent on the plan area of the system, its efficiency and the intensity of rainfall.

(a) **Gound Catchment Systems.** Channelize water from a prepared catchment area into a storage system. Generally, this method is only considered in areas, where rainwater is very rare and other sources of water are not available. They are more suited to small communities than individual families. If properly designed, ground catchments can collect large quantities of rainwater. This method is ideally suitable for villages in rural India.

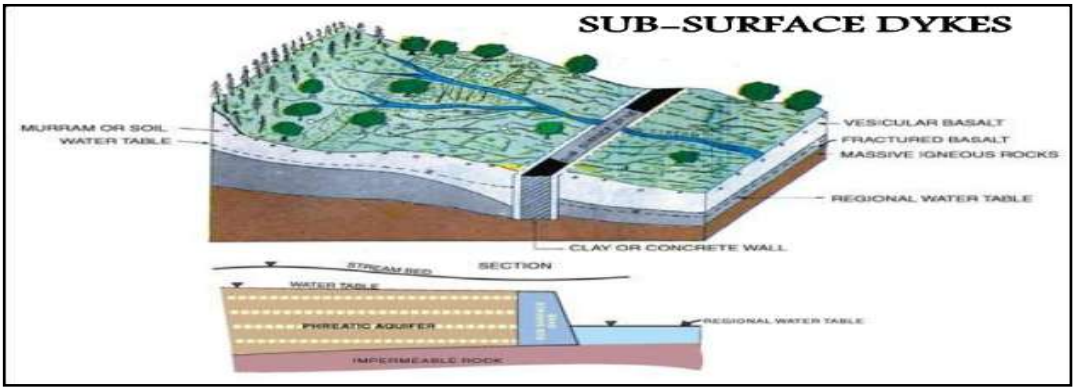


(b) **Roof Catchment Systems.** Roof catchment systems channelize rainwater that falls onto a roof, into a storage tank via a system of pipes. The first flush of rainwater after a dry season, should be allowed to run to waste as, it will be impure with dust, bird droppings etc. Rain Water from the subsequent showers can be harvested. Roofs and pipes should have sufficient

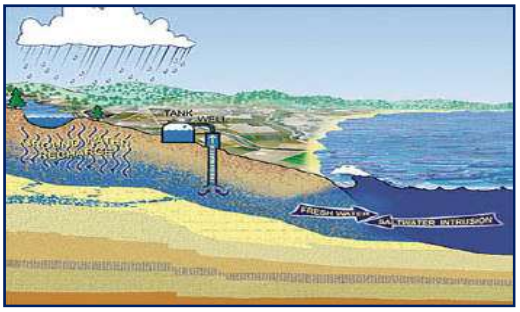


incline to avoid standing water. They must be strong enough and large enough to carry peak flows. Storage tanks should be covered to prevent mosquito breeding and to reduce evaporation losses, contamination and algae growth. Rainwater harvesting systems require regular maintenance and cleaning, to keep the system hygienic and in good working order. This method is most suited for towns and cities.

(c) **Subsurface Dyke.** Subsurface dyke is a barrier impermeable to water, placed underground to control the groundwater flow in an aquifer, and to increase the ground water level. It is also known as ground water dams. Example, the subsurface dyke at Krishi Vigyan Kendra, Kannur under Kerala Agricultural University with the support of ICAR, has become an effective method for ground water conservation by means of rain water harvesting technologies. The dyke is now the largest rainwater harvesting system in that region.



18. **Groundwater Recharge.** Rainwater may also be used to recharge groundwater where the runoff on the ground is collected and allowed to be absorbed, adding to the groundwater. In India this includes Bawdis and Johads, or Ponds which collect the run-off from small streams in a wide area. In India, reservoirs called tankas were used to store water; typically they were shallow with mud walls. Ancient tankas still exist in some places.



19. **Advantages In Urban Areas**. Rainwater harvesting in urban areas can have manifold advantages. Some of the reasons why rainwater harvesting can be adopted in cities are to provide supplemental water for the city's requirements, to increase soil moisture levels for urban greenery to increase the ground water table through artificial recharge, to mitigate urban flooding and to improve the quality of groundwater. In urban areas of the developed world, at a household level, harvested rainwater can be used for flushing toilets, washing laundry, showering or bathing. It may however require some treatment before it can be used for drinking.

CONCLUSION

20. Water is the only resource for which there is no alternative. Earth sustains life primarily because there is water available on the earth. Inefficient management of this important natural resource has caused a situation of crisis in many parts of the world including India, therefore it is very important that we conserve this unique natural gift to mankind.

LESSON PLAN: E – 3

WASTE MANAGEMENT

Period	**-**	**One**
Type	**-**	**Lecture**
Term	**-**	**II (SD/SW)**

Training Aids

1. Computer slides, Projector, Chart, Pointer. Black Board& Chalk.

Time Plan

2. (a) Introduction - 05 Min

(b) Type of Waste. - 15 Min

(c) Disposal and Management of Waste - 15 Min

(d) Conclusion - 05 Min

INTRODUCTION

3. Waste Management refers to the collection, transport, processing or disposal, managing and monitoring of waste materials. The term normally relates to all kinds of waste, whether generated during the extraction of raw materials, the processing of raw materials into intermediate and final products, the consumption of final products, or other human activities, including municipal (residential, institutional, commercial), agricultural, and social (health care, household hazardous waste, sewage sludge). Waste management is intended to reduce adverse effects of waste on health, the environment or aesthetics. All wastes materials, whether they are solid, liquid, gaseous or radioactive, fall within the scope of waste management. It also encompasses the legal and regulatory framework that relates to waste management encompassing guidance on recycling etc.

AIM

4. To acquaint the cadets about Types of Waste and its Management.

PREVIEW

5. The lecture will be conducted in following parts:-

(a) Part I - Type of Waste.

(b) Part II - Disposal and Management of Waste.

PART – I : TYPE OF WASTE

Waste Segregation

6. Waste segregation means dividing waste into dry and wet. Dry waste includes wood and related products, metals and glass. Wet waste, typically refers to organic waste usually generated by eating establishments and are heavy in weight due to dampness. Liquid and solid types of waste can also be grouped into organic, re-usable and recyclable waste. All these waste are discussed in the following paragraphs:-



(a) **Solid Waste.** Solid waste predominantly, is any garbage, refuse or rubbish that we make in our homes and other places. These include old car tires, old newspapers, broken furniture and even food waste. They may include any waste that is non-liquid. This can be further Classified into different types depending on their source as under:-



(i) Household waste is generally classified as municipal.

(ii) Industrial waste as hazardous waste.

(iii) Biomedical waste or hospital waste as disease causing waste.

(iv) Electronic wastes such as TV's, refrigerators and computers.

(b) **Liquid Waste.** Waste can come in non-solid form. Some solid waste can also be converted to a liquid waste form for disposal. It includes point source and non-point source discharges such as storm water and wastewater. Examples of liquid waste include wash water from homes, liquids used for cleaning in industries and waste detergents. This can be classified into following types:-



(i) Chemicals released by industries.

(ii) Waste water released by households through the sewer lines.

(a) **Radioactive Waste.** These are those wastes that contain radioactive material. Radioactive wastes are usually by-products of nuclear power generation and other applications of nuclear fission or nuclear technology, such as research and medicine. Radioactive waste is hazardous to most forms of life and the environment and is regulated by government agencies in order to protect human health and the environment.



(d) **Municipal Solid Waste.** This includes trash or garbage from households, schools, offices, market places, restaurants and other public places.They include everyday items like food debris, used plastic bags, soda cans and plastic water bottles, broken furniture, grass clippings, product packaging, broken home appliances and clothing. This garbage is generated mainly from the residential and commercial complexes. This waste comprises of:-



(i) Organic waste such as vegetable and fruit peels, leftover foodstuff, etc.

(ii) Paper.

(iii) Cotton and Woolen clothes.

(iv) Wood.

(v) Plastic Bags.

(vi) Tin, aluminum and other metal items such as cans.

(vii) Glass Bottles.

(e) **Hospital or Bio-Medical Waste.** Hospital waste is generated during the diagnosis, treatment, or immunization of human beings or animals or in research activities in these fields or in the production orbiological testing. It may include Soiled Waste, Disposables, Anatomical Waste, Discarded Medicines and Chemical Wastes.



(f) **Electronic Waste.** This is waste from electronic and electrical devices. Think of DVD and music players, TV, Telephones, computers, vacuum cleaners and all the other electrical stuff in your home. These are also called e-waste, e-scrap, or waste electrical and electronic equipment (WEEE). Some e-waste (like TV) contains lead, mercury, cadmium, and brominated flame retardants. These are harmful to humans and the environment. It is therefore important that the right authorities ensure the proper disposal of such waste.



(g) **Hazardous Waste.** Hazardous or harmful are those that potentially threaten public health or the environment. Such waste could be inflammable (can easily catch fire), reactive (can easily explode) ,corrosive (can easily eat through metal) or toxic (poisonous to human and animals). In many countries, it is required by law to involve the appropriate authority to supervise the disposal of such hazardous waste. Sources of hazardous waste mainly include industries like textile, tannery, petrochemicals, pharmaceuticals, pesticides, paint and dye, petroleum, fertilizers, asbestos, caustic soda, inorganic chemicals and general engineering industries. Hazardous wastes contain heavy metals, cyanides, pesticides, complex aromatic compounds (such as PCBs), and other chemicals which are toxic, reactive, corrosive or have a serious damaging effect on the environment. It can further be explained as:-



(i) **Ignitable.** If this waste item easily catch fire, burst into flames, irritate eyes, skin or breathing. Examples include varnish, paints or polish.

(ii) **Reactive.** If this waste item can chemically react with another substance to explode or give of dangerous vapors. An example include Ammonia, which can read with Chlorine bleach to to produce a harmful gas.

(iii) **Toxic.** If the waste item is poisonous to humans and other living things. Many pesticides and household cleaning chemicals fall in this class.

(iv) **Corrosive.** These waste items are acidic in nature and can erode other materials. Corrosive waste can eat through metal, or cause severe burns and skin complications if they get into contact with skins.

(h) **Organic Waste**. Organic waste comes from plants or animals sources. Commonly, they include food waste, fruit and vegetable peels, flower trimmings and even dog poop can be classified as organic waste. They are biodegradable (this means they are easily broken down by other organisms over time and turned into manure). Many people turn their organic waste into compost and use them in their gardens.



(i) **Agricultural Waste.** Typically, this is waste generated by agricultural activities. These include horticulture, fruit growing, seed growing, livestock breeding, market gardens and seedling nurseries. Waste items in this group include empty pesticide containers, old silage wrap, out of date medicines and wormers, used tires, surplus milk, cocoa pods and corn husks.



(j) **Industrial Waste.** Since the industrial revolution, the rise in the number of industries manufacturing glass, leather, textile, food, electronics, plastic and metal products has significantly contributed to waste production. Take a look at the things in your home, every item there was probably manufactured and possibly, waste was produced as a result.



(k) **Construction / Demolition waste.** Construction waste is that resulting from the construction of roads and building. Sometimes old buildings and structures are pulled down (demolished) to make space for new ones. This is particularly common in old cities that are modernizing. This is called demolition waste. Waste items include concrete debris, wood, earth, huge package boxes and plastics from the building materials and the like.



PART II: DISPOSAL AND MANAGEMENT OF WASTE

Actions by Individuals

7. Some steps which all individuals can take while contributing to the waste management includes the following:-

(a) Separation of household waste into bio-degradable and non-biodegradable.

(b) Reduce use of plastic bags and replace with paper or jute/cloth bags.

(c) Recyclable waste such as paper, glass, cloth etc could be segregated and disposed off accordingly.

(d) Keep the surroundings of your house and around the house clean. Do not dump waste just outside the house on the road.

(e) Colonies could start vermin-composting and natural composting.

(f) What is waste for you is wealth for somebody else. There has been a tradition in India of finding an innovative use for everything – tyres, battery cases, plastic bins and what not. Think of reuse of the thing you would like to discard.

Actions by Civic Bodies

8. The major functions of civic body may include the following:-

(a) Prohibiting littering of street.

(b) Organizing house to house waste collection.

(c) Conducting awareness programs to spread information to public.

(d) Providing sufficient community storage facilities.

(e) Use of colour code bins and promotion of waste separation.

(f) Transportation of wastes in covered vehicles.

(g) Processing of wastes by adopting suitable combination of composting, an aerobic digestion, pelletization etc.

(h) Up gradation of the existing dump sites and Disposal of inert wastes sanitary landfills.

CONCLUSION

9. Water is the only resource for which there is no alternative. Earth sustains life primarily because there is water available on the earth. Inefficient management of this important natural resource has caused a situation of crisis in many parts of the world including India; therefore it is very important that we conserve this unique natural gift to mankind.

LESSON PLAN: E – 4

ENERGY CONSERVATION

Period	**-**	**One**
Type	**-**	**Lecture**
Term	**-**	**III (SD/SW)**

Training Aids

1. Computer slides, Projector, Charts, Pointer. Black Board & Chalk.

Time Plan

2. (a) Introduction - 05 Min

   (b) Reasons for Increase in Energy Consumption - 15 Min

   (c) Energy Conservation Measures - 15 Min

   (d) Conclusion - 05 Min

INTRODUCTION

3. "ENERGY" means any form of energy derived from fossil fuels, nuclear substances or materials, hydro-electricity and includes electrical energy or electricity generated from renewable sources of energy or bio-mass connected to the grid. Energy conservation refers to various ways and methods of reducing energy consumption by economizing on the use of a particular source of energy.



AIM

4. To acquaint the cadets about Energy Conservation**.**

PREVIEW

5. The lecture will be conducted in following parts:-

   (a) Part I : Reasons for Increase in Energy Consumption.

   (b) Part II : Energy Conservation Measures.

PART - I : REASONS FOR INCREASE IN ENERGY CONSUMPTION

6. Energy conservation is the management of processes and policies, designed to reduce energy usage. Energy conservation can be achieved only by reducing consumption of energy by, either preventing wasteful use of energy or by using energy efficient products.

Reasons for Increase in Energy Consumption

7. Over the years, the rate of energy consumption has been increasing at an alarming speed, leading to various environmental problems, besides putting extra pressure on the insufficient

resources. The major causes for increase in higher energy consumption can be attributed to the following:-

(a) **Population Explosion**. Exponential population growth has had a direct bearing on the energy consumption. More people means - more requirement of energy per person.

(b) **Migration of Rural Population to Urban Areas**. Large numbers of rural populations have migrated to urban centre's including Tier II and Tier III cities in India. This population needs housing, electricity, transport etc. which have put a heavy toll on energy consumption.

(c) **Increased Manufacturing.** Increased manufacturing is the need of the day. However, more energy is required for the same.

(d) **Increased Number of Vehicles.** As the per capita income of people all over the world is increasing especially in India, there has been a great growth in production of vehicles, thus needing increased amount of fuel.

(e) **Transmission Losses.** Poor infrastructure across the country leads to higher energy losses due transmission or pilferage.

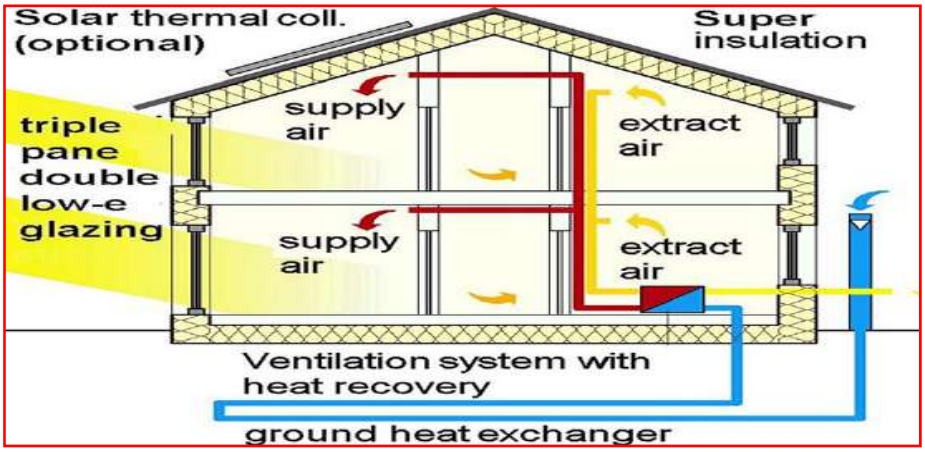
(f) **Poor Usage Habits of Individuals.** This is one of the most significant reasons for high energy consumption in India. Insufficient knowledge and poor habits cause massive energy wastage.

(g) **Poor Building Designs.** Buildings made with scant consideration to efficient energy usage were built all over the country thus increasing the consumption.

PART - II : ENERGY CONSERVATION MEASURES

8. An Energy conservation measure (ECM) is any type of project conducted, or technology implemented, to reduce the consumption of energy in a building. The types of projects implemented can be in a variety of forms but usually are designed to reduce utility costs: water, electricity and gas being the main three for industrial and commercial enterprises. The aim of an ECM should be to achieve a savings, reducing the amount of energy used by a particular process, technology or facility.

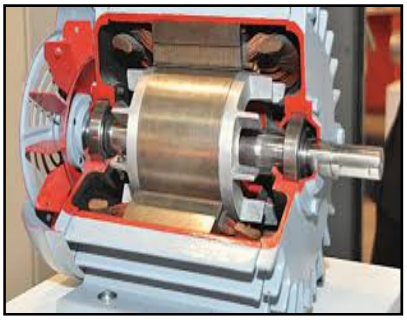
(a) **Energy Saving Building Designs**. Construction of industrial/domestic buildings with energy efficient designs, to reduce the consumption of electricity on air conditioning, lighting and proper ventilation.



(b) **Use of Energy Efficient Equipment / Implements**. Use of energy efficient equipment / gadgets like ACs, Heaters, Tube lights, CFLs & LEDs, Frost Free Refrigerators, Distribution Transformers, Induction Motors, Direct Cool Refrigerator, Geysers, Ceiling Fans, TVs / LCDs, Agricultural Pump Sets, LPG Stoves and Washing Machines etc contribute

immensely in reducing the consumption of electricity. Use of solar lighting / heating gadgets also contributes towards saving large quantity of electricity.





(

c) **Public Lighting**. This is a large consumer of electricity. Hence, energy saving / efficient equipment like CFLs, Halogen Lamps, Distributors and Solar Lighting must be used in a big way to conserve electricity.



Public Solar Lighting

(d) **Usage Habits**. Everyone must be passionate about preventing wasteful use of electricity. Strict measures should be enforced to switch off all lights which are not required during day or at night at homes, offices or public places.



(e) **Public Transport System**. Efficient, speedy and reliable public transport system with fuel efficient vehicles must be employed. This can reduce a large burden of the fuel energy, by reducing the number of personal vehicles on the road.

(f) **Energy Efficient Infrastructure**. This includes creation of high quality roads, rails and transmission methods to reduce wasteful use of electric and fuel energy.



Energy Efficient Infrastructure

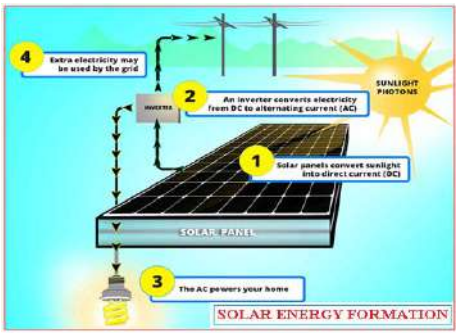
(g) **Preventing Pilferage**. Large quantity of electricity, coal and fuel is pilfered by people during transmission and transporting causing huge losses. This pilferage must be reduced at all costs.



Pilferage of Electricity

(h) **Use of non-conventional Sources of Energy**. Some of the non-conventional sources of energy are as under:

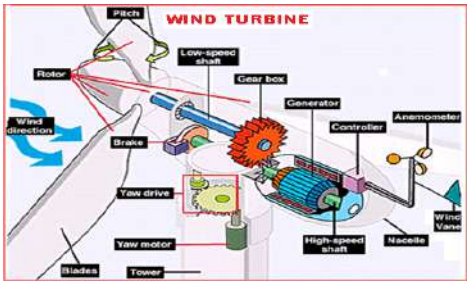
(i) **Solar Energy**. Solar energy is a renewable energy which is released by the sun as electromagnetic waves and directly collected from the sun light. Solar energy can be used in two ways: Solar heating and Solar electricity. Solar Heating is to capture sun's energy for heating buildings and for cooking / heating foodstuffs etc. Solar Electricity is mainly produced by using photovoltaic solar cells which is made of semi conducting materials that directly converts sunlight into electricity and can provide large amounts of power for the electric grid. . As the solar energy is produced when the sun is shining during the day, so solar cells are used to charge batteries which are used either as secondary energy source or for other applications of intermittent use such as night lightening or water pumping etc. Use of solar energy does not produce air or water pollution and green house gases. Solar energy is predictable and is most efficient when utility rates are the highest.



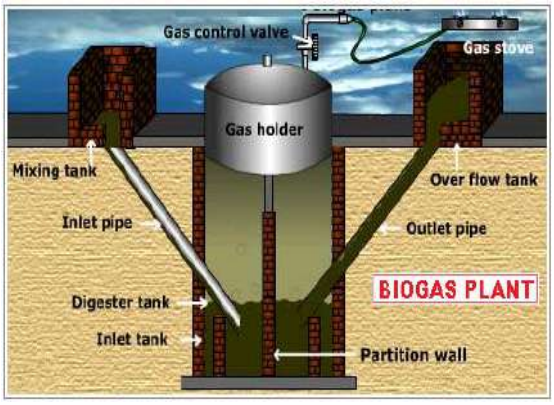


(ii) **Wind Energy**. Wind is air in motion caused by natural factors like the uneven heating of the earth's surface by the sun, the rotation of the earth and the irregularities of the earth's surface. Kinetic energy in the wind can be used to run wind turbines but the output power depends upon the wind speed. Wind turbines operate on a simple principle. The energy in the wind turns two or three propeller-like blades around a rotor. The rotor is connected to the main shaft, which spins a generator to create electricity. Wind turbines convert the kinetic energy in the wind into mechanical power and the generator converts the mechanical power into electricity.





(iii) **Biogas**. It is a mixture of different gases produced by the breakdown of organic matter in the absence of oxygen. Biogas is a renewable energy source and can be produced from raw materials such as agricultural waste, municipal waste, plant material, sewage, green waste or food waste. It can be used for any heating purpose, such as cooking. It can also be used in a gas engine to convert the energy in the gas into electricity and heat.



CONCLUSION

9. The increasing preference for commercial energy has led to a sharp increase in the demand for electricity and fossil fuels. There is still a considerable potential for reducing energy consumption by adopting energy efficiency measures at various sectors of our country including individual and collective community level initiatives.

SUMMARY

- A natural resource is any useful product which is produced by nature and is essential for our daily life.
- Natural resources are basically classified as either renewable or non-renewable.
  - Renewable resources: Solar energy, Air, Wind, Water, Tides, Soil, Plants etc.
  - Non-renewable resources: Fossil fuels, Oil, Coal, Natural gas, Minerals, Iron, Copper, Phosphates', Aluminum etc.
- Resources can be further classified on the basis of origin as Biotic and Abiotic.
  - Biotic resources: Plants, Animals, Fungi, Bacteria etc.
  - Abiotic resources: Sunlight, Air, Water, Soil, Temperature etc.
- On the basis of their stage of development, natural resources can be divided as: Potential, Actual, Reserve and Stock resources.
- Major effects of unrestricted use of natural resources are : Ozone depletion, Soil erosion, Acid rain, Global Warming etc.
- Methods towards efficient conservation of natural resources are: Recycling, Aforestation, Water harvesting, Waste management, Greater Use of Renewable Sources, Avoid Wastage, Use of energy efficient vehicles or equipment etc.
- Types of Rainwater Harvesting Systems: Gound Catchment Systems, Roof Catchment Systems, Subsurface Dyke etc.
- Results of Rainwater harvesting: Reduce runoff of water, Preserve ground water, reduce environmental losses, lessen drought period and plan to sustainability.
- Waste Management refers to the collection, transport, processing or disposal, managing and monitoring of waste materials.
- Types of Waste: Solid waste, Liquid waste, Municipal waste, E-waste, Bio-medical waste, Radioactive waste, Hazardous Waste etc.
- The major causes for increase in higher energy consumption are Population Explosion, Migration of Rural Population to Urban Areas, Increased Manufacturing, Increased Number of Vehicles, Poor Usage Habits of Individuals, Poor Building Designs etc.
- Energy Conservation Measures are Energy Saving Building Designs, Use of Energy Efficient Equipment / Implements, Use of Public Solar Lighting, preventing wasteful use of electricity, Public Transport System, Energy Efficient Infrastructure, Preventing Pilferage, Use of non-conventional energy like solar energy, wind energy etc.
- Use of non-conventional sources of energy such as Solar power, wind energy, biogases etc. are used for conservation of energy as well as reducing the global warming.
  - "ENERGY" means any form of energy derived from fossil fuels, nuclear substances or materials, hydro-electricity and includes electrical energy or electricity generated from renewable sources of energy or bio-mass connected to the grid.
  - Reasons for increase in energy consumption:-
    - Population explosion
    - Migration of rural population to urban areas
    - Increased Manufacturing

- Increased Number of Vehicles
- Transmission Losses
- Poor Usage Habits of Individuals
- Poor Building Designs

- An Energy conservation measure (ECM) is any type of project conducted, or technology implemented, to reduce the consumption of energy in a building. Various methods of Energy conservation are:-

  - Energy Saving Building Designs
  - Use of Energy Efficient Equipment / Implements
  - Public Lighting
  - Usage Habits
  - Public Transport System
  - Energy Efficient Infrastructure
  - Preventing Pilferage
  - Use of non-conventional sources of energy
    - Solar Energy
    - Wind Energy
    - Biogas

Comprehension Questions:

Q.1. Answer the following in about 15 words:

(a) What is a natural resource?

(b) What do you mean by waste management?

(c) What is energy?

(d) What do you mean by water conservation?

Q.2. Answer the following in about 50 words:

(a) What are renewable and non-renewable resources?

(b) Write a short note on ozone depletion?

(c) How can we conserve water indoors?

(d) What do you understand by ground water recharge?

(e) What do you understand from waste segregation?

(f) Write a short note on biogas.

Q.3. Answer the following in about 75 words:

(a) Write a short note on

(i) Soil erosion

(ii) Biotic and abiotic

(b) What do you by global warming?

(c) What are the advantages of rain water harvesting in urban areas?

(d) What do you understand by solar energy?

Q.4. Answer the following in about 150 words:

(a) On the basis of their status of development, in how many categories can we devide the natural resources?

(b) Why there is a need of rain water harvesting?

(c) What are the reasons for increase in energy consumption?

(d) Write a note on

(i) Hazardous waste

(ii) Municipal solid waste

Q.5. Answer the following in about 250 words:

(a) Explain the methods of management and conservation of natural resources.

(b) Explain the types of rainwater harvesting systems.

(c) Give out the methods of disposal and management of waste.

Let's Discuss:

6. HOTS (Higher Order Thinking Skills):

(a) “Natural resources are to be conserved and managed judiciously”. How far do you agree with the statement?

(b) “Charity begins at home”. In the light of given statement give any five measures of Water Conservation at home.

(c) One morning when u woke up, you realized that there was no water supply; other families also faced the similar crisis, thanks to a neighbor having left a tap open and proceeding on a vacation.

(i) How would you fix the problem?

(ii) Did this incident teach you a lesson? Mention at least two values that you learnt from this incident.

Group Activities:

(a) Make a power point presentation (10-12 slides)/ charts on “Disposal and Management of Waste”

(b) “Human being are misusing Natural Resources”. As Disha/Karan, cultural secretary of ABC school, design a poster on ‘Save Natural Resources – Save Humanity’.

(c) “Water water everywhere, not a drop to drink”. Through we are surrounded by 71% water on earth, we do not have enough water to drink. Only 1% water remains portable. You are Madhu/ Saurav, cultural secretary of XYZ school. Through a speech in the morning assembly discuss the ‘Need to conserve water and Rain water harvesting’.

(d) You are Pooja/Abhay, cultural secretary of ABC school. Conduct an intra class quiz competition on the energy conservation.

UNIT 12 : OBSTACLE TRAINING

Ser No	Lesson Code	Subject	Page Number	
			From	To
1.	OT-1	Obstacle Training	517	521

UNIT 12 : OBSTACLE TRAINING

Content	Comprehension	Analysis	Synthesis	Evaluation
Obstacle Training	Be acquainted with about Obstacle Training.	Evaluate how each of the obstacle is to be crossed and safety measures to be taken during each obstacle.	Comprehend the role of this exercise in overall character enhancement of cadets.	Mock Exercise.

OBSTACLE TRAINING

Period - **One**

Type - **Lecture**

Term - **I/II (SD/SW)**

Training Aids

1. Obstacle Course, Chart, Pointer, Black board & Chalk.

Time Plan

2. (a) Introduction - 05 Min

   (b) Obstacle Course - 15 Min

   (c) Demo - 15 Min

   (d) Conclusion - 05 Min

INTRODUCTION

3. The training in crossing the obstacles/barriers by NCC cadets is a very important aspect of NCC syllabus. The obstacle course training not only makes the cadets physically strong but also develops a very high degree of confidence and develops the qualities of patience and courage to face all types of challenges and barriers in life.

AIM

4. To acquaint the cadets about Obstacle Course Training.

PREVIEW

5. The lecture will be conducted in following parts:-

   (a) Part I - Introduction to obstacles and method of crossing the obstacles.

   (b) Part II - Practice to cross the Obstacle Course.

PART-I : OBSTACLE COURSE

6. The Standard Obstacle Course that the NCC cadets are required to cross consists of ten obstacles. The obstacles, depending upon the structure are constructed of wood, bricks, concrete and mud. Each obstacle is placed at a distance of about 30 feet from each other. The details of each obstacle course are described as below:

   (a) **Straight Balance**. It is a wooden slab of 3 inches thick, 4 inches wide and 12 ft long, which is placed 1 ½ ft above ground level. A cadet crosses this obstacle running, keeping his arms open and balancing his body.




Straight Balance

(b) **Clear Jump**. Its structure is just like a straight bar of 18 ft long. This wooden bar is placed 2 ft above the ground. Cadet has to jump over it without touching or using any part of the body.




Clear Jump

(c) **Gate Vault**. This is a wooden structure which has two parallel bars at a height of 3 ft and 5 ft respectively, both 18 ft long. One has to cross the gate by holding upper beam with both hands and by putting one's feet on 3 ft bar and jump across.




Gate Vault

(d) **Zig-Zag Balance**. It is a Zig-Zag like structure made of wooden bar which is 18 ft in length and 3 inch width. The height of the barabove the ground is 1½ ft at the beginning and gradually increases to 3½ ft in the end. The Cadet has to run over the obstacle with open hands and balance the body similar to straight balance and cross it.




Zig- Zag Balance

(e) **High Wall**. It is 6 feet high and 12 feet long bricked wall with plaster on both sides. For crossing this obstacle, a cadet has to run, jump, kick the wall with one leg and take leap putting both hands on the wall and then push his body upwards and jump over the other side.




High Wall

(f) **Double Ditch**. The obstacle is made up of two similar ditches each of approximately 8 ft in long, 6 ft wide and 3-4 ft deep separated by a small gap of approximately 4 feet. The cadet has to jump across the two ditches by jumping over the first ditch, placing one foot on the gap and jumping across the second ditch.




Duble Ditch

(g) **Right Hand Vault**. This wooden slab is 3 ½ ft above the ground and 18 feet long. The cadet is required to jump over using the right hand as support on the beam, throwing both legs up and jump across.




Hand Vault

(h) **Left Hand Vault**. This wooden structure is 3 ½ ft above the ground just like Right Hand Vault. The Cadet is required to jump over using the left hand as support on the bar, throwing both legs up and jump across.




Hand Vault

(j) **Ramp**. It is 15 feet long, 18 feet wide and 4 ½ feet high sloppy hillock. For crossing it, a cadet has to crawl and climb over the ramp and take long jump after reaching the top and then landing on ground with both the feet.




Ramp

(k) **Straight Balance.** It is piece of wooden 3 inches thick, 4 inches wide and 12 ft in length, which is above the ground level. A cadet crosses this obstacle running, keeping his arms open and balancing his body.





Straight Balance

7. **Safety Measures.** Following safety measures must be ensured during the conduct of Obstacle Course training to cadets -

(a) Suitable and physically fit cadets only to be selected.
(b) Training to be given first in PT dress, later on with packs and weapon.
(c) Emphasis to be given on closing of individual timings and later team timings.
(d) Wet and slippery obstacles and area to be avoided.
(e) Obstacles to be done under supervision of qualified instructors and correct technique only to be used.
(f) Arrangement of first aid to be ensured.

8. **Benefits.** Benefits of Obstacles courses are as under:-

(a) Ensures physical fitness.
(b) Ensures flexibility.
(c) Ensures mental strength.
(d) Coordination and balance of mind and body.
(e) Improves risk taking ability.
(f) Evaluating problem solving skills.
(g) Over all team spirit.

PART-II: DEMONSTRATION

9. The demonstration will be given by a trained cadet under the supervision of PI Staff.

CONCLUSION

10. The training in NCC is comprehensive. The basic training of regular Defence services (Army, Navy and Air force) is given to the students. The cadets receive training throughout the NCC course. Intensive training is given to cadets in the camps especially in Thal Sainik Camps. Obstacle course is one such training activity conducted that makes the NCC cadets physically fit and mentally tough. Obstacle training increases agility, courage, patience and increases their confidence.

SUMMARY

- The trainng in NCC is comprehensive. The basic training of regular Defence services (Army, Navy and Air Force) is given to the students. The cadets receive training throughout the NCC tenure.
- Intensive training is given to cadets in the camps especially in Thal Saink Camp.
- Obstacle course is one such training activity conducted for making the NCC cadets physically fit and mentally strong.
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- Obstacle training develops courage, patience and makes them physically fit.
- **Obstacle Course:-**
    - Straight Balance
    - Clear Jump
    - Gate Vault
    - Zig-Zag Balance
    - High Wall
    - Double Ditch
    - Right Hand Vault
    - Left Hand Vault
    - Ramp
    - Straight Balance

Comprehension Questions

Q.1. Answer the following in about 15 words:

(a) How many obstacles are there in the standard obstacle course?

(b) What is clear jump?

Q.2. Answer the following in about 50 words:

(a) Write about three types of vaults.

(b) Write about any two obstacle courses.

Q.3. Answer the following in about 75 words:

(a) What are the benefits of obstacle courses?

(b) How do you differentiate between right hand vault and left hand vault?

Q.4. Answer the following in about 150 words.

(a) What safety measures must be ensured during the conduct of obstacle course training to cadets?

Q.5. Answer the following in about 250 words.

(a) Write in detail about different types of obstacle courses.

Let's Discuss:

Q.6. HOTS (Higher Order Thinking Skills)

(a) An obstacle training prepares you to face challenges of life. How far do you agree with this statement? Support your answer with suitable example.

(b) What values did you pick up or reflect during the performance of various obstacle courses? Discuss any 4 values?

Activities:

(a) A group of children from your school wish to join NCC. Tell them about the obstacle training course and which obstacles they will be taught to overcome.

(b) NCC cadets are given intense training to overcome obstacles. As NCC cadets make models of any two obstacles that you have been taught. Use waste material to make the model.