

NATIONAL CADET CORPS

HEAD QUARTERS DG NCC

National Cadet Corps

Edition 2017, HQ DG NCC, India

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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.

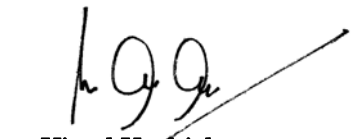
3. With the dawn of Third Millennia, there have been rapid strides in technology, information, social and economic fields bringing in a paradigm shift in learning field too; NCC being no exception. A need was felt to change with times. NCC has introduced its New Training Philosophy, catering to all the 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

INDEX

Ser No	Lesson Code	Subject	Page Number	
			From	To
1.	N-1	Introduction to NCC Aims and Objectives, Organization, Training and NCC Song.	02	07
2.	N-2	Incentives.	08	11
3.	N-3	Duties, Responsibilities and conduct by NCC Cadets.	12	15
4.	N-4	NCC Camps : Recce, Selection of Camp Site, Camp Hygiene and Camp Routine	16	20

CHAPTER - I

INTRODUCTION TO NCC AIMS AND OBJECTIVES, ORGANISATION, TRAINING AND NCC SONG

Introduction

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.

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.

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'.

Aims, Objectives And Organisation Of NCC

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 always be 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.

Objectives. The objectives of the NCC are:-

(a) Reach out to the maximum youth through variousinstitutions.

(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 strongunited 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 abilityin 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.

Organisation



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

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.

. 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.

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.

. 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).



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) Perma nent Instructional (PI) Staff from Army, Navy and Air Force.

(f) Civilian Gliding Instructors.

(g) Civilian Staff.

Training In NCC And The NCC Song

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.

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 likeIndian Military Academy (IMA) and Officers Training Academy (OTA).

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

(e) **Air Wing Activities**. Airmanship, Aero modeling, Navigation, Air frames, Aero-engines and Microlite flying are taught to cadets.

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

Types of Camps.

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

(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

(c) **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.



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 Activity

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 AllahTaala 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

NCC as an organization 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.

CHAPTER - II

INCENTIVES TO CADETS

Introduction

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..

Incentives By The Central Government

(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**. 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.

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

(c) **Bonus marks** for employment in **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.

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

Financial Assistance / Scholarships

Financial aid and relief to cadets is provided by Cadet Welfare Society (CWS) in case of any injury to the cadet orto the NOK, in case of any fatality during NCC relatedactivities. 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/-**

. Other benefits provided by the CWS are:-

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

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

(d) Conduct sports and adventure activities.

Incentives By State Governments

Employment Concession

Preference is given by various state governments to theNCC '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.

State wise incentives provided by various state governments are:-

S 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 courses 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 Training Course. Weightage for admission to igher 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 Nicobar Islands	Consideration by Tamil Nadu Public Commission in 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.	One seat reserved in Under Graduate Course in each college 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	Bonus marks/weightage by various Universities for admission in various Degree, B.Ed. and Post-Graduation

		cadets who become disabled during the course of training.	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.	



PM RALLY 2017 – PRIME MINISTER WITH AWARD WINNERS

Admission in Educational Institutes

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.

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

The youth of Independent India are indeed fortunate to have such an organization 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).

CHAPTER - III

DUTIES, RESPONSIBILITIES AND CONDUCT BY NCC CADETS

Introduction

NCC is the largest youth organization 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.

Who is a Cadet?

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.

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.

Advantages of being a Cadet. The advantages of being a NCC cadet are many fold. NCC as an organization 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 organization** 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.

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"

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 organization and to his fellow cadets too.

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.

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, organization, 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.

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.

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

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

(l) I will rush to help any accident victim.

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

Conduct by NCC Cadets

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:-

S No	Do's	Don'ts
(i)	Be an example for your peers by your conduct and turnout .	Do not admonish a junior cadet publicly. **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.	
(iii)	Be positive and be a motivating factor.	Do not blame the organization (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.	Do not give false image of yourself to others.
(v)	Be a guide. Be a master guide to poor and junior cadets.	
(vi)	Volunteer and use your talents during organised NCC activities. (Music, academics, Dance, sports,	

	instrumentalist, Dramatics).	
(vii)	Feel proud of your uniform and always salute smartly.	
(viii)	Give 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

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.

CHAPTER - IV

NCC CAMPS: RECCE, SELCETION OF CAMP SITE, CAMP HYGIENE AND CAMP ROUTINE

Introduction

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.

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.

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.

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.

Recce For Selection Of Camp Site

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.

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.

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.

. **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.

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.

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.

. **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.

Camp Hygiene & Camp Routine

Camp Cook House Hygiene

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.
Soap, water, nail brush and a clean towel to be kept in the cook house for use by pers.
(d) Fly proofing of cook house & dining hall must be ensured.

(e) Separate establishment of the following:-
(f) 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

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

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

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

Food should not be kept uncovered.

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

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

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

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

. 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

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

Cadet Appointments

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

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 the 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 as reservation in educational institutions.
- In the states of Delhi, Gujrat, Chattisgarh and Dadra Nagar Haveli and Mizoram, incentives are 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 to 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 of 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

INDEX

Ser No	Lesson Code	Subject	Page Number	
			From	To
1.	NI 1	Heritage of India	27	29
2.	NI 2	Freedom Struggle and Nationalist Movements of India	30	32
3.	NI 3	Famous leaders of India	33	34
4.	NI 4	Introduction to Constitution of India	35	40
5.	NI 5	National Integration : Importance and Necessity	41	42
6.	NI 6	Factors affecting National Integration	43	46
7.	NI 7	Unity in Diversity	47	49
8.	NI 8	Slogans and Images of National Integration	50	53
9.	NI 9	Role of NCC in Nation Building	54	55
10.	NI 10	NCC and Nation Integration	56	58

CHAPTER – I

HERITAGE OF INDIA

Introduction

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.

Heritage of India

. 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:-

(a) Vedas, Ramayana and Bhagwat Gita.

(b) Quran.

(c) Guru Granth Sahib.

(d) Bible.

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 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.

Religions of India

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.



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.



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.



Jainism. Jainism derives its name from Jaina (the Conqueror). Mahavira belonged to aprincely 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. 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.



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.



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.



Sikh Khalsa

Festivals of India

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 personalities or events. If selected judiciously and 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. Eg: Republic Day, Independence Day and Gandhi Jayanti.

(b) **Religious Festivals**. These pertain to popular religious beliefs, customs and practices as applicable to each religion. The festivals have their origin in the origin of God and His worship. Eg: Vijayadashami, Eid ul Fitr, Christmas etc

(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 as such. Eg: Holi, **Basant Panchami, Pongal, Makar Sankranti, Lohri, Onam, Baisakhi, Bhogali bihu etc.**

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. Some of these are amongst the national holidays. 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.

(c) **Republic Day (26 January)**. This is celebrated in recognition of the day when the Constitution of India came into effect on 26 January 1950 replacing the Government of India Act (1935) as the governing document in India.

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

(e) **Independence Day (15 August)**. It is annually observed on 15August, commemorating the nation's independence from the British Empire on 15 August 1947.

(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.

(g) **Gandhi Jayanti (02 October)**. It is a national day observed to mark the occasion of the birthday of Mohandas Karamchand Gandhi, the father of the Nation.

(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) **NCC Day**. Fourth Sunday of November.

(k) **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.

Conclusion

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.

CHAPTER – II

FREEOM STRUGGLE AND NATIONALIST MOVEMENT IN INDIA

Introduction

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.

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 national movements.

First War of Independence 1857

The British conquest of India, begun 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.



Zamindari system by the British, led to the peasants ruin through heavy taxes. The craftsmen were left jobless by the introduction of British goods. The religion and the caste system which formed the foundation of the traditional Indian society were in trouble. The revolt began with the 'sepoys' at Meerut whose religious sentiments were offended when given new cartridges greased with cow and pig fat. The Hindu as well as the Muslim soldiers, who refused to use such cartridges, were arrested, which led to mass revolt by their fellow soldiers on 9 May 1857.



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 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.

End of Rule of East India Company



The failure of 1857 revolt also saw the end of the East India Company's rule in India. Queen Victoria declared that India would be governed by and in the name of the British monarch through a Secretary of State, on 01 November 1858. The Governor General was given title of Viceroy, as a representative of the Monarch. Queen Victoria assumed the title of the Empress of India. British Government assumed unlimited powers to intervene in the internal

affairs 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.

Nationalist Movements in India

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)

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 president ship of Womesh Chandra Banerjee.



Indian National Congress : 1885

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. In 1909, the British Government announced Morley-Minto Reforms. But these reforms were a disappointment as they did not make any advance towards the establishment of a representative Government. The provision of special representation for the Muslims was seen as a threat to the Hindu-Muslim unity on which the strength of the national movement rested.



Swadeshi Movement

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 **Jallianwalla Bagh** massacre. Thousands of unarmed peaceful people were gunned down on the order of **General Dyer**.

Jalianwala Bagh Massacre

Jalianwala 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



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.

Civil Disobedience Movement

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.

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 LokSabha) in Delhi. It was to demonstrate against the autocratic and alien rule. They were hanged to death on 23March, 1931.

Quit India Movement

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. 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

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.

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.

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

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..

CHAPTER-III

FAMOUS LEADERS OF INDIA

Introduction

India has produced great leaders during freedom struggle who have shaped the destiny of the nation. These leaders have had a great impact on the people of the country and therefore immensely contribute towards nation building. India attained independence in 1947 essentially because of the charismatic leaders who spearheaded the freedom struggle. Post-independence the Indian leadership has ensured India to be amongst the best developing countries and is staking its claim to be the permanent member of United Nations.

Bal Gangadhar Tilak

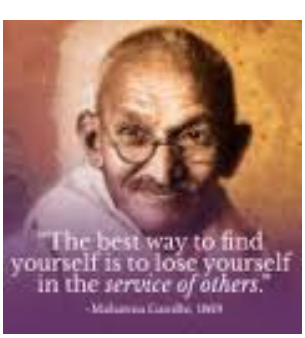


BalGangadharTilak was born on 22 July 1856, in a middle class family in Ratnagiri, a small coastal town in southwestern Maharashtra. His father, Gangadhar Shastri, was a noted Sanskrit scholar and school teacher at Ratnagiri. Tilak was a brilliant student and also very good in mathematics. Since his childhood, Tilak had an intolerant attitude towards injustice and he was truthful and straight forward in nature. After graduating from Deccan College, Pune in 1877, Tilak cleared the L.L.B. from the Elphinston College, Mumbai. Later, he helped found a school that laid emphasis on nationalism.

Bal Gangadhar Tilak was a social reformer and freedom fighter. He was one of the prime architects of modern India and strongest advocates of Swaraj (Self Rule). He was universally recognized as the "Father of Indian Movement". Tilak was a brilliant politician as well as a profound scholar who believed that independence is the foremost necessity for the well-being of a nation. During 1908-1914, Bal Gangadhar Tilak spent six years rigorous imprisonment in Mandalay Jail, Burma. He was deported because of his alleged support to the Indian revolutionaries, who had killed some British people.

Tilak returned to India in 1915, when the political situation was fast changing under the shadow of World War I. There was unprecedented jubilation in India after Tilak was freed and back in India. After seeing such a grand welcome, Tilak decided to re-unite with his fellow nationalists and founded the All India Home Rule League in 1916 with Joseph Baptista, Annie Besant and Muhammad Ali Jinnah. . He traveled constantly in order to organize the people. While fighting for people's cause Bal Gangadhar Tilak died on August 1, 1920.

Mohandas Karamchand Gandhi



Mohandas Karamchand Gandhi was born on 02 October 1869 at Porbandar which is in the present day Gujarat. His father, Karamchand Gandhi, was a Dewan or Prime Minister of Porbandar. His mother, Putlibai, was a very religious lady and left a deep impression on Gandhi's mind. He was a mediocre student and was excessively shy and timid. He married at the age of thirteen to Kasturbai. Later on in his life, Gandhi denounced the custom of child marriage and termed it as cruel. After schooling, he joined the Samaldas College in Bhavnagar.

Gandhiji sailed to England on 04 September 1888. He completed his Law degree in 1891 and returned to India. Gandhiji proceed to South Africa in April 1893. It was in South Africa that Gandhiji's transformation from Mohandas to Mahatma took place. During his stay in South Africa, his life underwent a change and he developed most of his political ideas. Gandhiji decided to dedicate himself completely to the service of humanity. In 1906, in the course of his struggle in South Africa, Gandhiji, developed the concepts of Ahimsa (non-violence) and Satyagraha (holding fast to

truth or firmness in a righteous cause). His struggle bore fruit and in 1914 in an agreement between Gandhiji and South African Government, the main Indian demands were conceded.

Gandhiji returned to India in 1915 and settled down on the bank of river Sabarmati, on the outskirts of Ahmedabad, where he founded an ashram called Satyagraha Ashram. In1921, he gave the call for Non-cooperation movement against the ills of British rule. Gandhiji's call roused the sleeping nation. Non-cooperation movement severely jolted the British government. But the movement ended in an anti-climax in February 1922.

. After the outbreak of Second World War in 1939, Gandhiji again became active in the political arena. British Government wanted India's help in the war and Congress in return wanted a clear-cut promise of independence from British government. On 8 August 1942, Gandhiji gave the call for Quit India Movement. Soon the British Government arrested him and other top leaders of Congress. India attained independence in Aug 1947 but Jinnah's intransigence resulted in the partition of the country. This angered some Hindu fundamentalists and on 30 January 1948, Gandhiji was shot dead by one such fundamentalist Nathu Ram Godse while he was going for his evening prayers. The last words on the lips of Gandhiji were Hey Ram. He proved himself to be a true leader of the people.

Bhagat Singh



. Bhagat Singh was born on 27 September 1907 at Banga in Lyallpur district (now Pakistan). From his early childhood, Bhagat Singh was imbibed with the family's spirit of patriotism. At the time of his birth, his father Kishan Singh was in jail. His uncle, SardarAjit Singh, was a great freedom fighter and established the Indian Patriots' Association.

On 30 October 1928, an all-parties procession, led by Lala Lajpat Rai, marched towards the Lahore railway station to protest against the arrival of the Simon Commission. Stopping the procession, police made a lathi charge at the activists. The confrontation left Lala Lajpat Rai with severe injuries and also later led to his death. As revenge to the death of Lala Lajpat Rai, Bhagat Singh and his associates plotted the assassination of Scott, the Superintendent of Police, believed to have ordered the lathi charge. The revolutionaries, mistaking J.P. Saunders, an Assistant Superintendent of Police, as Scott, killed him instead. Bhagat Singh quickly left Lahore to escape his arrest. To avoid recognition, he shaved his beard and cut his hair, a violation of the sacred tenets of Sikhism.

On April 8 1929, Bhagat Singh and Batukeshwar Dutt threw a bomb onto the corridors of the assembly and shouted 'Inquilab Zindabad!' The bomb was not meant to kill or injure anyone and therefore it was thrown away from the crowded place. Following the blasts both Bhagat Singh and Batukeshwar Dutt courted arrest. The British authority, while interrogating them, came to know about their involvement in the murder of J. P. Saunders. Bhagat Singh, Rajguru, and Sukhdev were charged with the murder. Bhagat Singh admitted to the murder and made statements against the British rule during the trial. Bhagat Singh along with other revolutionaries wasfound responsible for the Assembly bombing and murder of Saunders. On 23 March 1931, Bhagat Singh was hanged in Lahore with his fellow comrades Rajguru and Sukhdev. Bhagat Singh was cremated at Hussainiwala near Ferozepur, on banks of Sutlej River.

Conclusion

The study of the lives and biography of our national leaders is very important and inspiring for all of us because, we can learn and imbibe some of the leadership qualities of these great leaders. Besides we must also not forget the great sacrifices they have made in getting us freedom from the British.

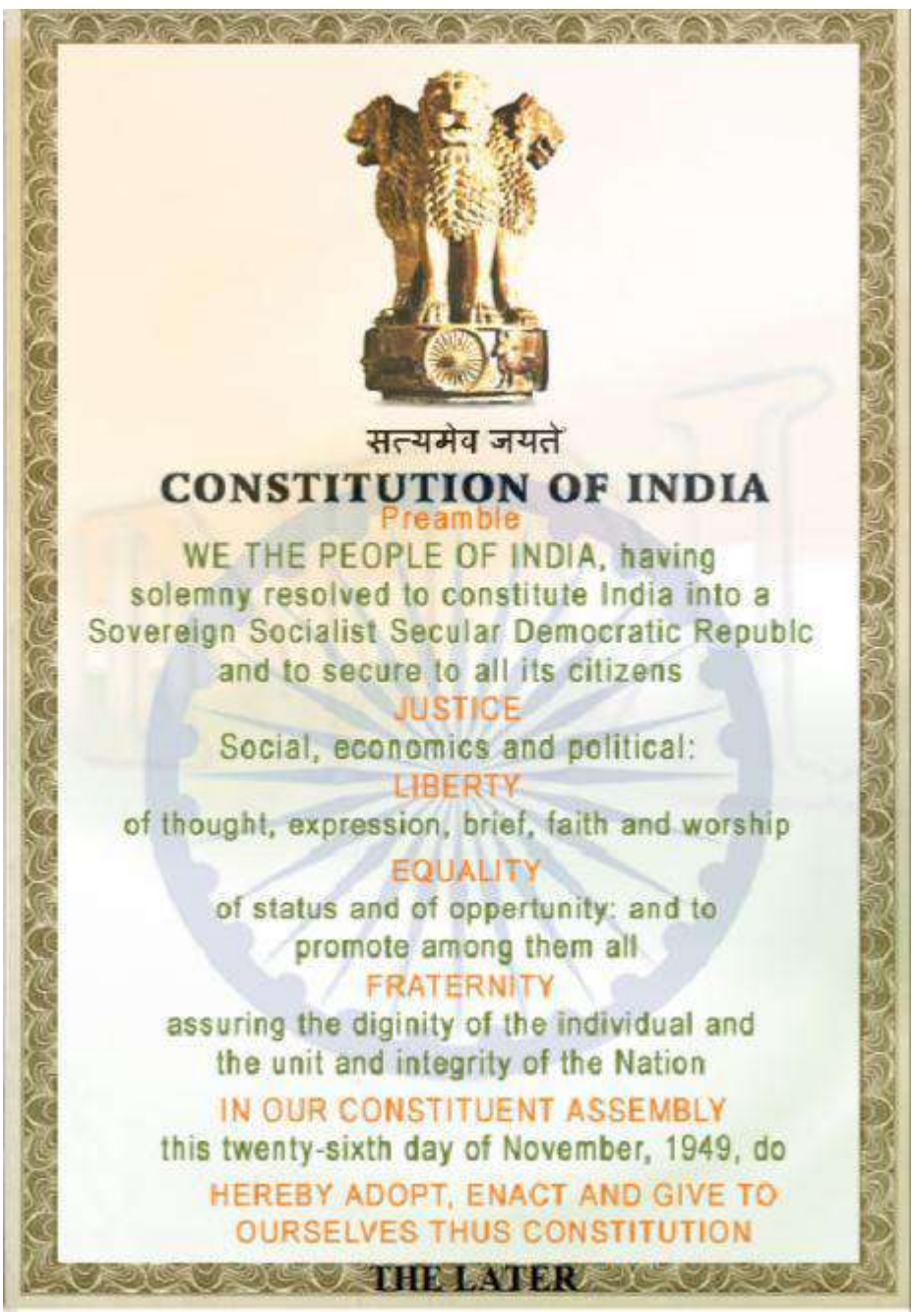
CHAPTER-IV

INTRODUCTION TO CONSTITUTION OF INDIA

Introduction

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.

PREAMBLE TO THE CONSTITUTION OF INDIA



Description of the Preamble

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 a part of the basic structure of the constitution. The constitution through its preamble commits itself to democracy, republicanism, socialism, secularism and liberalism.

(a) **Sovereign**. It means supreme power. Government and people have supreme power to make decisions on internal as well as external matters.

(b) **Socialist**. It was incorporated in 1976. India is committed to protect social, economic and political justice for its entire people. It aims to end poverty, ignorance, disease and inequality of opportunity.

(c) **Secularism.** It means equal freedom and respect for all religions. Every individual is free to believe and practice any religion he/she belongs to.

(d) **Democratic**. It is a system of government in which all the people of a state is involved in making decisions about its affairs.

(e) **Republic**. India has an elected head of the State. President of India is the elected Sovereign head of the state. He holds tenure of five years. Every citizen of India is eligible to become the President of the Country.

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

(a) **Justice**. India seeks to secure social, economic and political justice to its people.

(b) **Liberty.** It includes liberty of thought, expression, belief, faith and worship.

(c) **Equality**. It consists of equality of status, equality before law and equality of opportunity.

(d) **Fraternity**. It is the inculcation of a strong feeling of spiritual and psychological unity among the people. It is designed to secure unity and integrity of the nation.

Fundamental Rights and Duties

Fundamental Rights.

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.

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).

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.

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).

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).

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).

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)

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**.

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.

National Flag, National Emblem, National Anthem and National Song

National Flag

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.

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 **Pingali Venkayya**.

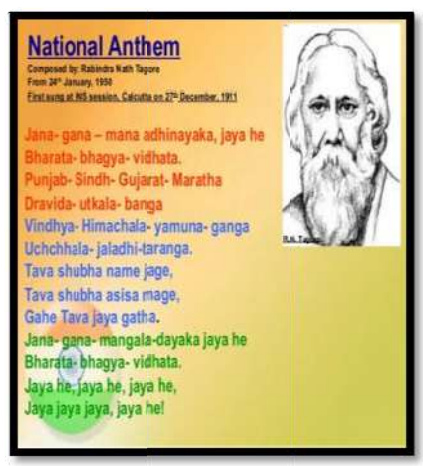
	***Saffron Stripe***	**Patriotism, Courage, Sacrifice And The Spirit Of Renunciation**
	White Stripe	**Peace, Purity And Truth**
	Navy Blue Wheel	**In The Centre Of The White Band, There Is A Wheel With 24 Spokes In Navy Blue To Indicate The Dharma Chakra. It Represents The Wheel Of Law In The Sarnath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

National Emblem



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. The profile of the Lion Capital showing three lions mounted on the abacus with a Dharma Chakra in the center, a bull on the right and a galloping horse on the left, and outlines of Dharma Chakras on the extreme right and left 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



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.

National Song



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.

Other National Symbols

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

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.

CHAPTER-V

NATIONAL INTEGRATION : IMPORTANCE AND NECESSITY

Introduction

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.

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.

Importance of National Integration

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.

Whether India is fully integrated is an open question. 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.

Essence of National Integration

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 fact, National Integration and Nation Building are synonymous. National Integration includes the following:-

(a) **Cultural Integration**. 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.

(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.

(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.

(e) **Social Integration**. 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.

Necessity of National Integration

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.

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. 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.

National integration is therefore a basic necessity for the following reasons:-

(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 of the nation: 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

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.

CHAPTER - VI

FACTORS AFFECTING NATIONAL INTEGRATION

Introduction

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.

. 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 improve National Integration so as to achieve territorial integrity, all round development and peace within the country.

Factors Affecting National Integration

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.

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.



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

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 by the people with vested interests, due to their ignorance and lack of proper perspective.

Communalism. Religious antagonism has posed a serious challenge to national integration in India. Political manipulation has projected one religion against the other which 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.

Casteism. Caste is an imported part of our social fabric. This was developed in the past on the basis of division of labour in the society. But now casteism has segregated the society. 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 problem for national integration.

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. 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.

Linguistic Fanaticism. Multi-linguism is one of the important characters of India. 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.

Social Disparity. 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.

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.

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, ethnonationalism etc. Although political nationhood is denied to the Nagas, the Nagas understand themselves as nation in the sense of ethnonationality. The concept of “ethnonationalism” best defines the self-understanding of the ethnic groups in Northeast India in the various forms of their struggle for identity.



Tribal Identity. To a member of the Indian national mainstream, a Khasi, a Naga or a Mizo are tribals. 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 the northeast. Such a pride is exhibited in their ethno national feeling.

Corruption and Lack of Character. Corruption in the country is on a scale that can belinked 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.

Measures To Achieve National Integration

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 anda 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.



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.

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.

. **Role of Politics**. 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.

Ethnic Heterogeneity. It needs to be understood by all that ethnic homogeneity does not necessarily bring about unity, integrity and prosperity. Unity is not uniformity, in spite of our diverse ethnic groups, integration of the country is possible.

. **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.

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.

Education. Adequate and proper education will cause mass awakening and provide equal opportunities to all. It will lead to improvement in understanding others and reduce exploitation in the society. The curriculum needs to be evolved systematically, so that a well rounded personality of the individual emerges. Such education needs to be broad based through the following tiers:-

(a) Family upbringing - SANSKARS.

(b) Schools and Colleges – Social &Professional Education.

(c) Society

(i) Religious Bodies — Socio – Religious cultural, ethics, morals and code ofconduct.

(ii)	State &Public Media	Channelising of socio-religious-cultural thought process.
(iii)	Interaction with other members of the Society.	Developing mutual respect, harmony & tolerance.

Indian History. It has always been the prerogative of the victors to write the History. However, it is up to the rulers of today (Indian Government) to include what it wishes to in the curriculum of the educational institutes. It is a known fact that Indian History has been badly distorted through the centuries. It needs to be rewritten and a correct perspective given to it, so as to highlight the phases during which we have progressed and prospered due to internal stability - Unity and Integrity. The lives of certain saints, harmony and tolerance levels need to be studied in detail to understand the subject in its entirety. The lessons of history, which caused damage to the national cause, need to be understood to guard against their repetition, and others highlighted.

. **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.

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.

. **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.

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. Rasheeduddin 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

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.

CHAPTER-VII

UNITY IN DIVERSITY

Introduction

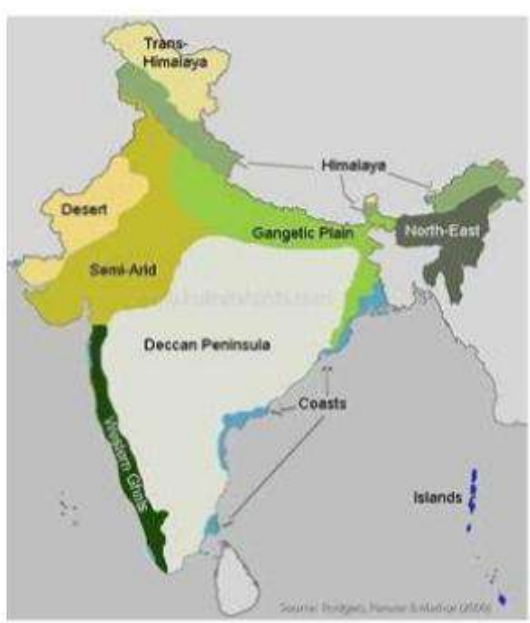
India is probably the only country in the world where people belonging to different religions, castes and creeds, speaking different languages, having different cultures, different modes of living, different clothing, different feeding habits, worshiping different gods and deity live together in harmony and believe to be the children of one mother-Mother India. They are one nation at large. They are governed by one central authority, have one Prime Minister, one President, one Supreme Court and one Army Chief. This is why we say we have unity in diversity.

India - A Land of Diversities

The tremendous variety of land and people in the Sub-Continent is striking. It has every type of climate from the blazing heat of the plains to the below freezing point cold of the Himalayas. Indian climate offers all varieties; namely, winter, summer, monsoon, autumn, spring – a clear manifestation of nature's different forms of joy. 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.

Geographical Diversities. Geographically 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. In the north is the Himalayan Range, the highest mountain range in the world. 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 provide a natural barrier for the free movement.

- Trans-Himalayas
- Himalayas
- Indian desert
- Semi-Arid
- Western Ghats
- Deccan Peninsula
- Gangetic Plain
- Coast
- Islands



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 grab 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.

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

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.

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)

India has all the major religions of the world, principal among them being Hinduism, Islam, Christianity, Sikhism, Buddhism, Jainism, Zoroastrianism and a large number of other faiths and sects. At least four of these major religions were born in India

Fundamentals Of Unity In Diversity

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.

Spirit of Religious Unity. Apart from Hinduism we have the followers of Buddhism, 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.

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.

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.

Cultural Unity. 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.

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.

Relevance of Ncc in National Integration

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.

(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

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.

CHAPTER – VIII

SLOGANS AND IMAGES OF NATIONAL INTEGRATION

Introduction

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.

Slogans Of National Integration

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.

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



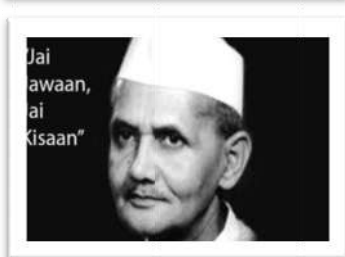
Subhash Chandra Bose is one of the most influential leaders of his time. He is popularly known as Netaji. "Jai Hind" was the first commemorative postmark of our independent country, now used as a slogan and salutation almost everywhere in India.

"Vande Mataram"- Bankim Chandra Chatterjee



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



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



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

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.



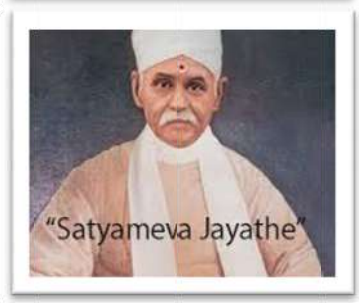
“Sarfaroshi Ki Tamanna Ab Hamare Dil Me Hai ” -Ramprasad Bismil

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

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.



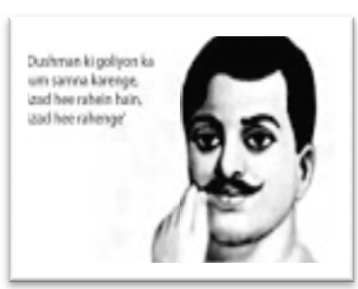
“Tum mujhe khoon do, mai tumhe azaadi doonga.”: Netaji Subhash Chandra Bose

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.



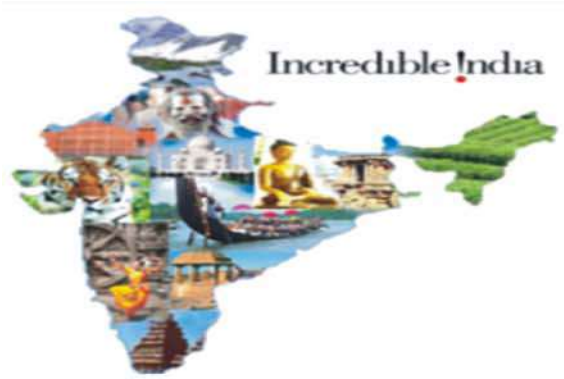
"Dushman ki goliyon ka hum samna karenge, Azad hee rahein hain, Azad hee rahenge": Chandra Shekhar Azad

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.



Images Of National Integration

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



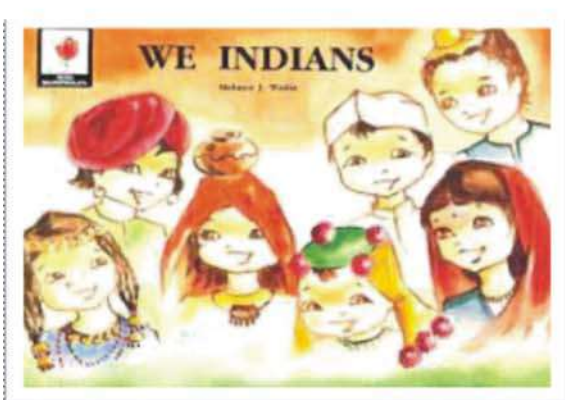














Conclusion

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.





CHAPTER-IX

ROLE OF NCC IN NATION BUILDING

Introduction

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.

Role of Youth in Nation Building

Youth is the time of life when one is young, but often means the time between childhood and adulthood (maturity). It is also defined as "the appearance, freshness, vigor, spirit, etc.For activities at international or at regional levelUnited Nations for statistical consistency across regions, defines 'youth', as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States.

Contribution of Youth in Nation Building

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.. 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 country. If a nation does notrenew its political leadership profile it would be-come 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 politics. Then only the politics will be able to achieve greater national goals.

(b) **Security**. The nation today faces severe security concerns, both external and internal. This problem can be solved only through properchannelizing of youth power in to the national main stream. The thoughts and actions of youth have the power to strengthen internal and external security of the country. The youth are a big force which can ensure and enhance the security of the country.

(c) **Social and Cultural**. 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

Role of NCC in Nation Building

The nation is proud of National Cadet Corps and its activities in facilitating and molding 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

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

Cadet's Role

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) **Acting as Social Ambassadors**. Society frequently undergoes positive and negative changes. NCC cadet has the capacity to impart positive changes in the society based on national unity and patriotism.

(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.

(d) **Treating All Human Beings As Equals**. 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

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 organization 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.

CHAPTER-X

NCC AND NATIONAL INTEGRATION

Introduction

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. NCC celebrates Republic day by conducting Republic Day Camp .

Republic Day Celebrations

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.



Republic Day is one of the most celebrated national festivals of India. The whole nation comes together every year on 26January to salute the sacrifices and struggles of freedom activists and those who participated in building India's constitution.

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.

On Republic Day, the spirit of democratic India can be seen at Raj Path where large crowds gather to celebrate the sovereignty of India. President of India along with defence services and other security forces lay wreath in honor of the martyrs at Amar JawanJyoti and thereafter the flag hoisting ceremony at Raj Path. Cultural programmes showing India's unity in diversity and sovereignty are presented by school children from across the nation.

Republic Day Camp

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.

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.

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.

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

(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.



(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.

National Integration Camp (NIC) and Special National Integrated Camp (SNIC)

NIC aims to propagate national integration among cadets and society. These camps are conducted on all India basis and help bridge the cultural gap among various States of India. In addition, six Special NICs are conducted regularly at Leh, Nagrota (J&K), Chakabama (NER, Nagaland), Srinagar, Lakshdweep and Port Blair.



(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.

(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.

(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

NCC is the premier organization 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 gets together. Republic Day Camp is the most important one that promote 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:-
  - (a) Vedas, Ramayana and Bhagwat Gita.
  - (b) Quran.
  - (c) Guru Granth Sahib.
  - (d) 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 Jayant), Religious Festivals (eg: Vijayadashami, Eid ul Fitr, Christmas etc) and Social Festivals **(eg: Holi, Basant Panchami, Pongal, Makar Sankranti, Lohri, Onam, Baisakhi, Bhogali 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.
- 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.
- The Indian Association was formed in 1876 by Surendranath Banerjee.
- The Swadeshi Movement in 1906 took the freedom movement to the common people.
- The Rowlatt Act of 1919 and Jalianwala Bagh massacre fuelled anger against the British. M. K. Gandhi emerged as a leader and guided the non-violent agitations.
- India became a free nation at the stroke of midnight on 14 August 1947. We celebrate our Independence Day on 15th 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.

- 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.

- 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 "Satyameva Jayate" – Truth alone triumphs.

- Rabindranath Tagore wrote India's National Anthem.

- National Song Vande Mataram iscomposed by Bankim Chandra Chatterji.

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

- 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.

- 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.

- 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.

- 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.

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

  (a) “Jai Hind” by Subhash Chandra Bose.

  (b) “Vande Mataram” by Bankim Chandra Chattergee.

  (c) “Jai Jawan Jai Kisaan” by Lal Bahadur Shastri

  (d) “Inquilab Zindabad” by Bhagat Singh

  (e) “Swaraj Mera Janamsiddh Adhikar Hai, Aur Main Ise Le Ke Rahunga” by Bal Gangadhar Tilak.

  (f) “Sarfaroshi Ki Tamanna Ab Hamare Dil Me Hai” by Ramprasad Bismil.

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

  (a) Contributing to Adult Education.

  (b) Acting as Social Ambassadors.

  (c) Promoting the National language.

  (d) Treating All Human Beings As Equals.

  (e) Respecting All Religious Institutes.

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) Name few famous leaders of pre-independence India who made a tremendous impact both within the country as well as in the international arena?

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

(g) What do you understand by National Integration?

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

(j) Which is one of the prime organizations 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) How does national integration provide strength to fight against all divisive forces?

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

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

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

(k) Explain any two important National slogans?

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

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

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

(a) Discus about the various festivals celebrated in India.

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

(c) Discuss on our 'Father of the Nation' - Mohandas Karamchand Gandhi on his contribution to National Integration.

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

(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.

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.

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

INDEX

Ser No	Lesson Code	Subject	Page Number	
			From	To
1.	D 1	Drill Ki Aam Hidayaten aur Words of Command	66	67
2.	D 2	Savdhan, Vishram, Aram Se Aur Mudna	68	69
3.	D 3	Kadwar Sizing, Teen Line Banana, Khuli Line Aur Nikat Line Men March	70	71
4.	D 4	Khade Khade Salute Karna	72	72
5.	D 5	Parade Par, Visarjan aur Line Tod	73	73
6.	D 6	Tej Chal - Tham Aur Dhire Chal - Tham	74	75
7.	D 7	Tej Chal Se Mudna	76	77
8.	D 8	Tej Chal Se Salute Karna	78	79
9.	D 9	Individual Word of Command	80	80

UNIT 3: DRILL

Content	Comprehension	Analysis	Synthesis	Evaluation
Foot Drill	Understanding of drill as foundation for discipline and to command a group of people for common goal.	Comprehend the different instructions to be followed by a cadet during foot drill.	Appreciate the grace and dignity in the performance of foot drill.	Comprehension, individual drill and squad drills
Individual Words of Command	Acquire knowledge of various words of command.	Comprehend the way of giving out various words of command.	Appreciate the importance of words of command in drill in NCC training.	Comprehension, word of command, individual drill and squad drills

CHAPTER-I

DRILL KI AAM HIDAYATEN AUR WORDS OF COMMAND

Bhumika

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.



Drill ki Aam Hidayaten

Drill Ki Paribhasha. Kisi procedure ko kramwar aur uchit tarike se karne ki karyawahi ko **DRILL** kehte hain.

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 men ki jata hai.

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.

Drill Ke Usul. Drill ke teen usul hain:-

(a) Smartness (furti).

(b) Steadiness (sthirta).



(c) Coordination (milkar kaam karna).

Foot Drill Ke Usul. Shoot the foot forward (paon ko teji se aage nikalna).

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.

Words of Command

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, taki uska turant amal kiya jaye. Ek ache word of command dene ke liye nimnlikhit baten zaruri hain:-

(a) **Loudnes (Swar)**. Word of command ki loudness is baat pe nirbhar karta hai kiword 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 men diya jata hai.

(b) **Clarity (Safai)**. Jeeb (Tongue), lips aur danton ka sahi talmel ke sath clear word of commanddiya jae. Sust word of command squad men tezi 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 zarurihai. Ek word of command ke do bhag hoten hai cautionary aur executive. Cautionary aur executive ke bich char (four) tez kadam ka fasla hona chahiye. Tez chal men, cautionary word of command, baen pair se shuru hota hai.

Words of Command. Drill men nimlikhit words of command diye jaten hain (Byan ke sathNamuna):-

(a) Savdhan aur Vishram.

(b) Dahine Mud ya Baen Mud.

(c) Piche Mud ya Age Mud.

(d) Dahine Dekh ya Baen Dekh.

(e) Tez Chal ya Dhire Chal aur Tham.

(f) Khuli Line Chal ya Nikat Line Chal.

(g) Line Ban, Sajja ya Visarjan.

(h) Dahine Salute, Baen Salute ya Samne Salute.



Abhyas. Ustad words of command ka ek ek kar ke abhyas karaye.

CHAPTER-II

SAVDHAN, VISHRAM, ARAM SE AURMUDNA

Savdhan, Vishram Aur Aram Se

Savdhan

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.

Bayan se Namuna. Jab word of command milta hai-Savdhanto 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) Pent kheencha hua, chhati uthi hui, kandhe pichhe kheenche hue, gardan collar ke saath mili hui, chin upar aur nigah samne.







Vishram Aur Aram Se

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.

Bayan se Namuna. Jab Savdhan position se word of command milta haiVishram"tobaen 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.

Aram se ke word of command par, kamar ke upar wale hisse ko dheela Karen lekin, paonse harket nahin hogi.

Khade Khade Mudna

Dahine Mudna

Jab hum ek jagah par khade hon aur 90 degree par dahine taraf apni simmat aur formation ki badli karni ho to-Dahine Mud ki karyawahi ki jati hai.

Ginti aur Bayan se Namuna.

(a) Jab savdhaan position se word of command milta hai ginti se mudna dahine mud ek to 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‘ to is word of command par baen paon ko 6 inch upar uthate hue dahine paon ke sath 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

Jab ham ek jagah par khade hon aur 90 degree par baen taraf apni simmat aur formation ki badli karni ho to -baen mud ki karyawahi ki jaati hai.

Ginti aur Bayan se Namuna.

(a) Jab Savdhan position se word of command milta hai ginti se mudna baen mud ek to 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, to dahine paon ko 6 inch upar uthate hue baen paon ke sath 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

Jab ham ek jagah par khade hon aur, 180 degree par piche ki taraf apni formation ko kayam rakhte hue simmat ko badli Karen to, pichhe mud ki karyawahi ki jaati hai.

Ginti aur Bayan se Namuna.

(a) Jab Savdhan position se word of command milta hai ginti se mudna pichhe mud ek to 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 men mile hue.

(b) Jab word of command milta hai 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 bat - 180 degree par simmat ko badli ki hui ho aur baki position savdhan.

Aadha Dahine Aur Baen Mudna

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.

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.

Abhyas. Ustad pure squad ka, ginti se ‘Word of Command’ pe durust abhyas karaen.

CHAPTER-III

KADWAR SIZING, TEEN LINE BANANA, KHULI LINE AUR NIKAT LINE MEN MARCH

Kadwar Sizing

Zarurat. Kadwar sizing ki zarurat drill me hamesha hoti hai, khas kar ke Ceremonial Drillke liye. Is men pure squad ko ke line men 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.

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. Is 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. No7 fir No 2 rank ka No 1 hoga. Is trah se, squad kadwar ho jata hai, jis men lambe jawan dahine aur baen hote hain aur bich men chote jawan hote hain.

Teen Line Banana

Zarurat. Jab nafri nau se jyada ho to teen file (line) banane ki karyawahi ki hai.

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‘to 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‘ to No 6 savdhan aur march karke No 3 ke baen aur No 5 ke cover karke tham karenga, -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 to 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 squads do ko dahine baen ki taraf munh karna ho to 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 aap ko bata diya hai.

Khuli Line Aur Nikat Line Chal

Khuli Line Chal

Zarurat. Jab squad ko shastr qawaid karana ho, ya badi paradeon mein VIP ko nirikshankarana ho toh khuli line 'ki karyawahi ki jaati hai.

Ginti aur Bayan se Namuna.

(a) Jab savdhan position se word of command milta hai —ginti se chalna khuli line chal – ek to is word of command par baen paon ko 6 inch uthate hue 30 inch age dabaen aur bolen ek. Is position mein dekhne wali baten - 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

Zarurat. Jab nirikshan ho jata to march karne se pahlenikat line'ki karyawahi ki jaati hai.

Ginti aur Bayan se Namuna.

(a) Jab savdhan position se word of command milta hai —ginti se chalna -nikati line chal- ek to 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 eri 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.

Abhyas. Ustad squad ke sizing karake, khuli line aur nikat line ka abhyas karaye.

CHAPTER-IV

KHADE KHADE SALUTE KARNA

Khade Khade Salute Karna

Zarurat. Jab ham kisi jagah par khade hon aur, hamare samne se koi bhi salute lene waleadhikari 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.

Ginti aur Bayan se Namuna.



(a) Jab word of command milta hai-ginti se salute karna samne salute ek to 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 to, dahine haath ko nazdik ke raste se teji se giraen, aur shout karen do'. Is position mein dekhne ki baten - position savdhan.

Abhyas

Abhyas. Ustad ke word of command pe squad isi kayawahi ka ginti se abhyas karen.

CHAPTER-V

PARADE PAR, VISARJAN AUR LINE TOD

Parade Par

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.

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 to vishram karen.

(b) Abhi word of command, squad parade par, to 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.

Visarjan Aur Line Tod

Zarurat. Jab dubara fall in nahi karna ho aur officer parade par hazir hon to visarjan ki karyawahi ki jaati hai.

Bayan se Namuna. Jab savdhan position se word of command milta hai-squad / platoon visarjan 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.

Line Tod

Zarurat.Jab thodi der ke liye aram dena ho aur dubara fall in karna ho toline todkikaryawahi ki jaati hai.

Bayan se Namuna. Line tod ki karyawahi usi tarah hai jaise visarjan mein seekh chukehain - lekin line tod par salute nahin kiya jayega.

Abhyas. Ustad pure squad ka parade par, visarjan aur line tod ka abhyas karaye.

CHAPTER-VI

TEJ CHAL - THAM AUR DHIRE CHAL - THAM

Tez Chal Aur Tham

Zarurat. Discipline ko kayam rakhte ha ek jagah se dusri jagah jane ke liyetej chal '**kiya** jata hai. Kadam ki lambai 30 inch hoti hai. Regiment / 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.

Ginti aur Bayan se Namuna.

(a) Jab savdhan position se word of command milta hai ginti se chalna tej chal ek to, 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 to 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 to 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.

Abhyas. Ustad ke word of command pe squad ginti se abhyas Karen.

Dhire Chal Aur Tham

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.

Kadam Tol Kar Bayan se Numuna.

(a) Jab savdhan position se word of command milta hai, kadam tol kar dhire chalna - bayan paon aage', to, 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 aage 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, aedi uthi hui, dono tangen kasi hui, baki position savdhan.

(c) Jab word of command milta hai dahina paon aage to dahine paon ko 15 inch aage baen paon se nikalen aur shout karen aage'. 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 to 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 to 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.

Abhyas. Ustad ke word of command pe kadam tol kar abhyas karen.

CHAPTER-VII

TEJ CHAL SE MUDNA

Tej Chal Se Dahine Mudna

Zarurat. Jab tej chal se march karte hue kisi simmat ko ja rahe hon, aur 90 degree parapni simmat ya formation ko dahini taraf badli karni ho to, dahine mud ki karyawahi ki jaati hai.

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 to, 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‘to, 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 to, 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 char to, dahine paon ko 15 inch age aaedi lagate hue tej chal ko shuru karen aur shout karen badho‘. Squads char badho tham khaali ek-do. Jaise the.

Abhyas. Ustad ke word of command pe, squad se ginti se abhyas karaen.

Tej Chal Se Baen Mudna

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 to, baen mud ki karyawahi ki jaati hai.

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 to, 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 to, 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 char to, baen paon ko 15 inch age aedi lagakar tej chal shuru karen aur shout karen badho. Squad char badho - squad tham khaali ek-do.

Abhyas. Ustad ke word of command pe, squad se ginti se abhyas karaen.

Tej Chal Se Piche Mudna

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 to piche mud ki karyawahi ki jaati hai.

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 movenemt ki tarah.

(b) Jab word of command milta hai squad do to, 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 to, 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 char to, 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 panch badho tham kaho ek-do.

Abhyas. Ustad ke word of command pe, squad se ginti se abhyas karaen.

CHAPTER-VIII

TEJ CHAL SE SALUTE KARNA

Hatej Chal Se Samne Salute Karna

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.

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” to, 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” to, 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 char” to, is word of command par piche mud karen. Squad char - 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.

Hatej Chal Se Dahine Salute Karna

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.



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 aedi 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 kahli 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 to, dahine paon se do ki ginti shuru karte hue panch ki ginti tak march karen aur ruk jayen. Sqad do - do-teen –char-panch. 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 to, dahine paon ki aedi ka lagna chehre ko age lena salute ko girana ek saath karen aur shout karen-down‘. Squad teen-down. Is position mein dekhne ki baten, dahine paon ki aedi 30 inch age lagi hui panja khada badan do bojh baen paon par, slaute giraya hua, baki position savdhan.

(d) Jab word of command milta hai squad char to baen paon se tej chal ki karyawahi shuru karen aur shout karen badho. Squad char - badho squad tham - khaili ek-do.

Tej Chal Se Baen Salute Karna

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.

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 aedi 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 to, dahine paon se march ko jari karen aur panch ki ginti karke ruk jayen. Squad do - do-teen –char-panch. 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 to, dahine paon ki aedi 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, aedi lagi hui panja khada baen paon pura zameen par, badan do bojh baen paon par, slaute giraya hua, baki position savdhan.

(d) Jab word of command milta hai squad char to, baen paon se tej chal ki karyawahi shuru karen aur shout karen badho‘. Squad char - badho- squad tham - khaili ek-do.

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.

CHAPTER-IX

INDIVIDUAL WORDS OF COMMAND

Words of Command

Drill men nimlikhit words of command diye jaten hain (Byan ke sath Namuna):-

(a) Savdhan aur Vishram.

(b) Dahine Mud ya Baen Mud.

(c) Piche Mud ya Age Mud.

(d) Dahine Dekh ya Baen Dekh.

(e) Tez Chal, Dhire Chal aur Tham.

(f) Khuli Line Chal ya Nikat Line Chal.

(g) Line Ban, Sajja, Visarjan ya Line Tod.

(h) Dahine Salute, Baen Salute ya Samne Salute.

Abhyas

Ustad words of command ka ek-ek kar ke abhyas karaye.

SUMMARY

- **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 shikati hai.

- Word of command ki loudness is baat pe nirbhar karta hai ki word ofCommand 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 aur Khade khade mudhna drill ke sabse mehtavpuran movements hain.

- Kadwar sizing ki zarurat drill mein hamesha hoti hai, khas kar keceremonial 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 Karwahi 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-dahinesalute ek', 'Squad Do' (Squad two), 'Squad Chhe' (Squad six), 'Squad Saat' (Squad seven), yeh bahut hi matavpuran movements hai aur sabhi cadets ko iski jankari honi chahiye.***

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 padhti hain?

(f) Ek ache word of command mein kaun si jaruri baatein hoti hain?

(g) Tez Chal aur Dhire chal mein ek minute mein kitne kadam hote hain?

(h) Visarjan' aur 'Line Tor' mein kya antar hain?

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 matav hai?

(f) Nikat Line Chal ka kya matav hain?

(g) Samne salute karte samay kya-kya baat dhyan mein rakhni chahiye?

(h) 'Darshak' (marker) ke command mein right marker kya karwai karta hain?

Q3. Answer the following in about 150 words:

(a) 'Dheere chal' se aap kya samajthe hain? Iski zarurat kab padthi hai? Vistar se likhe.

(b) 'Ginti se salute-dahine salute ek' se aap kya samajthe hain?

(c) Drill mein kaun kaun se word of command diye jaate hain?

(d) Tej Chal se dahine mudne ke drill kya hain?

Q5. 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.

Q6. 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 lago hoti hain? Vistar se samajhaye.

UNIT 4: WEAPON TRAINING

INDEX

Ser No	Subject	Page Number	
		From	To
1.	Characterstics of a Rifle and its Ammunition	84	85
2.	Stripping, Assembling, Cleaning and Sight Setting of .22” Rifle	86	87
3.	Loading, Cocking and Unloading	88	88
4.	Lying Position and Holding	89	89
5.	Aiming, Range And Figure Target	90	91
6.	Trigger Control and Firing a Shot	92	92
7.	Range Procedure and Safety Precautions	93	95
8.	Short Range Firing	96	96

CHAPTER-I

CHARACTERSTICS OF .22" RIFLE AND ITS AMMUNITION

Introduction

.22” rifle ek bahut hi accha sidha sadha hathiyar hai. Iska istemal NCC cadet ko firing me hone wali ghabrahat ko hatane ke liye istemal karte hain. Isliye iska istemal karne se pehle iske baare mein jaankari honi chahiye taaki cadet iska sahi istemal kar saken

.22” Rifle Ki Viseshtaen

. .22” Rifle do kisim ki hoti hain. Rifle .**22” No II Mark IV Bolt Action (BA)** aur **.22” Deluxe Bolt Action (BA)**. In ki visheshtaen is prakar hain:-

Ser No	**Details**	**Rifle .22” No II MK IV BA**	**Rifle .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	.22”	.22”
(j)	Ammunition	.22”	.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 . 22” MK IV



RIFLE. 22” DELUXE BA

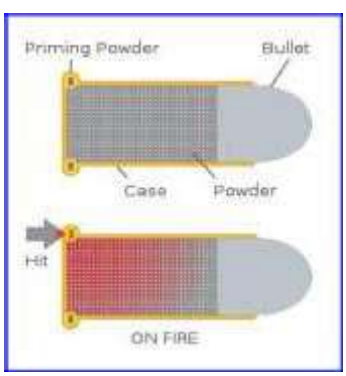
.22" Ammunition ki Viseshtaen

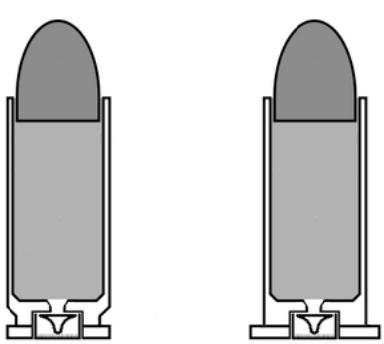
.22" Ammunition.





(a)	**Calibre**	-	.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

.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.

CHAPTER-II

STRIPPING, ASSEMBLING, CLEANINGAND SIGHT SETTING OF .22" RIFLE

Introduction

.22" Rifle ek bahut hi achha sidha sadha hathiyar hai. Iska istemal NCC cadet ko firing mein hone wali ghabrahat ko hatane ke liye istamal karte hain. Isliye iska istemal karne se pahle iske baare mein jaankari honi chahiye, taaki cadet iska, kholna jorna aur safai kar saken.

Rifle .22" ko Kholna – Jorna aur Sight Setting



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.

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.

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.

Safai Karne ka Tarika

.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 karke Kote mein jama karte hain.

(ii) **Weekly Safai.** Saptah me ek bar hathiyar ko bahar nikala jata hai aursabhi hisse purjon mein oil badly kiya jata hain.

(iii) **Quarterly Safai**.

(aa) Quarterly ke dauran 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 phut ko armourer dwaracheck karate hain.

(ii) Lagaatar hathiyar ki safai karte hain aur ar mourer 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 panidalkar barrel ko saaf karte hain.

(ii) Uske baad armourer dwara inspection karaya jata hai.

Note: Safai ke liye Chindhi ka size 4 x 1.5 inch aur Oil ke saath chindi size 4 x 1 inch.

Abhyas. Squad ko groupon mein baanto aur .22 Rifle ko kholne aur jorne ke tarike ka abhyas class ko karwao.

Sankshep

.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.

CHAPTER-III

LOADING, COCKING AND UNLOADING OF .22" RIFLE

Introduction

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 karen.

.22" Rifle Ko Bharna, Cock Karna Aur Khali Karne Ka Byan / Namuna

Rifle ko Bharne ki Karwahi. .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 kar len.

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 pe rakhen, 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 kiyahua round bahar nikal jaye.

Abhyas

Class ko jodi-jodi men loading, cocking aur unloading ka abhyas karao.

Sankshep

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.

CHAPTER-IV

LYING POSITION AND HOLDING OF .22" RIFLE

Introduction

. 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.

Lying Position Aur Holding Ka Byan Va Namuna

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 nichi aar ke pichhe se dushman ki najar aur fire se bachte hue dushman ke upar kargar fire dal sakte hai.

Position Lene Ka Tarika. Sabse pehle target ki sidh mein khare ho jaen, chalti halatmein 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 tak ki target, baen kohni, dahina kandha aur dahina paon ek seedh mein na aa jae. 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.

Holding (Durust Pakar). Rifle ki pakar haasil karne ke liye kandhe mein le jaen. Baenhaath 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. Khara hone ke



Abhyas

Class ko jodi-jodi men lying position, holding aur aiming ka abhyas karao.

Sankshep

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.

CHAPTER-V

AIMING, RANGE AND FIGURE TARGET

Introduction

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.

Aiming, Range aur Targets

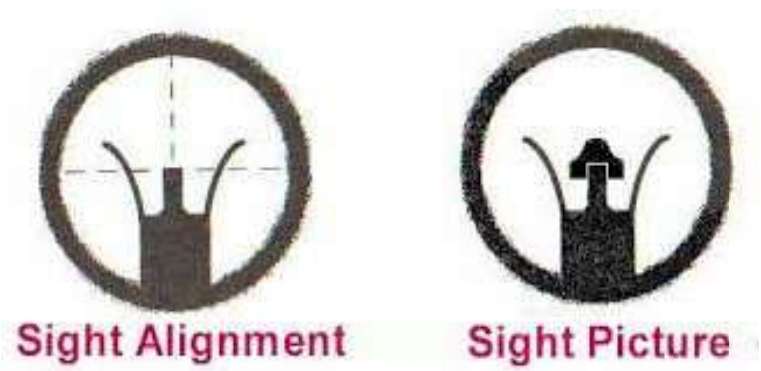
Aiming

Eh ache shot ke liye durust sisht ka hona zaruri hai. Sisht lena ankh(eye) ka kam hota hai aur ankh ki kuch ahtbandhiyan hoti hain. Good shooting ke lye sisht men consistency hona zaruri hai.

Aiming (Sisht) Lene ka Kaida. Let ke firing position ko ikhtihar karen, rifle ko seedha aur majboot pakren. Target ka khaka aur Point of Aim (POA) apne dimag mein bithayena aur koi ek aankh band karen. Rear sight aperture ke beechon beech fore sight tip ki noke ko POA par milaen aur durust sight picture haasil karein. Trigger press karne se pahle nazar fore sight ki tip par layen. Durust sisht ke liye main do mukhya baaten zaruri hain:-

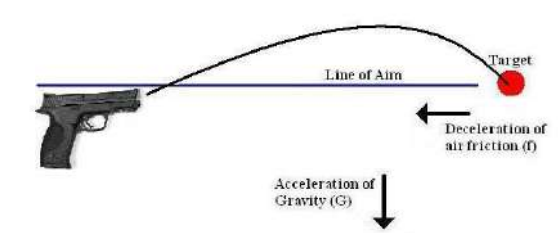
(a) **Sight Alignment.** Jab ek firer back sight aperture ke madhya mein fore sight tipko milata hai ,yani ki firer ki aankh, back sight aperture ka madhya aur fore sight tip ko ek line mein milane ki karwahi ko sight alignment kahte hain.

(b) **Sight Picture.** Durust align ki gai sight ko POA par milane ke karwahi ko sightpicture kahte hain, yani ki firer ki aankh, back sight aperture ka Madhya fore sight tip aur POA tak jo farziya line banti hai use sight picture kahte hain.



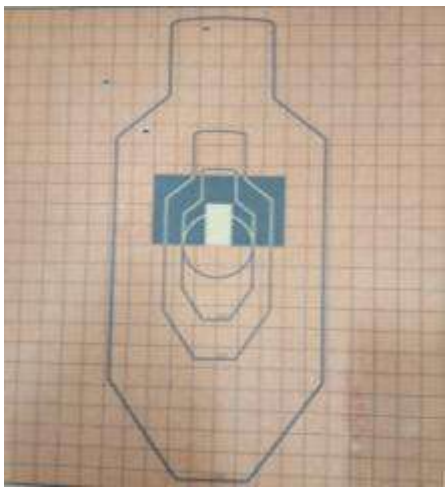
Range. Aam taur pe .22" rifle ki firing 25 m short range pe hi ki jati hai. Hatiyar se fire honepe goli ek trajectory banati hui target pe lagti hai. Yeh trajectory gravity ke forces ko counter karne ke liye banti hai. Isi pe nirbhar karta hai range. Agar range jada hai to trajectory unchi hoti hai, aur agar range kam hai to trajectory flat hoti hai. Jab ham backsight men range lagate hai to, usi be nirbhar karti hai trajectory.





Targets. Firing targets kai kisim ke hote hain jaise :-

1x1 TARGET



BUNKER TARGET

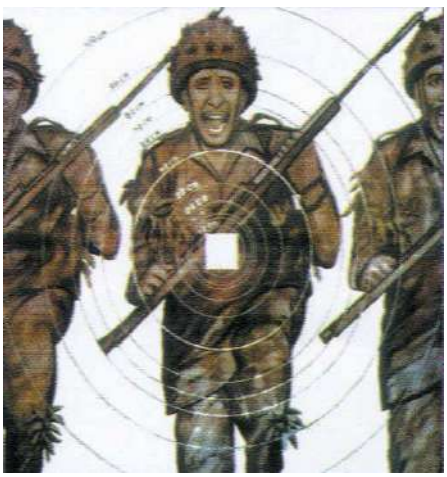


FIGURE 11 TARGET



FIGURE 12TARGET



Abhyas

Class ko jodi-jodi men lying position, range lagana aur aiming kaabhyas karao.

Sankshep

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.

CHAPTER-VI

TRIGGER CONTROL AND FIRING A SHOT

Introduction

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 lene ke saath –saath sahi trigger operation ki karwahi achhi tarah se aani chahiye.

Durust Trigger Control aur Fire

Trigger Control. Durust trigger control ke liye tartib is parkar se hai :-

(a) Durust trigger operation ke liye kalmi wali anguli (index finger) ka sahi istemal hai. Anguli ka pehla aur dusre jor ke beech ki jagah ko trigger ke upar rakhte hai.

(b) Trigger ke do khichav hai, halka 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.

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 posn 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 karein jo 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 fore sight 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 kuchh 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, posn aur sisht ko kayam rakhte hue fore sight tip ki movement ko check karen fore sight 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.

Abhyas

Class ko jodi-jodi men trigger control aur fire ka abhyas karao.

Sankshep

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.

CHAPTER-VII

RANGE PROCEDURE AND SAFETY PRECAUTIONS

Introduction

Shooting ke darje banaye rakhne ke lie, troops range par pistol, carbine rifle aur lmg fire mein abhyas karte hain. Humare 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.

Fire Se Pahle ki Taiyariyan aur Zaruri Baatein

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.

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.

Practice Conduct Karna Aur Suraksha Sambandhi Baten

Practice Conduct Karna

Range par firer ko 2 groups mein baant diya jata hai, Firing Group aur Training Group.

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.

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

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.

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.

Demonstration

Ustad range drill ki tartib ka ek sahi aur durust namuna byan ke saath den.

Sankshep

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.

CHAPTER-VIII

SHORT RANGE FIRING AND AIMING II

Introduction

Jis tarah bimar ke lakshan ko dekhkar bimari ka pata chalta hein, usi tarah, target par goliyon ki maar ya group ka vishleshan karne se, honewali galtiya ka pata chalta hain. Group me goliyon ki maar aur unke failav ko dekhkar firer ki kabliayat ka asani se pata lagaya ja sakta hai.

SHORT RANGE FIRING (.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 zeroingand re-classification of failures.

Aiming - Alteration of Sight

Zarurat. Firing ke dauran agar yeh pata chalta hai ki, durust aim aur firing ke babzood goli POA se upar ya niche lagti hai to, back sight ko adjust karke setting karna zaruri hai.

Elevation. Back sight ko jo adjustment karni hai who niche diye table ki madad se ki ja sakti hai jis men, 100 yds pe jo 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

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

Range pe durust firing karna sabhi ka kartavya hai. Is liye agar goli target pe nahi lagti hai to turant sight men alteration kar ke goli target pe marna zaruri hai.

SUMMARY

- Range mein firing karne se ek cadet weapon training ke kala meinmaharat hasil karne mein madat karta hain aur saath hi hathiyarko self protection mein istemal karna seekhta hain.

- Rifle .22 No MK-II, MK IV and Deluxe BA ki alag-alag visheshtaenhain 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 haiaur saath firer ki skill par bhi nirbhar karti hai.

- Ladai ke samay mein ek soldier ko jald se jald rif 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 liye sahi range procedure follow karna bahut zaruri hain. Firing ki taiyari bahut hi detail mein karni chahiye aur teen bhago mein baantna 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 1x1 target par karayi jaati hain.

- Sight alteration ya zeroing bullets ko Point of Aim mein laane 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) .22" Rifle kaun-kaun si kism ki hoti hain?

(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 ki kya khubiya hain?

(e) Aiming se aap kya samajhte hain.

Q2. Answer the following in about 50 words:

(a) .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 .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 dhya rakhoge?

(d) .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?

Q4. Answer the following in about 150 words:

(a) .22" rifle ko jodthe waqt aap kin-kin baato ka dhyan rakhenge?

(b) Firing ke dauran aap kin kin suraksha sambandi baton pardhyan denge?

(c) Shot firing karne ki kya tartib hain?

Q5. Answer the following in about 250 words:

(a) .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?

<u>Let's Discuss</u>

Q6. Higher Order Thinking Skills (HOTS)

(a) NCC mein girl cadets ko basic weapon training kyun de jaati hain?

(b) .22" Rifle ka diagram banaye aur uske paanch parts ke kaamke bare mein likhe.

(c) NCC mein firing ke sthar ko aura cha kis prakar se kiya ja sakta hain?

UNIT 5: PERSONALITY DEVELOPMENT AND LIFE SKILLS

INDEX

Ser No	Lesson Code	Subject	Page Number	
			From	To
1.	PDLS-1	Introduction to Personality Development	100	104
2.	PDLS-2	Factors Influencing /Shaping Personality	105	107
3.	PDSL-3	Self Awareness	108	112
4.	PDLS-4	Critical and Creative Thinking	113	116
5.	PDLS-5	Communication Skills-1	117	119
6.	PDLS-6	Communication Skills-2	120	123
7.	PDLS-7	Decision Making and Problem Solving	124	125
8.	PDLS-8	Effective use of time	126	128
9.	PDLS-9	Coping with Stress and Emotion Stress	129	132
10.	PDLS-10	Sociability: Social Skills, Etiquettes and Manners	133	135

CHAPTER I

INTRODUCTION TO PERSONALITY DEVELOPMENT

Introduction

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.

Life Skills Vs Other Skills

The class will be introduced to subject by activity method.

Activity–Skills.

(a) **Step1**. Write the word „SKILLS in big bold letters on the flipchart. Ask the participants 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?

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.

(c) **Functional Skills** : Filling up bank forms to deposit or withdraw money, able to read map, booking railway ickets, fix a fused 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. For example, 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.

The Concept Of Life Skills

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.

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, tounderstand 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 analyse 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 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.

(f) **Decision Making**. Decision making is to choose from the varied options based on the 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 to relate 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.

Use Of Core Skills In Daily Life

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.

The following story of **"Hunter and Pigeons"** will be narrated to the class and Life skills therein will be internalized through Brain Storming Session

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.

Life Skill Used by the Characters.

(a) **Self Awareness**. The pigeons knew that they were in trouble and had to find a way 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

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.

CHAPTER II

FACTORS INFLUENCING / SHAPING PERSONALITY : PHYSICAL, SOCIAL, PSYCHOLOGICAL AND PHILOSOPHICAL

Introduction

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 world.

Physical And Social Factors Influencing/ Shaping Personality

Personality development is the development of the organized pattern of behaviours And attitudes that makes a person distinctive. Personality is what makes a person a unique person, and it is recognizable soon after birth. There are many factors which influence/ shape an individuals personality. Some of the physical and social factors influencing/shaping personality are enumerated below.

Hereditary. The traits and skills acquired by the parent may not modify the genes but just pass on to the children just as they are whichever genes carrying hereditary trait is dominant, the trait will pass on to the children from their parents just as it is. For instance, the child inherits complexion, physique, intelligence, etc. from his parents. Heredity is indeed, an important factor in personality development. Almost every form of personality has been attributed to heredity. Today it is believed that hereditary traits are transmitted through the genes. 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.

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.

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.

(a) **Geographical Environment and Personality.** Physical or geographical conditions influence the personality of the individual. People of cold countries are industrious and hard working.

(b) **Family Environment.** Family atmosphere if disruptive will produce disrupted, delinquent, backward and maladjusted personalities. The number of members in the family, birth order of the child, emotional climate of the family, Outlook of parents, cultural and economic conditions of the family has an important bearing in personality formation.

(c) **Family Life Pattern.** Family life, aims ambitions, aspirations and attitudes of parents; their emotional stability or instability; their overprotection or under protection of children- all these factors are important in personality development of the individual.

(d) **Early Childhood Experiences and Personality.** Childhood experiences play a very important role in the development of the individual. Tensions and emotional upsetting of early life influence personality development. Methods of breast feeding and toilet training do play a significant role in the personality development.

(e) **Neighbourhood.** If the people in the neighbourhood are cultured and educated then the child may also grow into a good person.

(f) **Friends and Companions.** Friends and companions greatly affect the personality of the child. Children of labourers go to third rate school and play with half naked children in dirty streets or slums. They live amidst hunger and poverty. There would be children who go to better schools and make friends and companions. The friendship of all types has a huge impact on the personality of the individual . good friends make good company.

(g) **School.** School plays a vital role in the development of personality.

(i) Teacher's personality, i.e. his attitudes, beliefs, ideas, habits, ambitions, aspirations, sentiments and emotional maturity affect the personality development of the child.

(ii) Curriculum of school i.e. richness or drabness of curriculum also affects the personality of an individual.

(iii) Methods of teaching and co-curricular activities also influence personality development.

(iv) General atmosphere in school i.e. congenial or uncongenial atmosphere influence personality development.

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.

Life-situations. Every person face many situations in his life which enables him/her to change his/her behavior. For example, a teacher may be rigid and strict with students but may not with his/her family. An officer may behave with the subordinates differently as compare to his/her friends. 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.

Psychological And Philosophical Factors Influencing/ Shaping Personality

Psychological & philosophical factors play a big role in the functioning of the human behaviour and development of one's personality. These include our motives, acquired interests, values our attitudes, our will and character, our intellectual capacities such intelligence i.e, the abilities to perceive, to observe, to imagine, to think and to reason. 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.

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.

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.

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.

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

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.

CHAPTER III

SELF AWARENESS

Introduction

Self-awareness sounds very simple - after all dont 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.

Dimensions Of Self Awareness

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.

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.

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.

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 one realizes 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 or explore 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 out 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 conversations that 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 persons subjective ppraisal of himself 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, 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 mind set the 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.

Self Awarenes Through Activity

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?

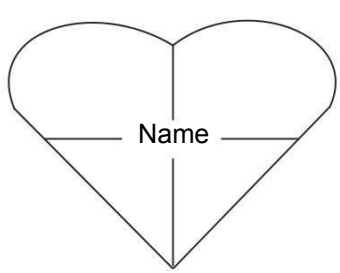
Discuss with the participants that in this exercise, some people would have felt comfortable and some would have been hesitant to shake hands. To know why people feel the way they felt, it is necessary to understand oneself.

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).

The Self Awareness life skills will be further internalized by another activity as follows:-

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 twso 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.

Body Image

The class will be explained about the body image how they have arrived at a particular quality of themselves and all about Body Image.

(a) **What is Body Image?** Body image is the way we perceive our body. It also means how we believe others see our body. It is one of the factors that affects our self-esteem, and influences the way we accept or reject ourselves. It determines whether we feel attractive and confident in society.

(b) **What Decides our Body Image?** Any external factors decide the way we view our body. These may be current fashion fads, role models, comments from parents, media and peer pressure. By seeing slim models in TV programs, girls get the impression that thin is in and therefore try to lose weight and go on diets. With so many fancy advertisements for fairness Creams, a dark complexioned boy or girl may have poor body image. Boys may dream of developing muscles like their favorite film heroes. All these concerns are not from their bodies and that of their role model.

(c) **What is Poor Body Image?** A person is said to be suffering from “poor body Image” when he/she focuses on the negative (real or imaginary) aspects as perceived by himself or herself about his/her body. The positive aspects are totally or partially excluded by him/her.

He/she thus develops poor self-esteem.

(d) **What are the Harmful Effects of Poor Body Image?** Poor or negative body image can produce a feeling of inferiority in the minds of adolescents. It can also lead to anxiety, depression, withdrawal, and in extreme cases, suicide. A lot of money is wasted on attempts to change their bodies. Some people indulge in high-risk behavior, to prove that he/she is attractive to others. A desire to look like an adult also arises due to body image concerns. These may include smoking, consumption of alcohol, substance abuse and unsafe sex. Poor body image is also the cause of many eating disorders seen in adolescent girls and boys.

Tackling Poor Body Image.

(a) **Enhance Self-Esteem**. This can be done by peers, teachers, family and friends. The positive points of the adolescent should be highlighted to him/her. He/she should be motivated to concentrate on personal strength not related to physique, e.g. hard work, determination, patience, courage etc.

(b) **Build Up Critical Thinking**. Is physical beauty the only criteria for success/popularity? Even film stars have to work very hard to make a movie successful. Many successful and famous people may not be very good looking.

(c) **Build up Positive Qualities**. Everyone has some positive qualities. Hese should be identified and highlighted e.g. caring, confident, hardworking etc.

(d) **Understand Cultural Variation**. The colour of skin and shape of body and facial features vary from country to country and even within a country from state to state. The definition of beauty also varies from region to region.

(d) **Dispel Myths**. Like „being thin is in, „fair & lovely, „fair &handsome.

(f) **Utilise Life Skills.** Life skills like critical thinking and self-awareness can be utilized to promote or develop a positive body image.

Conclusion

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.

CHAPTER - IV

CRITICAL AND CREATIVE THINKING

Introduction

Critical thinking is an ability to Analyse 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.

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.

Critical Thinking

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 Analyse 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?

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.

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.

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.

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.

Critical Thinking Promotes Creativity. To come up with a creative solution to a probleminvolves 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.

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.

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.

Creative Thinking

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 FigA. Ask the participants to draw four straight lines through the nine dots without retracing and without lifting their pen from the paper.

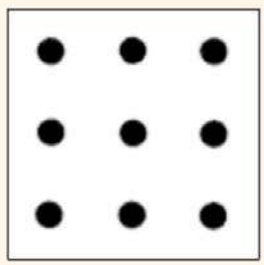


Figure A

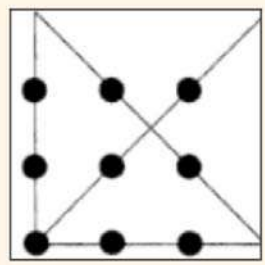


Figure B

(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.

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 works. 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.

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.

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?

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

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.

CHAPTER-V

COMMUNICATION SKILLS– 1

Introduction

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

Understanding Basics of Communication

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.

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.

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.

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.

Different Ways of Communication

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

There are three ways of communication as under:-

(a) **Aggressive.** They believe that everyone should like them; I am never wrong I`ve got rights but you don`t. They have a close mind and are poor listeners. They have difficulty in seeing the other person point of view, they interrupt and
monopolize. They tend to dominate and put down others.

(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.

Components of Effective Communication

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 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.

Effective Communicative 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.

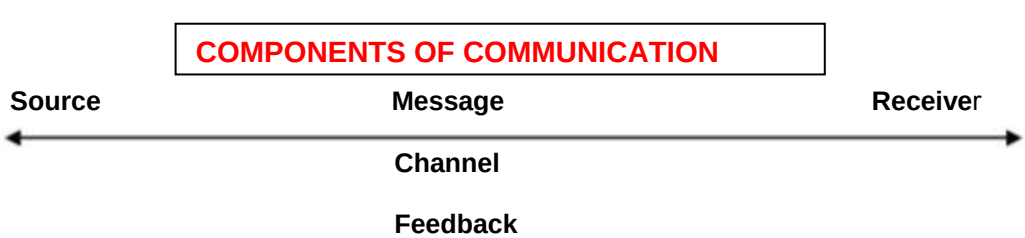
(b) **Non-Verbal Communication**. Non verbal communication is that gives meaning to what is said and may communicate both appreciation and rejection. It includes such things as tone of voice, a nod of head, using silence, frowning, smiling, body posture, touch, shaking of the head to communicate approval or disapproval, lifting of the eyebrows to show surprise, distance between persons, playing with something in hand instead of focusing.

(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.

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.
(i) Looks bored.

Components of Communication:-



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

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.

CHAPTER-VI

COMMUNICATION SKILLS- 2

Introduction

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.

Common Barriers to Effective Communication

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.

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.

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.

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.

Different Type of Barriers of Communication

Barriers of Communication may be divided as:-

(a) **Linguistic Barriers**.

(i) Language/words.

(ii) Ambiguous words.

(iii) Lack of clarity.

(iv) Using technical terms.

(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).

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)

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.

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.

Communicate Tactfully

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.

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

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.

CHAPTER-VII

DECISION MAKING AND PROBLEM SOLVING

Introduction

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.

Decision Making Skills

. **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?

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.

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.

Problem Solving

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.

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.

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

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.

CHAPTER-VIII

EFFECTIVE USE OF TIME

Introduction

We all have one thing in common a 24 hour day.
It is how we use our time that makes the difference.

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.

Essentials of Time Management

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. Until you come to grips with that reality, your personal time problems will remain.

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.

Time Wasters

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.. 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.** 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 crises 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**. Caused by ignorance, fear, or lack of confidence in the facts. Improveyour 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, Lap top, I Pad 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.

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.

Principles of Time Management

There are some basic principles of time management. These are given in the subsequentparas.

Develop a Personal Sense of Time. Make sure you know where your time goes. Don‘tdepend 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.

Identify Long-Term Goals. The foundation of good time management is to first, find outwhat 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.

Concentrate on High Return Activities. In any organisation there are a few basicfunctions, which are central to its effective functioning. For a classroom teacher the high-return activity will be enabling the children to learn well.

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.

. **Make the Best Use of Your Best Time.** The quality of your attention or concentrationvaries 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..

Make Use of Committed Time. You may sometimes complain that you lack time. But youhave 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?

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

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‘!

CHAPTER-IX

COPING WITH STRESS AND EMOTIONS

Introduction

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.

Understanding Stress and its Impact

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.

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 are stressed? (Behavioral -e.g. cry, shout at others).

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.

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, through, behaviours or physical symptoms:-

(a) **Feelings**. Anxiety, irritability, fear, moodiness, embarrassment.

(b) **Thoughts**. Self-criticism, difficult 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.

Stress Management Techniques

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 Quite Place In Your Mind.** You cannot always run away, but you candream. Imagining a quite 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.

(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.

(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

(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.

(o) **Talk Less, Listen More**. Listening banishes stress, makes you more popular, moreknowledgeable, more sensitive.

Understanding Emotions and Feelings

The class will be introduced to various emotions by activity method.

Activity One – Understanding Emotions.

(a) **Step-1**. Prepare cards with names of some emotions such as happy, shy, scared,excited, angry, envy, guilty, jealously, love etc. 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.

Activity Two- Mixing and Matching 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.

Alternative Statement.

(a) My uncle from the neighbouring village will come home tomorrow.

(b) I was asked to go to the village Pradhan‘s house.

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.

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:-

(a) When I am angry.
(b) When I am very sad.

(c) When I am happy.
(d) When I am very scared.
(e) When I am very nervous.

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.

(a) **Set A Body Statements**.

(i) I feel a lot of tension in my neck and my shoulders.

(ii) I feel empty inside.

(iii) I feel light, like I am flying in the air.

(iv) I feel weak at my knees.

(i) I feel queasy or bad in my stomach.

Set B Body Statements.

(a) I breathe shallow and quick.

(i) My heart feels heavy.

(ii) I want to smile.

(iii) My heart beats very fast.

(iv) I can‘t sit still.

Set C Body Statements.

(a) My head is about to burst and I perspire a lot.

(i) I feel very tired and tears come from my eyes very fast.

(ii) I feel energetic.

(iii) Palms become very cold.

(iv) I have a headache.

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

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.

CHAPTER-X

SOCIABILITY: SOCIAL SKILLS ETTIQUETTES AND MANNERS

Introduction

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. Manners is any exaggerated style, distinctive traits, or behavioral habit of one individual. Etiquette and public manners can have good or bad impression depending on how we behave.

Types of Etiquette

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:-

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 organization.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 Etiquette includes ways to conduct a certainbusiness. Don‘t ever cheat customers. It is simply unethical.

Need for Etiquette.

(a) Etiquette makes you a cultured individual who leaves his mark wherever he goes.

(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.

Manners

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) Picking 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-sorry when you bump into somebody.

How to Improve Social Skills

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.

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

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.

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.

- Self awareness through light on body image the way we perceive. Poor Body Image can be tackled through enhanced self-esteem, building up critical thinking and positive qualities, understanding cultural variation.

- 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 and the types of effective communication are verbal communication and non-verbal communication.

- The effective communicator means having the skill to recognize if and when there are barriers to communication and are resolved. 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.

- 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.

- 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, 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. Manners is any exaggerated style, distinctive traits, or behavioural habit of one individual. Types of etiquettes includes 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 rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning these skills is called socialization.

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 do you understand by effective communications?

(f) What are the various ways of communications?

(g) What are the non-verbal modes of communications?

(h) Why is time a valuable commodity?

(i) List out the major time wasters.

(j) What is etiquette? Why is etiquette necessary?

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) Discuss the various styles of the communications?

(e) Why effective communication is important to young people?

(f) Draw a neat diagram showing problem solving process?

(g) List out the factors hampering effective communications?

(h) What are the qualities of assertive people?

(i) Who are selective listeners?

(j) What do you understand by time management?

(k) What is the common mistake that people make while managing their time? How can it be corrected?

(l) List out the types of etiquettes?

Q3. Answer the following in about 75 words:

(a) What are the factors for tackling poor body image?

(c) How would you know that if someone is listening to you or not?

(d) What are the listening barriers during effective communication?

(e) Explain following:-

(i) Social etiquette.

(ii) Bathroom etiquette.

(i) Eating etiquette.

(f) From the two given situations below, which one will you choose and why?

(i) To work as per your convenience or

(ii) To work as per the demands of your job

(g) How does maintaining a Time log helps to save time?

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 the components of effective communication? Please explain.

(d) Explain the followings:-

(i) Psychological Barriers.

(ii) Environmental Barriers.

(iii) Linguistic Barriers.

(e) Explain the principles of time management?

(f) Explain why there is a need for etiquette.

(g) How can you improve your social skills? Give some suggestions?

Q5. Answer the following in about 250 words:

(a) Explain the ten core life skills?

(b) What are the dimensions of self-awareness? Explain any six?

(c) What do you understand by communication gap? What are its causes and methods of reducing communication gap?

(d) What is the role of verbal communication, non-verbal communication and listening, in making communication effective? Explain.

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) 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.

UNIT 6: LEADERSHIP
INDEX

Ser No	Subject	Page Number	
		From	To
1.	Leadership Traits	140	141
2.	Indicators of Good Leadership	142	143
3.	Leadership and Motivation	144	145
4.	Case Studies on Effects of Leadership in NCC	146	149
5.	Moral Values And Character Traits	150	152
6.	Structure and Functioning of the Committee	153	154
7.	Leadership Case Studies-I	155	157
8.	Case study II: Mohandas Karamchand Gandhi	158	160
9.	Case study III: P V Sindhu	161	162

CHAPTER-I

LEADERSHIP TRAITS

Introduction

Leadership is the key to progress, success or survival of any group. It is one of the commonest characteristics of all the species of the animal kingdom. Whenever any of the species are in a group, a leader always emerges. It is the secret of the success of any organisation too. Nations have become what they are today, and the world is what it is today, largely due to leadership. It is an individual who is behind all these changes or progress. He is one who with certain characteristics or attitude which enables him to exercise influence in an effective manner in a group. These are known as traits and include qualities like courage, endurance etc.

What is Leadership?

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.

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.

Important Leadership Traits

Leadership is defined as the ability of an individual to influence and guide followers or other members of team. It is the capacity to influence a group towards realization of a common goal. Leaders are required to develop future vision and to motivate the members. Traits or qualities that are seen in a good leader are:-

(a) **Alertness**. In life, leader is offered many opportunities by the situations which can bring success. Alertness of mind helps a leader to pick up these opportunities at the right time and use the situation to his advantage.

(b) **Bearing**. A leader will have good physical appearance and dress code. In public and on parade, he must conduct himself in such a fashion that it inspires alertness and smartness in others.

(c) **Courage**. Courage is a mental state. They are of two types namely physical and mental. A leader must possess both forms of courage. Courage also allows one to accept own shortcomings.

(d) **Decisiveness**. A logical thought is essential for solving a problem or making a plan. He must therefore acquire the ability to make decisions promptly when required and announce them authoritatively and clearly. The leader's power of decision results from his ability to remain calm in a crisis.

(e) **Dependability**. It means one who can be depended on or approached to when in need. They are always ready to help even when it inconveniences them.

(f) **Endurance**. It is the ability to suffer both mental and physical challenges. The old adage "A healthy body – a healthy mind" still holds good and both are essential for a leader.

(g) **Enthusiasm**. It is the display of genuine interest and zeal in doing any activity. Enthusiasm elevates the motivation levels to perform tasks in which one has genuine interest. It also leads to new ideas and techniques.

(h) **Initiative**. 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 one's mind to do it and doing it promptly.

(j) **Integrity**. It mean being honest and truthful with self and others. Standing by own words even at the cost of harm to self is a quality seen in a good leader.

(k) **Judgment**. It is arriving at a wise and right decision after factoring in all pros and cons.

(l) **Justice**. Being just and dispensing too. "Justice delayed is justice denied". Equality, fairness, equity etc are few of its practical aspects.

(m) **Knowledge**. A leader must know more and know deep. He should know the characteristics and capabilities of the group he leads, the subject he deals and the context of his work.

(n) **Loyalty**. It's the quality of faithfulness to the country, organization, group or superiors. It is offered by lead to a leader. A leader must never take shelter behind the shortcomings or mistakes of his colleagues and subordinates.

(o) **Sense of Humour**. He should have the ability to remain cheerful under stress. At times when things go wrong in life and tensions rise, humour at the appropriate time can go a long way in saving a situation.

Other Useful Leadership Traits

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

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.

CHAPTER-II

INDICATORS OF GOOD LEADERSHIP

Introduction

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 organization. A leader can use these indicators to shape up or ship out of the group.

Indicators of Leadership and Evaluation

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. It may be defined as the positive state of mind. It gives a feeling of confidence and encourages hardship with courage, will power and determination. Morale depends upon the attitude towards everything that affects him and his fellow members of the group.

Evaluation of Morale. The state of morale does not remain same. You can measure morale by close observation of your group in their daily activities, by inspections and interaction. Specific points to be noted are:-

(a) Appearance.
(b) Personal conduct.
(c) Personal hygiene.
(d) Excessive quarreling.
(e) Interest in various activities.
(f) Response to instructions.

Team Spirit. 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 sprint is the group's personality and expresses the team's will to try and win even in difficult situations.

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. 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.

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. Competence is the technique, tactic 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.

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.

(c) Level of skill shown by members while doing the tasks.

Development of the Indicators of Good 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. If you understand the factors that produce desired results, you will be able to direct your efforts along these lines.

Certain known actions will aid in the development of specific indicators. They are as given below: -

(a) **Morale**.

(i) Enhance confidence in the members of the group.

(ii) Give prizes/awards for good performance.

(iii) Make the members feel that they are essential part of the group.

(b) **Team Sprint**.

(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.

(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

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.

CHAPTER-III

LEADERSHIP AND MOTIVATION

Introduction

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?

Definition

"Motivation is the commitment and urge within a member which makes him accomplish his task under all situations without thinking about the cost"

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 goals 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.

Factors which Motivate

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.

These factors generate pride in and team spirit in one's group. We shall look at each in some detail.

Material Factors

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.

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

These factors make an individual proud of his/her group and motivate other members to perform better in difficult situations. Let's look at few examples.

Malala, an International Activist. Malala Yousafzai, 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.

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.

Leadership Traits Shown by Malala.

(a) **Courage**. She had the courage to speak against Taliban ban against girls going to school. Despite being threatened by them many times, she did not stop studying or preparing for exams.

(b) **Determination**. She was determined and spoke against Taliban on Radio and in TV interviews. The threat to her life didn't deter her.

(c) **Dedication**. She is dedicated to the cause of girls education. She opened an Education Fund to finance girl's school after recovering from bullet injury.

(d) **Goal Oriented**. She knew her goal well. She garnered support for her goal wherever she went and met famous personalities like Ban Ki Moon, Queen Elizabeth, Barack Obama etc. On her insistence, Pakistan government opened two senior secondary schools and a college in her area.

Case study of Tarh Peeju, Recipient of National Bravery Award. On May 19, 2016, 9-year-old Tarh Peeju attempted saving her friends Phassang Marry and Tarh Charu when they were trying to cross Pachin River at Naharlagun in Arunachal Pradesh. A student of class fourth at Alphabet Public School in Nirjuli, Tarh immediately jumped into the turbulent river and dragged both Marry and Charu to safety. While doing so she herself got entrapped by the strong current and was dragged inside a whirlpool. She was swept downstream and drowned by the strong current of the river. For displaying unbelievable courage, sacrificing her own life in saving her friends, Tarh Peeju was conferred the National Bravery Award, the top National Bravery Award posthumously.

Some of the qualities of leadership exhibited by Tarh Peeju are:

(a) **Alertness**. Tarh Peeju's alert mind helped her take quick action to save two human lives.

(b) **Courage**. Jumping into the river was exceptional act of courage.

(c) **Sacrifice**. Tarh Peeju saw her friends drowning and could not stop herself. She saved the life of her friends by risking and sacrificing her own life.

(d) **Initiative**. Peeju took the initiative and quickly reacted to what was to be done, without wasting time.

Spiritual Factors

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.

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

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.

CHAPTER-IV

CASE STUDIES ON EFFECTS OF LEADERSHIP IN NCC

Introduction

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.

Case Study-I: Drowning of Cadets at Camp Site

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.

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.

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.

The firing got over by 1100 hrs. By now, the day had warmed up. A canal which originated from the headwork 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.

Assessment of Situation

If you were CUO Alam Baig, what action would you have taken?

CUO Alam Baig who was made in charge of the swimming party by the ANO, at the outset did quick assesment 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 assitance of PI staff too. A detailed briefing was given to the entire party which included the following:-

(a) Seperation 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.

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.

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 near by 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 swimmersfrom down stream who got washed away and thus avoided a major catastrophe.

What leadership traits were demonstrated by CUO Alam Baig in the whole episode?

(a)	Alertness	(b)	Courage	(c)	Decisiveness
(d)	Dependability	(e)	Enthusiasm	(f)	Initiative
(g)	Self Confidence	(h)	Judgment	(j)	Knowledge.

Case Study No II - Action by NCC Cadets against Terrorist Assault

Cadet Under Officer (CUO) Gurmail Singh had been a regular cadet of the NCC in the SD for the last 3 yrs. CUO Gurmial Singh was a devoted and well disciplined cadet and he excelled in all spheres of NCC training and was given the appointment of CUO.

On 26 Jan 2013, 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.

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.

. 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.

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

If you were CUO Gurmail Singh what action would you have taken?

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 mean time, 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.

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.

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

What leadership traits were demonstrated by CUO Gurmail Singh in the incident?

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 inNCC. 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	

Case Study III - Facing Outbreak of Fire

Cadet Valmiki was from a crowded slum locality of Bombay 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.

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.

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

If you were Cadet Valmiki, plan what actions would you have taken?

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

What leadership traits were demonstrated by Cadet Valmiki in the incident?

(a) Combating Panic (b) Alertness (c) Courage

(d) Team Spirit (e) Initiative (f) Judgment

(g) Decisiveness

Conclusion

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.

CHAPTER-V

MORAL VALUES AND CHARACTER TRAITS

Introduction

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.

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.

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 sprit and fulfill mission at hand.

(d) Justice - To give every individual his due.

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.

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.

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.

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.

In addition to these, any good leader should possess two essential virtues too; an Inner urge for Excellence and Selfness service.

An Inner Urge for Excellence. It is the virtue of striving for excellence by challenging self and challenging other 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 cultivates a sense of mission in his studies or profession too.

(e) He/she challenges people around him to strive for higher personal excellence.

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.

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.

Character Traits

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.

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 man 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 of 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.

(n) **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.

Conclusion

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.

CHAPTER-VI

STRUCTURE AND FUNCTIONING OF THE COMMITTEE

Introduction

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.

Background

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 a Honour Code. The character qualities which are being fostered are given below:-

Respect. It is a sense of self respect, earned through an honourable conduct.

Integrity. Honesty, uprightness and purity are the ingredients of integrity. Lying, cheating, dishonesty is against integrity.

Character. It is the sum total of the moral values of a person. A man of character is a man of honour.

Discipline. Discipline is an ordered way of life as expected in the institution, in the society and as citizens of the country.

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.

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.

Structure And Functioning Of The Committee

Structure

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

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.

The composition of Honour Code Committee will be at institution level and as given under:-

(a)	Chairman	-	Sergeant (JD/JW)
(b)	Members	-	One cadet (nominated from 1st year)
			One cadet (nominated from 2nd year)

(c) ANO to bé nominated as Officer Guide

No cadet/member punished for an offence involving character can be part of the committee. The members are elected from the entire group .

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.

Duties of ANO are:-

(a) He will attend all meetings.

(b) He will arrange for all witnesses for discussion in a case.

(c) He will only guide the committee in its functioning. He will moderate decisions given by the committee.

The Feedback System

An honour code register will be opened by the institution and contents of each meeting will be recorded. The ANO will endorse his remarks. The comments of the Principal will also be endorsed.

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.

Tenets of Honour Code

Good conduct to enhance your own self respect, honour and image of institution.

Give priority to group interest over personal interest.

Stand up for what is right and accept responsibility.

Answer questions fully and truthfully to the honour code committee even if it results in action against you or your friends.

Own up to the committee any breach of discipline or honour code, whether intentional or unintentional.

Give all help and encouragement to fellow cadets who are weak.

Participate in all competitions and sports in the true spirit of sportsmanship. Accept defeat with grace and victory with humility.

Treat all fellow cadets with love and affection.

Be secular, truthful, honest and straight forward in your dealings.

Conclusion

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.

CHAPTER-VII

LEADERSHIP CASE STUDIES-I
SUBHASH CHANDRA BOSE

Introduction

Subhash Chandra Bose, popularly known as 'NETAJI', occupies a honoured place in the history of Indian independence movement. He was a man of great courage, a single minded and dedicated leader who was an icon of patriotism. He wanted to free India from British yoke, not by peaceful agitation or petitioning, but by waging an open war. He did so by escaping from India, organizing an army of Indian nationals and fighting like Mazzini and Garibaldi of Italy which is rarely seen in the annals of liberation movement all over the world.

Subhash Chandra Bose was one of the most visionary and fierce leaders of the pre independence era, for he followed a path which no one could even have imagined. An unparallel example of the declaration of Independent Indian government with a cabinet and its own army was seen in form of the Indian National Army. Under his charismatic leadership he organized a military attack on the British India and had pushed them till Imphal.

Early Life

Subhash Chandra Bose was born on 23 January 1897 in Cuttack as the ninth child among fourteen of Shri Janakinath Bose, an advocate and Smt Prabhavati Devi, a pious and God fearing lady. A brilliant student, he topped the matriculation examination of Calcutta province and passed his BA in philosophy from the Presidency College in Calcutta. Remembered for his fiery speeches which mobilized masses, this leader was a great orator and had started a debating club in his college saying that India in her forthcoming struggle would need great debaters and parliamentarians. He tried to promote quick thinking and self reliance among his colleagues.

He was strongly influenced by Swami Vivekananda's teachings and was known for his patriotic zeal as a student. His parents' wishes kept him away from the freedom struggle and send him for higher studies for the Indian Civil Services in England. Although he finished those examinations on top of his class (fourth), he could not complete his apprenticeship and returned to India, being deeply disturbed by the Jallianwalla Bagh massacre.

Bose was outspoken in his anti – British stance and was jailed 11 times between 1920 and 1941 for periods varying between six months to three years. He was the leader of the youth wing of the Congress party, in the forefront of the trade union movement in India and organized 'Service league', another wing of congress. He was admired for his great skills in organization development.

Bose advocated complete freedom for India at the earliest, whereas the congress committee wanted it in phases, through a Dominion status. Other younger leaders like Jawaharlal Nehru supported Bose and finally at the historic Lahore Congress convention, the Congress had to adopt 'Poorna Swaraj' (complete freedom)as its motto. Bhagat Singh's martyrdom and the inability of the Congress leaders to save his life infuriated Bose and he started a movement opposing the Irvin-Gandhi peace pact. He was imprisoned and expelled from India. But defying the ban he came back to India and was imprisoned again.

He was elected president of the Indian National Congress twice ie 1937 and 1939, the second time defeating the nominee of Gandhiji. He brought a resolution to give the British six months to hand India over to the Indians, failing which there would be a revolt. There was much opposition to his rigid stance and he resigned from the post of the president and formed a progressive group known as the 'Forward Block' in 1939. Subhash Chandra Bose was against the British involving India in the Second World War. He started a mass movement against utilizing Indian resources and men for the Great War. To him, it made no sense to further bleed poor Indians for the sake of colonial powers. There was tremendous response to his call and the British promptly imprisoned him. He took to hunger strike and after 11 days of fasting, his deteriorating health made the British free him. However he was placed under house arrest. The British were afraid of violent reactions in India, should anything happen to Subhash Chandra Bose.

Netaji and INA

Bose suddenly disappeared in the beginning of 1941 and it was not until many days that authorities realized that Bose was not inside the house they were guarding. He traveled by foot, car and train and resurfaced in Kabul (now in Afghanistan), only to disappear once again. Finally he reached Germany where with the help of the German army, he raised an Indian Legion and started broadcasting anti British speeches. From a secret radio station known as the 'Azad Hind Radio, he urged the people to rise and revolt against the British. He coined the term 'Jai Hind 'as greeting which is very popular these days. His legion called him 'Netaji' or the revered leader. Bose's sensational escape and his broadcasts from Berlin stirred the people of India into action. In Nov 1941, his broadcast from German radio sent shock waves among the British and electrified the Indian masses who realized that their leader was working on a master plan to free their motherland. It also gave fresh confidence to the revolutionaries in India who were challenging the British in many ways. Netaji met the war leaders Hitler and Mussolini, besides their commanders from whom he sought help for liberating India.

The Axis powers assured Bose help to fight the British. Japan by that time had grown into another strong world power occupying key colonies of Dutch, French and British in Asia. Bose had struck alliance with Germany and Japan. He rightly felt that his presence in the East would help his countrymen in freedom struggle and hence decided to shift his base to Japan.

In the beginning of 1943, a most hazardous journey was undertaken by him under water, covering thousands of miles, crossing en territories. He was in the Atlantic, the Middle East, Madagascar and the Indian Ocean. Battles were being fought over land, in the air and there were mines in the sea. At one stage he traveled 400 miles in a rubber dingy to reach a Japanese submarine, which took him to Tokyo. He was warmly received in Japan and was declared the head of the Indian Army, which consisted of 40,000 soldiers from Singapore and other eastern regions. Bose called it the Indian National Army (INA) and a government by the name "AZAD HIND GOVERNMENT" was declared on 21 Oct 1943. INA freed Andaman and Nicobar islands from the British and was renamed 'Swaraj' and 'Shaheed' islands.

Bose wanted to free India from the eastern front. He had taken care that Japanese interference was not present from any angle. Army leadership, administration and communication were managed by Indians only. The INA was structured into three Brigades namely – 'Subhash', 'Azad', and 'Gandhi'. INA marched through Burma and occupied Coxtown on the Indian border. They were determined to drive the British out of India. However the bombing of Hiroshima and Nagasaki changed the history of mankind. Japan had to surrender. Bose was in Singapore at that time and decided to go to Tokyo to plan the next move. Unfortunately there has been no trace of him from that point. He was just 48 and his death or disappearance continues to be a mystery.

Leadership Qualities

The effect of a leader can be measured by the amount of influence he is able to exert on the activities of a group in an effort to move towards a pre-determined goal. The fact that Subhash Chandra Bose could raise a voluntary army in itself without any material resources speaks volumes of his effective leadership. Certain qualities which made him a leader unique in himself and endearing to the masses are enumerated below:-

Alertness

. Subhash Chandra Bose was mentally alert and always exploited the limited opportunities that came his way. One such event was the formation of the 'Azad Hind Fauj'. Netaji observed that some Indian POW's are being brought to radio department to listen to the BBC and other stations which sent out their programs in Hindustani and were translating the same for Germans. It occurred to him, that these people could be motivated to form a national militia, which he accomplished through persuasion of the German authorities and by motivating the POW's.

Courage

Netaji had ample physical and moral courage. He displayed physical courage a number of times, but the most significant incident was undertaking the most perilous journey ever undertaken by man; a submarine voyage through thousands of miles of mine infested waters all the way from Germany to Japan crossing the Atlantic. He was transferred from one submarine to another which in itself was hazardous. Moral courage was displayed time and again when Subhash Chandra Bose stood by his decision, be it his

anti British stance for which he was jailed 11 times between 1920 and 1941 or opposing Congress leaders who advocated a milder approach of revolting against British rule.

Initiative

Subhash Chandra Bose was a natural leader. He took the lead and initiative whether it was college activities or politics. He took initiative and started a debating club in his college with a thought that 'India in her forthcoming struggle would need great debaters and parliamentarians'.

Knowledge

He was a brilliant student, having topped the matriculation examination of Calcutta Province. He also cleared the Indian civil services and moved to England for further studies .He also had immense knowledge of freedom struggles in other parts of the world from which he drew lessons as far as the Indian struggle was concerned.

Esprit-de-Corps

Subhash Chandra Bose laid a lot of importance on team spirit and camaraderie. He always made it a point to be with his troops as much time as possible .He made sure he shared their agonies and sorrow and not just happiness. In one instance he ordered his personal physician to go forward to Imphal to treat the INA soldiers even when he was not keeping good health.

Humility

A simple man with high ideals, he, despite having a huge mass following never behaved or felt as a special person. He could mingle with the common man and a royalty alike. He was accessible to one and all.

Conclusion

The Indian people were so much enamored of Bose's oratory skills and leadership qualities, that he became a legend. Many people still do not believe that he died in the plane crash. Bose also raised an army of women called the Rani of Jhansi regiment, a Balak sena. For him there was no difference between a man and a woman, the spirit was what mattered. While Bose's approach to Indian freedom continues to generate heated debate in our society, there is no denying of his burning patriotism, his tireless efforts to free India from inside and outside and his reckless adventures in trying to reach his goals. His exploits later became a legend due to many stories carried by the disbanded INA soldiers who came from every nook and corner of our great country.

CHAPTER-VIII

LEADERSHIP CASE STUDIES– II
MOHANDAS KARAMCHAND GANDHI

Introduction

Mohandas Karamchand Gandhi, also known as Mahatma or "Great Soul" was a hero, as well as a political and spiritual leader of India. Gandhi was born on October 2, 1869 in Porbandar, in the present state of Gujarat. Gandhi was brought up in India near Rajkot, where he did most of his studies. In 1888, Gandhi went to London, leaving his wife and son behind, to pursue his degree in law. Later in 1893, he went to South Africa to work and found that there was lot of prejudice towards Indians. That was when he began protesting and eventually became an inspiring hero for millions.

Gandhi fought for India's independence by using non-violent means of resistance. He thought there was injustice being done to the Indians by the British. The three main qualities that define Gandhi as a hero are his strong leadership, simplicity and bravery. Gandhi first experienced racial discrimination, and prejudice directed at Indians and the injustice imposed on them. This encouraged him to work for the Indian people in South Africa. His idea of non-violence and peaceful agitation came to be known as Satyagraha which forced the British to leave India.

Early Life

Mohandas Karamchand Gandhi was born on 2 October 1869 in Porbandar, Gujarat, India. His father, Karamchand Gandhi, was the ***Diwan*** (Prime Minister) of Porbander state, a small princely state in the Kathiawar Agency of British India.

On 4 September 1888, less than a month shy of his 19th birthday, Gandhi traveled to London, England, to study law at University College and to train as a barrister. His time in London, the Imperial capital, was influenced by a vow he had made to his mother in the presence of the Jain monk, upon leaving India, to observe the Hindu beliefs of keeping away from meat, alcohol, and immorality.

His attempts at establishing a law practice in Mumbai failed. Later, after failing to secure a part-time job as a high school teacher, he ended up returning to Rajkot to make a modest living drafting petitions for litigants, a business he was forced to close when he faced problems of a British officer. In April 1893, he accepted a year-long contract from Dada Abdulla & Co., an Indian firm, to a post in the Colony of Natal, South Africa, then part of the British Empire.

In South Africa, Gandhi faced discrimination directed at Indians. He was thrown off a train at Pietermaritzburg after refusing to move from the first class to a third class coach while holding a valid first class ticket. Traveling farther on by stagecoach he was beaten by a driver for refusing to travel on the foot board to make room for a European passenger. These events were a turning point in his life, awakening him to social injustice and influencing his subsequent social activism.

Gandhi And Freedom Movement

In 1915, Gandhi returned from South Africa to live in India. He spoke at the conventions of the Indian National Congress, but was primarily introduced to Indian issues, politics and the Indian people by Gopal Krishna Gokhale, a respected leader of the Congress Party at the time.

In April 1918, during the latter part of World War I, Gandhi was invited by the Viceroy to a War Conference in Delhi. Perhaps to show his support for the Empire and help his case for India's independence, Gandhi agreed to actively recruit Indians for the war effort.

In 1918, in Champaran, a district in state of Bihar, tens of thousands of landless and poor farmers were forced to grow indigo and other cash crops instead of the food crops necessary for their survival. Gandhi proposed *Satyagraha* - non-violence, mass civil disobedience. While it was strictly non-violent, Gandhi was proposing real action, a real revolt that the oppressed people of India were dying to undertake. His sathyagraha came to a halt when he was arrested by police on the charge of creating unrest and was ordered to leave the province.

Gandhi was arrested on 10 March 1922, tried for sedition and was sentenced to six years' imprisonment. He was released in February 1924 for an appendicitis operation, having served only 2 years. Without Gandhi's uniting personality, the Indian National Congress began to splinter during his years in prison, splitting into two. Furthermore, cooperation among Hindus and Muslims, which had been strong at the height of the non-violence campaign, was breaking down.

After long deliberations, Gandhi declared that India could not be party to a war ostensibly being fought for democratic freedom, while that freedom was denied to India itself. As the war progressed, Gandhi intensified his demand for independence, drafting a resolution calling for the British to ***Quit India***. This was Gandhi's and the Congress Party's most definitive revolt aimed at securing the British exit from India.

When the moment of freedom came, on 15 August 1947, Gandhi was nowhere to be seen in the capital, though Nehru and the entire Constituent Assembly were to salute him as the architect of Indian independence, and as the **'Father of the Nation'**.

Gandhi, quite characteristically, refused additional security, and no one could defy his wish to be allowed to move around unhindered. In the early evening hours of 30 January 1948, Gandhi met with India's Deputy Prime Minister and his close associate in the freedom struggle, Vallabhai Patel, and then proceeded for his prayers. Gandhi commenced his walk towards the garden where the prayer meeting was held. As he was about to mount the steps of the podium, Gandhi folded his hands and greeted his audience with a ‘namaskar’; at that moment, a young man came up to him; Nathuram Godse bent down in the gesture of an obeisance, took a revolver out of his pocket, and shot Gandhi three times in his chest.

Leadership Qualities

Faith in Self

Mahatma Gandhi wasn’t a great orator, didn’t have a very attractive physique, lived a life of simplicity and avoided limelight as much as he could, but still he is regarded as one of the greatest persons to have ever walked on earth. The reason is that he always believed in himself. He believed that he has a great responsibility to free his country and he had complete faith in himself. He knew he’d to play a significant role in the freedom of India and so he did. His faith in himself triggered the faith of millions of Indians in him.

Resistance and Persistence

It was very tough to lead a huge country such as India that too with non-violence mantra and against the violent and cruel British army. Gandhi was beaten a lot of times, a lot of times he was left alone, bleeding and lying on the ground and sometimes it seemed that he won’t see the sun, next day but each day and each time he faced the opposition, he resisted, he persisted and he got through all the opposition.

Forgiveness

Mahatma Gandhi was thrown into jail, beaten on the roads; many people conspired about his death and tried to assassinate him. But he forgave them all. He always forgave the people that might have hurt him in any way.

Learning from Mistakes

Mahatma Gandhi wasn’t perfect from the beginning. When he was child, he lied, he stole, and he fought and was too much after material things. But he was honest to admit his mistakes and take recourse correction by elders. He made mistakes throughout his life but he never made the same mistake twice. He learned from his failures and used it as a stepping stone to achieve success.

Strength of Character

Mahatma Gandhi was a man of great character. He kept himself away from the materialistic desires, always favored the truth and honesty, he condemned violence, he was married but still he was celibate and was himself a pure vegetarian. He was a celebrity and was covered on the front-page of all the important newspapers in the world at that time. But still he lived the life of simplicity and discipline.

Truthfulness

19. Many may not be aware that before becoming a freedom fighter, M.K. Gandhi was actually a lawyer. It is common belief that the profession of law requires much cunning and lying but still Gandhi never resorted to lying. He promoted truth throughout his life. He always called truth as his most powerful weapon.

Conclusion

20. Gandhi without a doubt could inspire and move the masses in India, he could show the common man that even he can make a difference and bring the British Empire to its knees. It was all possible since his leadership was based on self-reliance and non-cooperation, something every commoner could adopt and feel that they were a part of freedom struggle, synergizing the country men. One of the most outstanding qualities of Gandhi which makes him a great transformational leader of modern history was his long term vision, self confidence and strong principles of righteousness.

CHAPTER-IX

LEADERSHIP CASE STUDIES - III
P.V SINDHU

Introduction

P.V. Sindhu is one of the most talented rising stars of India, who earned a formidable name and unbeatable fame in badminton. She was talented as her parents are also international Volley ball players. After choosing badminton, she worked hard and won her 1st bronze medal in 2009, followed by a number of awards including gold, silver and bronze medals for her country. P.V. Sindhu was rewarded with Padma Shri for winning a silver medal at the Olympic in 2016. She is the first women in India who won this title for India.

Child Hood and Early Training

P.V. Sindhu was born in a Telegu Jat family. This stunning girl was born to P.V. Ramana and P. Vijaya on 5th July 1995 in Hyderabad. Her father was a member of Indian volleyball team and received Arjuna award in 2000. She started playing badminton at very early age of eight. She chose badminton, as she was inspired by the success of Pullela Gopichand, The all England Open Badminton Champion of 2001.

Sindhu first learned the basics of the sport with the guidance of Mehboob Ali at the Indian Railway Courts in Secunderabad. Soon after, she joined Pullela Gopichand's Badminton Academy, where she had to travel 56 km from her residence every day.

Career and Achievements

In the International Circuit, Sindhu reached the quarterfinal of the 2010 junior world badminton championship. Sindhu participated in many events, won many and also lost many times but she never lost her zeal and confidence. Sindhu injured her knee in China Open and she carried this injury through Japan Open National. Soon she got back with better fitness and never looked back since then.

In the year 2013, she beat Wang Shinian, Chinese player and become India's first medalist in the women's singles at the world championship. The 18 years old 10th seeded Sindhu was awarded Arjuna award by government of India, in 2013. In 2014, she created history by becoming the first Indian to win two back to back medals in the BWF World Badminton Championship.

In Rio Olympics 2016, she won the silver medal valiantly fighting and finally losing against Carolina Marin of Spain, thus becoming the youngest and first woman individual to bag an Olympic silver medal.

Leadership Qualities

Passion

Being the daughter of two national level players of volley ball, P.V. Sindhu selected badminton as her career game. Normally, children are expected to follow the footsteps of their parents or siblings. But she picked badminton from the age of eight. She was passionate about badminton and stuck with that.

Perseverance

She used to travel more than 50 kms every day to reach her academy at 4:00 AM. She pushed herself to the limit, challenging herself higher and higher and moved with greater speed, agility and flexibility. Her favorite foods and chocolates, she has voluntarily forsaken. Even she had stopped using her phone in her quest to become the best.

Hardworking

She became youngest Indian woman (21 years of age) to win a medal at Olympic singles. All this was possible because of her hard work. She proved that the path from dream to success does exist and that path is made up of talent combined with a hard work and passion.

Determination

She is the woman who doesn't give up easily no matter how hard it seems. She has shown this quality a number of times. In semifinal at Rio Olympics against Japanese Okhura, she was down with two points in the beginning but after the 10-all, Sindhu shook the fragging earth by carrying it all the way to winning point that is 21-10.She showed true grit and determination in odd situations.

Discipline

As she used to be present at her academy to attend practice session in time in spite of it being at distance, shows her discipline in life. It ultimately helped her to achieve her goal in life of becoming international player.

Humility

Nobody knew P.V. Sindhu before Olympics. It was Saina Nehwal who hogged the limelight. P.V. Sindhu had many laurels to her name from Padmshree to Arjuna Awardees and lot more. She could have promoted herself to garner popularity as she was also rising star. Yet, she kept it simple. She may not have won the gold medal at Rio, but modesty and humility both on and off the court won hearts of Indians.

Focus

She spends her sundays with family and other days at badminton court. She stopped eating chocolate and biryani which might impede her fitness goals to stay mentally focused towards her games. She stayed away from all kind of distractions including her mobile phone. Most of her time was passed at badminton court.

Esprit-de-Corps

Her team spirit is evident when she was the captain of Chennai Smasher team where she won all the five matches in the group league and helped her team to qualify for the semifinals.

Conclusion

Whole India knows about P.V. Sindhu today because of the marvelous performance at Olympics and after. People still relish those moments when she kept on winning matches one after another and thrashing her daunting opponents. Whatever, she could achieve is possible only through her sheer grit and determination, discipline and her focus to make her dreams a reality. She also became a source of inspiration or ray of light for thousand and lakhs of Indian women who want to shed away their traditional image.

SUMMARY

- Leadership is influencing the thoughts and actions of other people. Leadership is the key to progress, success or survival of any group.

- Traits or qualities that are seen in a good leader are:-
  - Alertness.
  - Bearing
  - Courage
  - Decisiveness.
  - Dependability
  - Endurance
  - Enthusiasm
  - Initiative
  - Integrity
  - Judgment.
  - Justice.
  - Knowledge.
  - Loyalty
  - Sense of Humour.

- A leader must gain the respect and confidence of his group so that they are willing to complete the given task.

- 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.

- Indicators of a good leadership are morale, discipline, team spirit and competence.

- The development of the indicators of leadership is a continuous process which must be carried out at all times, particularly during the group activities.

- 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.

- There are four cardinal virtues or human values. They are:-
  - Prudence
  - Courage
  - Self control
  - Justice

- In addition to these, 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.

- 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 honour code 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 honour code consists of the following parts:-
  - The directions of honour code.
  - The honour code committee.
  - The feedback system.

- Subhash Chandra Bose, popularly known as ‘Netaji’, occupies a honoured place in the history of Indian independence movement. He was a man of great courage, a single minded and dedicated leader who burned with patriotism.

- Some of the leadership qualities exhibited by Netaji Subhash Chandra Bose are:-
  - Alertness
  - Courage
  - Initiative
  - Knowledge
  - Esprit-de-Corps
  - Humility

- Mohandas Karamchand Gandhi, also known as Mahatma or "Great Soul” was a hero, as well as a political and spiritual leader of India. He is the ‘Father of the Nation’.

- Some of the leadership qualities exhibited by Gandhi are:-
  - Faith in Self
  - Resistance and Persistence
  - Forgiveness
  - Learning from Mistakes
  - Strength of Character
  - Truthfulness

- P.V. Sindhu is one of the most talented rising stars of India, who earned a formidable name and unbeatable fame in badminton. She was rewarded with Padma Shri for winning a silver medal at the Olympic in 2016.

- Some of the leadership qualities exhibited by P.V. Sindhu are:-
  - Passion
  - Perseverance
  - Hardwork
  - Determination
  - Discipline.
  - Humility
  - Focus
  - Esprit-de-Corps

Comprehension Questions

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

(i) What is leadership? What are leadership traits?

(j) What are the indicators of a good leadership?

(c) What you understand by motivation? How does it relate with good leadership?

(k) As per Plato, the Greek philosopher, what are the four cardinal virtues or human values?

(l) What are the character qualities which are being fostered while instituting Honour Code?

(m) Write short notes on the early life of Netaji Subhash Chandra Bose.

(n) Write short notes on the early life of Mohandas Karamchand Gandhi.

(o) Write short notes on the childhood and early training days of P.V. Sindu?

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.

(a) Write down the structure and functioning of the committee for an honour code.

(b) Write a short note on the relation between Netaji Subhash Chandra Bose and INA emphasizing on his leadership qualities.

(c) List out the major achievements of P.V. Sindhu in international badminton arena till date.

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 Malala Yousafzai, 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?

(d) What are the contributions of Mohandas Karamchand Gandhi in the freedom movement of India with respect to the leadership qualities exhibited by him?

(e) Which all leadership qualities can we imbibe from the badminton player P.V.Sindhu? 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) How has religion played an important role in motivating men? Elaborate.

(d) ‘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.

(e) 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:

Q6. HOTS (Higher Order Thinking Skills):

(a) ‘The effect of a leader can be measured by the amount of influence he is able to exert on the activities of a group in an effort to move towards a pre-determined goal’. Critically Analyse the statement in context with the leadership qualities displayed by Netaji Subhash Chandra Bose 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?

7. Group Activities: ‘Leaders are required to develop future vision and to motivate the members’. Organise an inter class/intra class/ inter house debate on the motion.

8. Other Suggested Activities: Research on the great leaders of India like Jawaharlal Nehru, Mother Teresa, A.P.J. Abdul Kalam, Ashoka and Swami Vivekananda. 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	Subject	Page Number	
		From	To
1.	Types of Natural Disasters.	168	170
2.	Essential Services and their maintenance.	171	172
3.	Role of NCC during Natural Disasters.	173	176
4.	Dos and Don'ts for NCC Cadets performing Disaster Management duties.	177	179
5.	Fire Services and Fire Fighting.	180	183
6.	Civil Defence Organization and its duties.	184	186
7.	Civil Administrative setup at District, Taluka and Village Levels.	187	188

CHAPTER-I

TYPES OF NATURAL DISASTERS

Introduction

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

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

Classification of Disasters

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, Tornados, 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.

(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, water contamination, illicit-liquor poisoning and epidemics.

(vi) **Terrorists Activities**. Serial Blasts / explosions in public transport or markets.

(vii) **Ecological**. Pollution of air, water, noise, soil degradation, loss of biodiversity, global warming, sea level rise, toxic wastes and nuclear accidents.

(viii) **Warfare**. Conventional, chemical, biological or nuclear.



Forest fire



Serial blast



Industrial accident

Types of Natural Disasters

Volcanoes. The word - volcano comes from the Latin word Vulcan, the Roman God of fire. 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.

Landslides. Landslides are mostly caused by movement in the ground and the force of gravity 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.

Earthquakes. Earthquakes are one of the many powerful natural disasters caused when there 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



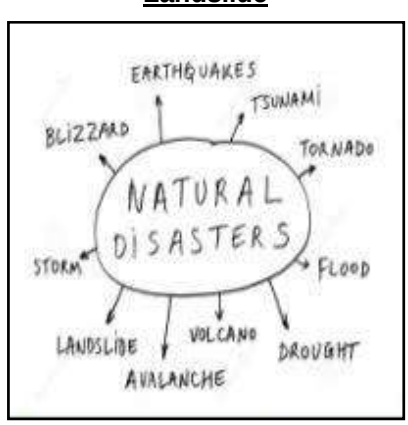
Landslide



Earthquake



Tsunami





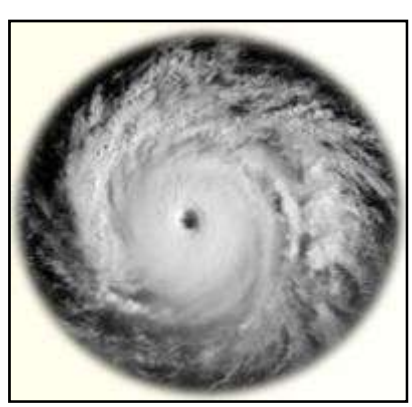
Flood



Cyclone



Drought



Hurricane

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.

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).

Floods. It can arise from abnormally heavy precipitation, dam failures, rapid snow melting, and river blockages or even by cloud burst water.

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

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.

CHAPTER-II

ESSENTIAL SERVICES AND THEIR MAINTENANCE

Introduction

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.

Essential Services and their Maintenance

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

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. At district level, each district is required to prepare in advance, contingency plans to tackle the likely disturbances in continuity of these services.

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.

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 rumors.

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.

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.

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.

Role of NCC Cadets in Maintaining Essential Services

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

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.

CHAPTER-III

ROLE OF NCC DURING NATURAL DISASTERS

Introduction

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.

Role of NCC during Disasters

NCC cadets can effectively assist the state system in disaster management, which could take shape in the form of:-

(a) Traffic Management under supervision.

(b) Search and Rescue.

(c) First Aid and evacuation of rescued people.

(d) Help in setting up and administration of Relief Camps.

(e) Collection, loading and dispatch of medical aid, material, food and other articles of relief.

(f) Conduct of cultural and recreational activities for victims to boost their morale at later or rehabilitation stages.

Points for Consideration. NCC is an extra-curricular activity for students and cadets are not like embodied soldiers available at all times. Some points for employment of cadets are as under:-

(a) 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 help or manning exchanges during strikes of nurses or telephone operators. Only SD cadets may be found suitable for helping in natural disaster like earthquakes, land-slides and floods.

(b) Suitable bonds would be required to be obtained from parents of cadets.

(c) Cadets are never readily available to be mustered at short notice because they are busy with their studies at schools/colleges. It is only during camps that the cadets are available and can be launched at short notice.

(d) Cadets are not sufficiently trained for specialized tasks related to Disaster Management. Suitable training must be given to them during institutional training.

(e) Adequate allowances would require to be allocated for the cadets taking part in these activities.

(f) Joint schemes with the State Disaster Relief machinery would be required to be made in which NCC cadets may be incorporated.

(g) Adequate signal equipment and other disaster relief equipment would be required to be provided to NCC to carry out necessary training.

(h) NCC cadets would have to carry out rehearsals along with the Army, Police, Fire Fighting forces and others in the State.

A number of international and national NGOs are active in the area of disaster preparedness and response. The national voluntary agencies working in various aspects of disaster mitigation, including risk reduction, preparedness and response. NCC is required to actively participate in disaster relief management in concerned states. Therefore, there is a need for a coordinating body for emergency relief

efforts within each state government. The objective of such a coordinating body could be to strengthen the role of NCC in:-

(a) Emergency preparedness.

(b) Emergency response (both immediate and in reconstruction efforts).

(c) Mitigation.



Precautionary Measures during Natural Disasters

Earthquake.

(a) **If You Live in an Earthquake-Prone Area.**

(i) Learn about its causes and effects. Speak about them in a calm and composed manner.

(ii) Keep in a handy place, a torch and a portable transistor radio.

(iii) Arrange your home in such a way that it is possible to move more easily, keeping corridors clear of furniture and toys.

(iv) Attach shelves, gas cylinders, vases and flowerpots to the walls of your home.

(v) Place heavy or bulky objects on the floor or on the lowest shelves.

(vi) Teach all members of your family how to turn off the electricity, water and gas supply.

(b) **During an Earthquake.**

(i) Keep calm and keep others calm.

(ii) If you are at home or inside a building or an auditorium:-

(aa) Do not rush to the doors or exists; never use the lifts; keep well away from windows, mirrors, chimneys and furniture.

(ab) Protect yourself by staying under the lintel of an inner door, in the corner of a room, under a table or even under a bed.

(c) **If You are in the Street**.

(i) Walk towards an open space, in a calm and composed manner. Do not run and do not wander the streets.

(ii) Keep away from buildings, especially old, tall or detached buildings, electricity wires, slopes and walls which are liable to collapse.

(d) **If You are driving**. Stop the vehicle away from buildings, walls, slopes, electricity wires and cables and stay inside the vehicle.

(e) **After an Earthquake**.

(i) Keep calm, switch on the transistor radio and obey any instructions you hear on the radio.

(ii) Keep away from beaches and low banks of rivers. A huge wave may sweep in.

(iii) Expect aftershocks.

(f) **Culture of Prevention**.

(i) Turn off the water, gas and electricity.

(ii) Do not smoke and do not light matches or use a cigarette lighter. Do not turn on switches. There may be gas leaks or short-circuits.

(iii) Use a torch.

(iv) If there is a fire, try to put it out. If you cannot, call the fire brigade.

(v) If people are seriously injured, do not move them unless they are in danger.

(vi) Immediately clean up any inflammable products that may have spilled (alcohol, paint etc).

(vii) If you know that people have been buried, tell the rescue teams. Do not rush and do not worsen the situation of injured persons.

(viii) Avoid places where there are loose electric wires and do not touch any metal object in contact with them.

(ix) Do not drink water from open containers without having examined it and filtered it through a sieve, a filter or an ordinary clean cloth.

(x) Eat something. You will feel better and more capable of helping others.

(xi) If your home is badly damaged, you will have to leave it. Collect water containers, food and ordinary and special medicines.

(xii) Do not re-enter badly damaged buildings and do not go near damaged structures.

(xiii) Do not walk around the streets to see what has happened. Keep clear off the streets to enable rescue vehicles to pass.

Cyclone. Listen to the radio for advance information and advice. Allow considerable margin for safety. A cyclone may change direction, speed or intensity within a few hours. So stay tuned to the radio for updated information.

(a) **If Storm Force Winds or Severe Gales are forecasted for your Areas**.

(i) Store or secure loose boards, corrugated iron, rubbish tins or anything else that could become dangerous.

(ii) Tape up large windows to prevent them from shattering.

(iii) Move to the nearest shelter or vacate the area if this is ordered by the appropriate government agency

(b) **When the Storm Hits**.

(i) Stay indoors and take shelter in the strongest part of your house.

(ii) Listen to the radio and follow instructions.

(iii) Open windows on the sheltered side of the house if the roof begins to lift.

(vi) Find shelter if you are caught in the open.

(v) Do not go outside or to a beach during a break in the storm.

(vi) Cyclones are often accompanied by large storm surges from the ocean or lakes and the precautions listed for floods should be taken if you live near the coast.

Flood.

(a) Listen to the radio for advance information and advice.

(b) Disconnect all electrical appliances and move all valuable personal and household goods and clothing out of reach of flood water, if you are warned or if you suspect that flood waters may reach the house.

(c) Move vehicle, farm animals and movable goods to the highest ground nearby.

(d) Prevent dangerous pollution. Move all insecticides out of reach of the water.

(e) Turn off electricity/gas and lock all outside doors and windows if you have to leave the house.

(f) Do not enter floodwaters on foot if you can avoid it.

(g) Never wander around a flooded area.

Conclusion

In the event of disaster, NCC should respond in an organized manner, so that its coordination with Government of India, State Government and the District Administration becomes easier. This is essentially the purpose of GOI-NCC partnership in disaster management.

CHAPTER-IV

DO'S AND DON'TS FOR NCC CADETS PERFORMING DISASTER MANAGEMENT DUTIES

Introduction

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.

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.



Precautionary Measures to be Followed by NCC Cadets

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.

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.

Do's and Don'ts for NCC Cadets

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.	Don't operate without full preparation.
(o)	Help removal of debris.	Cadets should not be involved in removal of toxic material.



Conclusion

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.

CHAPTER-V

FIRE SERVICES AND FIRE FIGHTING

Introduction

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. It is therefore essential that everyone should be aware of how to prevent fire hazards or to provide assistance in firefighting.

Causes and Prevention of Fire

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).

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

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 which will 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 until ceiling 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, without heating 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 often due to a combination of the above two or three factors viz, conduction, convection and radiation.

Prevention of Fire

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.

Fire Fighting

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 be achieved 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 burning material 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

To carry out the above methods, the fire services and fire parties are organized at the level of every city, town and important establishments.

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.

Auxiliary Fire Services. This consists of eight persons with Trailer Pump which can throw water at the fire from a distance. The members of this Service are drawn from the Home Guards.

Fire Fighting Equipment

Fire Fighting Equipment can be divided into the following four categories:-

(a) Fire Extinguishers.

(b) Stirrup Pumps.

(c) Buckets.

(d) Fire Beaters and Hooks.

Fire Extinguishers. For the convenience of study, these could be grouped as under:-

(a) **Soda Acid Extinguishers**. These fire extinguishers are used for extinguishing fires 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 extinguishers contain 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.

(a) **CTC Carbon dioxide and Dry Chemical Extinguishers**. These fire extinguishers contain 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.

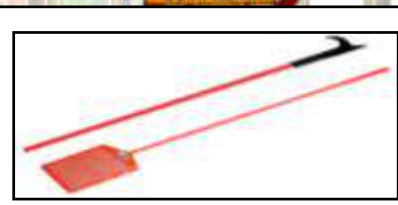


Stirrup Pumps.The stirrup pump is an excellent piece of first aid firefighting equipment designed for use on small fire. It is very useful in localizing and controlling fires with limited water supplies. Water spray from this equipment may be used on small fires for cooling the combustible material or 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.



Bucket. Buckets are ideal for storing water and sand for fighting small fires. They could be easily carried by one person, from one place to another.

Fire Beaters / Hooks. Beaters made of wire net in a rectangular shape and hooks made of iron fitted on bamboo poles are ideal for separating the burning and unbent combustible material, and extinguishing by beating the small fires.



Conclusion

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.

CHAPTER-VI

CIVIL DEFENCE ORGANISATION AND THEIR DUTIES

Introduction

Civil Defence was first established in India on 24th 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.

Civil Defence Organisations

General

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.

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 air raid, 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 as reconnaissance**,** 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 raid include 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 Defence Organisation at work

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.

National Level. At the national level, the Home Ministry is responsible for the Civil Defence. 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. In addition, The Ministries of Defence and Railways are responsible for civil Defence on properties owned or managed by them.

State Level Organization. Each State and Union Territory government has, under the overall control of its Inspector 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.

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.



Civil Defence Services and their Duties

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 service is 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 under the debris.

(g) **Welfare Services**. It is responsible to supply information about missing and dead etc. 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 send various services to the scene of the incident and provide the necessary transport required from time to time.

(j) **Salvage Service**. It is responsible to salvage the damaged property and keep it in safe custody.

(k) **Corpse Disposal Service**. This service is responsible for collection, identification and disposal of dead bodies.

(l) **Supply Service**. This service is responsible for planning, organizing and procuring necessary equipment for Civil Defence Services and its proper storage and quick distribution of equipment at the time of need.

(m) **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

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.

CHAPTER-VII

CIVIL ADMINISTRATIVE SET UP AT DISTRICT, TALUKA AND VILLAGE LEVEL

Introduction

We all are aware that the Indian constitution guarantees and provisions Union and State laws as well as policies and programmes for economic and social development are relevant to the daily lives of the people only to the extent they are implemented honestly and efficiently. Constitution stipulates that the Governments preserve public order and ensure welfare of its citizens. '*Administration*' encompasses any activities towards implementation and execution of above tasks.

Administration is an art of getting things done through and with the people in various organizational departments of the Governments. Administration involves guidance, leadership and control of the efforts of various departments towards common goals.

Administrative set up at District Level

The government at the centre and the state level cannot implement its policies directly from the head quarters. Therefore, the state is divided into territorial divisions and districts. The actual work of the government is carried out at the district level. People tend to judge the performance of the government by the way the programmes are actually administered in the district. The people come into direct contact with the administration at the district level more than the state or central level.

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. It was hierarchical sub-system of the state administration performing the specific tasks assigned to it.

District Collector

The head of civil administration in a district is a District Collector who is also a district magistrate. She/he is a regional officer but she/he represents the government in the district in practically all spheres of its activities. She/he is assisted by a number of other bureaucrats in various departments. All the officers assist him/her in different branches of administration such as land records, collection of revenues, policy implementation etc. Collector is also the ex-officio district election officer. He/she is also responsible for planning and development of the district plans and assists district planning committees in the budgetary processes. The office of the collector is called the collectorate.

The other major functions of District Collector include:-

(a) Maintenance of law and order.

(b Inspection of Jails.

(c) Supervise cadastral survey and land records.

(d) Revenue administration and collection of land revenue.

(e) Enforces civil Defence measures, and is responsible for the protection of vital installations.

(f) Coordinates work of Different Departments/Offices

(g) Acts as returning Officer for elections.

(h) Heads the District disaster management Authority.

Other Officials

A District is further divided into tahsils for the purposes of realization and collection of land revenue and administration. Tahsils are the units of Sub divisions, and Sub Divisional Magistrate performs similar functions as that of district collector at the tahsil level. He is assisted by a number of land revenue officials like Tahsildar, Naib-Tahsildar, Kanoongo and lastly the Lekhpal. Lekhpal is the last in the revenue chain and is a village level functionary.

Administration below District Level

Sub Divisions

For administrative purposes the district is divided into Sub divisions, Tehsils, Parganas or Circles or Ferkas and the Village is at the lowest level. The sub division is headed by SDO – SDM/ Assistant Collector. He performs revenue as well as law and order functions in his sub division. He is a link between the District Collector and the Tehsildar in revenue matters. As 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. Station Police Officer is in charge of law and order matters. Tehsil is the basic unit for purposes of general administration, treasury, land revenue, land records, etc. A Tehsil comprises of about 100 villages.

Taluka / Tehsils

Talukas, blocks or mandals (sub-districts but can also refer to division), headed by a Tehsildar or Talukdar, comprise several villages or village clusters. The governmental bodies at the Tehsil level are called the panchayat samiti.

Blocks

The block is often the next level of administrative division after the Tehsil.

Villages

Villages are often the lowest level of subdivisions in India. The governmental bodies at the village level are called Gram Panchayat, of which there were 2645880 in 2009. Each Gram Panchayat covers a large village or a cluster of smaller villages with a combined population exceeding 1500 (Gram Group).

Municipalities

Municipalities of India are governed by Municipal Corporations (Mahanagar Paalika) for large urban areas, Municipal Council (Nagar Paalika) for smaller urban areas, and Town Councils (Nagar Panchayats) for suburban areas. Municipalities can be as large as a district or smaller than a Tehsil.

Conclusion

It is very important in a large and democratic country like India, all welfare 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 corrupt-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.

SUMMARY

- 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.

- 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.

Comprehensions Questions

Q1. Answer the following in about 15 words:

(a) Define 'Disaster'.

(b) What is the basis of classification of disasters?

(c) Define the term 'Tsunami'.

(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 calamities.

(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) What do disasters result in?

(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.

(j) Write the major functions of District Collector.

Q3. Answer the following in about 150 words:

(a) What is the meaning of the word 'volcano'? Describe the process of volcanic eruption in detail?

(b) Describe the phenomena of Tsunami.

(c) Describe types of Essential service?

(d) Describe the types of fire and also measures to prevent occurrence of such fire incidents?

(e) Make a comparison of organization of Civil Defence at national level and state level?

(f) Draw a flow chart of Civil Defence Organization at State Level.

(g) How is State Executive Committee constituted? Who heads the committee? What are its functions?

(h) How does Civil Defence help to make you a good and responsible human being?

(i) What is the civil administration set up in the district?

Q4. Answer the following in about 250 words:

(a) Describe at least five natural disasters?

(b) Explain the role of NCC cadets in maintaining essential services?

(c) How can NCC cadets help in the time of flood?

(d) Write the Do's and Don'ts to be followed at the time of natural disaster by the NCC cadets?

(b) What are the methods of extinguishing a fire? Describe the equipments required for firefighting service.

(f) 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) What precautions should be taken in schools to educate children during an earthquake?

(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

INDEX

Ser No	Lesson code	Subject	Page Number	
			From	To
1.	SA-1	Basics of Social Service and its need	193	194
2.	SA-2	Civic Responsibilities: Swachh Bharat Abhiyan, Sauchh Abhiyan	195	196
3.	SA-3	Contribution of Youth Towards Social Welfare	197	197
4.	SA-4	Literacy Enhancement, Poverty Alleviation and Beti Bachao Beti Padhao Programs	198	200
5.	SA-5	Rural Development Programmes	201	202
6.	SA-6	Social Security Schemes	203	204
7.	SA-7	Social Evils: Female Foeticide, Dowry, Child Abuse Trafficking and Corruption	205	207
8.	SA-8	Drug Abuse and Drug Trafficking	208	209
9.	SA-9	Protection of Children	210	212
10.	SA-10	Road/Rail Travel Safety	213	215
11.	SA-11	Government's New Development Initiatives-I	216	219
12.	SA-12	Government's New Development Initiatives-II	220	222

CHAPTER-I

BASICS OF SOCIAL SERVICE AND ITS NEED

Introduction

The term 'Social Service' is defined broadly as, the provisions made by governmental or voluntary efforts to meet income maintenance, medical care, housing, education and recreational needs and provisions, for the care and protection of recognised special groups. The modern institutional service took shape with the impact of the industrial revolution upon family and community life, and creating dependence upon the wage system as a means of livelihood.

Social service 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.

Basics of Social Service

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.



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.

Weaker Sections of Society and their Needs



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.

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 which are socially and educationally backward while still having a higher status than scheduled castes or scheduled tribes.

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.

Contribution of NCC Cadets. 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

There is no doubt that the interests of the weaker sections need to be protected and their legimiate needs fulfilled so that we can have a just fair society where the under privileged are not discriminated against and no section lags behind the other.

CHAPTER-II

CIVIC RESPONSIBILITIES: SWACHH BHARAT ABHIYAN, SAUCHH ABHIYAN

Introduction

Civic Sense is that positive sense in an individual which makes him a civilized citizen of a country. It means developing the positive understanding, perception, attitudes towards society or community. Each one of us enjoy many rights as a citizen of the country, however with these rights understanding and performing our responsibilities is extremely important, which includes abiding by the law and maintaining proper behavior in public places. Swachh Bharat and Sauchh Abhiyan are two community cleaning programs launched by Government of India to make India more clean and hygienic.

Civic Responsibilities

Civic sense means social ethics, the positive perception, and understanding attitude towards society or community. Civic sense is not just keeping the roads clean and avoiding the violation of basic civil rights, it's about respecting one another, abiding by the law and maintaining proper decorum in public places.

Nowadays, we are so busy that we do not have time to spare for civic responsibilities. We absolutely lack basic civic sense and some of us are not even bothered. We see people littering, smoking in public places, cutting off plants and many other violations every day.

Characteristics of Responsible Citizen

Obeying laws and respecting authority is one of the main responsibilities of a good citizen. Don't 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.

Swachh Bharat Abhiyan

Swachh Bharat Abhiyan (Clean India Movement) is a campaign launched by the Government of India to clean the streets, roads and other infrastructure It is India's largest ever cleanliness drive with 3 million government employees, school and college students from all parts of India, participating.





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.

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.

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.

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.



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

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.



CHAPTER-III

CONTRIBUTION OF YOUTH TOWARDS SOCIAL WELFARE

Introduction

Youth constitute the most creative section of any society. Their role and contributions are vital to all societies and more so in a country like India having social, cul tural and other demographic disparities. Youth constitute about 34 % of the total population of India and their role and contribution towards social welfare and nation building is significant.



Contribution of Youth Towards Social Welfare

The contribution of youth towards social welfare have been discussed in the succeeding paras:-

(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 Yout 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.

(j) **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.

Conclusion

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.

CHAPTER-IV

LITERACY ENHANCEMENT, POVERTY ALLEVIATION AND BETI BACHAO BETI PADHAO PROGRAMS

Introduction



Literacy is a key factor for development of any nation. Enhancement of literacy is one of the primary duties of the Governments at Centre as well as States. All other issues like economic development, employment availability, industrial development, poverty etc. can be linked to the basic issue of literacy. In India, another basic problem is poverty.

Beti Bachao-Beti Padhao is one important Social Sector Initiative introduced by government to address the problems of gender imbalance and discrimination against girl child in Indian society.

Literacy Enhancement in India

Definition. Literacy is the ability to read, write, speak, listen, and communicate effectively. As per 2011 census, 26 % of Indian population is illiterate.

The Literacy rate in India has improved a lot over the last couple of years especially after the implementation of mid-day meals.

Reasons for Low Literacy Rate in India

Some of the reasons for low literacy rates in India have been inadequate and poor infrastructure in education, sector, awareness, caste system, gender bias, poverty and lack of political will etc. The States and the regions which have gone ahead in these fields, the literacy rate has improved, as high as 100 % in states like Kerala, Mizoram etc.

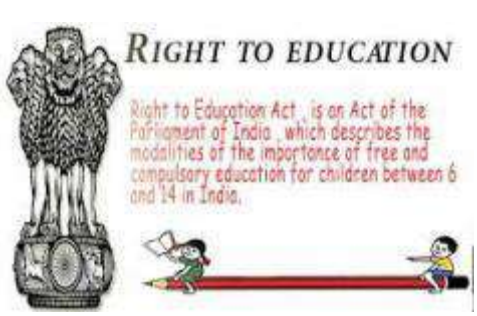
Literacy Enhancement

Government of India has taken several measures to improve the literacy rate in India. State Governments are making efforts to improve literacy rate in districts and villages where people are very poor. Some of the steps or programs to improve the literacy rate include the following:-

(a) **National Literacy Mission**. It was launched in 1988 and aims to educate 80 million adults in the age group of 15 - 35 years, over an eight-year period.

(b) **Sarva Siksha Abhiyan**. Began in 2000-01, aims at making free and compulsory education to children between the ages of 6 to 14 years (as a fundamental right).

(c) **Saakshar Bharat**. Began in 2009, it aims to create a literate society through a variety of teaching, learning programmes for non-literate and neo-literate of 15 years and above. It focuses more on women.



(d) **Right to Education (RTE) Act 2010.** It provides for free and compulsory education for children between 6 and 14 years as a fundamental right.

(e) **Non- Governmental Efforts**. The bulk of Indian illiterates live in the country's rural areas, where social and economic barriers play an important role in keeping the lowest strata of society illiterate. Government programmes alone, however well intentioned, may not be able to dismantle barriers built over centuries

Poverty Alleviation

Poverty in India is widespread, with the nation estimated to have a third of the world's poor. According to United Nations Development Programme, an estimated 37.2% of Indians live below the country's national poverty line.

Causes for Poverty in India

Following are some of the causes for poverty in India:-

(a) **Lack of Market Economy.** After independence, India adopted a centrally planned and closed economy. It has started to open its markets since the economic reforms in 1991.

(b) **High Population Growth Rate**. Another cause for poverty in India is the high population growth rate.

(c) **Neglecting Agricultural Sector**. Agriculture growth rate has dropped drastically compared to services and industry.

Poverty Removal Programmes

In order to reduce poverty, the following programmes were launched by the government:-

(a) **Jawahar Gram Samridhi Yojna**. It was started on 01 April 1999. The main aim of this programme was development of rural areas. Its secondary objective was to give out sustained wage employment. This was only given to BPL families.



(b) **National Old Age Pension Scheme (NOAPS)**. It is a non-contributory old age pension scheme that covers Indians who are 60 years and above and live below the poverty line.

(c) **National Family Benefit Scheme (NFBS)**. In the event of death of a bread-winner in a household, the bereaved family will receive lumpsum assistance of Rs 10000/- The Scheme is for BPL families only.

(d) **National Maternity Benefit Scheme (NMBS).** This Scheme provides a sum of Rs 500 to a pregnant mother for the first two live births. The women have to be older than 19 years of age. It is given normally /8-12 weeks before the birth and in case of the death of child the women can still avail it.

(e) **Annapurna**. It aims at providing 10 Kg of food grains in a month as food security to meet the requirement of those senior citizens who, though eligible, have remained uncovered under the National Old Age Pension Scheme.



(f) **Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)**. It aims to enhance livelihood security in rural areas by providing at least 100 days of wage employment in a financial year to every household, whose adult members volunteer to do unskilled manual work.

(g) **Rural housing- Indira Awaas Yojana**. It is a social welfare flagship programme, created by the Indian Government, to provide housing for everyone. IT aims to create 20 Lacs housing units by providing Loans at Subsidized rates

Beti Bachao Beti Padhao Scheme

Beti Bachao Beti Padhao is a governmental social scheme to address the gender imbalance and discrimination against girl child in the Indian society.

Objectives

It is to increase awareness among common people to save the lives of girl child by completely stopping the female foeticide. People are encouraged to celebrate the birth of their girl child and educate them with full responsibility as they do for their boy child.

Implementation of the scheme

Under Beti Bachao Beti Padhao Scheme, government has taken various steps towards protecting the girl child and enabling her education. The District Task Force and Block Task Force have been formed with an aim of developing and relating to Child Sex Ratio. To reach out the community at a large, awareness programs are being conducted for wider publicity of the Scheme. A number of rallies have been organized with major participation from schools, employees of government departments, etc.

Conclusion



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. Evils of illiteracy and poverty can eat away the soul of India unless the entire country along with the governments tackles them on mission mode. Beti Bachao Beti Padhao program has noble intention which needs to be translated on ground. NCC cadets can play an important role in these aspects, particularly in literacy.

CHAPTER-V

RURAL DEVELOPMENT PROGRAMMES

Introduction

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.

Rural Development and its Need

Rural development is a process that aims at improving the quality of life and standard of living of the people in the rural areas which includes social, economic, political and spiritual development of the poorer sections of the society.

Finding ways to improve the rural lives, with participation of the rural people themselves, and it covers various activities like Education, Health, Banking, Roads, Water, Electricity, Employment, Small Scale Industries and Agricultural products, Rural Tourism etc.

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.

Important Rural Development Progarmmes

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.



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.

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.

Jawahar Gram Samriddhi Yojna (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.

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 Awas Yojna) will be on the basis of poverty ratio and housing shortage.

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.

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.

Pradhan Mantri Gram Sadak Yojana (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.

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.

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.

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.

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.

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

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.

CHAPTER-VI

SOCIAL SECURITY SCHEMES

Introduction

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.

What is social security?

Social Security

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).

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.

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).

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.

Narrowly speaking, 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.

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.

Jan Dhan Yojna

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.

Purpose of Jan Dhan Yojana. Under the scheme:-

(a) Account holders will be provided bank accounts with no minimum balance.

(b) Debit cards will be issued.

(c) Coverage of Accidental insurance for Rs1 lakh.

(d) After six months of opening of the bank account, holders will be eligible for Rs 5,000 overdraft from the bank.

(e) A person can transfer funds, check balance through a normal phone which was earlier limited only to smart phones.

Benefits of Jan Dhan Yojna.

(a) Zero Balance Requirements.

(b) Mobile Banking.

(c) Loan Benefits.

(d) Insurance Benefits.

New Social Security Schemes of Government

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).

Atal Pension Yojana (APY). 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. Union Government will co- contributes 50 percent of the total contribution of subscriber for a period of 5 years. Subscribers must have bank account and should not be members of any statutory social security scheme or Income Tax payers. The minimum age of joining is 18 years and maximum age is 40 years.

Pradhan Mantri Jeevan Jyoti Yojana (PMJJBY). The insurance subscriber will get an annual life insurance in case of death. It is available to any person in the age group of 18 to 50 years having a bank account. 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. 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.

Pradhan Mantri Suraksha Bima Yojana (PMSBY). The insurance subscriber will get annual life insurance in case of accidental death, partial disability or full disability. 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.

Conclusion

The Government of India has provided several social security schemes for the benefits of its citizens. The three new social security schemes along with JanDan 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.

CHAPTER-VII

SOCIAL EVILS: FEMALE FOETICIDE, DOWRY, CHILD ABUSE TRAFFICKING AND CORRUPTION

Introduction

India is a large mixed society with varied castes, culture, religions and economic status. 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.

Female Foeticide

Female foeticide or abortion is the act of selective killing of the girl child in the womb itself, done after detecting the child's gender through medical means. This is usually done under family pressure, husband or the in-laws or even the woman's parents.

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 male 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.

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.



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.

Dowry

6. **General**. In India, dowry is the payment in cash or some kind of gifts given to bridegroom's family along with the bride. Generally they include cash, jewellery, electrical appliances, furniture, bedding, crockery, utensils and other household items. The "dowry Prohibition Act 1961" prohibits giving or taking or abetting any forms of dowry.

7. **Causes of Dowry System.**

(a) **Economic Inequality.** This fuels the desire to ask for more and more cash or gifts to live a lavish life style.

(b) **Increasing Unemployment of Males**. In order to prove their status, unemployed males are growingly demanding more and more dowry to fulfill their desires.

(c) **Parental Compulsions.** In order to find a good match for their daughter, well to do parents are offering huge dowry.

(d) **Divine Sanctions.** The Vedas prescribe that a dowry be given by the bride's family to the groom.

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.

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) Law enforcement.

Child Abuse

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.

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.

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.

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.

Corruption

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.

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 Lok Ayukt to investigate cases of corruption.

(g) Simplifying routine procedures.

Conclusion

. Social evils 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.

CHAPTER-VIII

DRUG ABUSE AND DRUG TRAFFICKING

Introduction

A `DRUG` is a substance-solid, liquid or gas that brings out physical and / or psychological changes and it affects the central nervous system. 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.

Types of Drugs

Types of Drugs. There are three main types of drugs affecting the central ervous 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.

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.

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.

Drug Abuse and Trafficking

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.

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.

Reasons for Drug addiction. Drug addiction does not develop overnight, but have general and genuine reasons. It is most common in peer group then in some due to curiosity. If a person is not strong enough then they may go for pleasure seeking with drugs. Some people have mental tensions and therefore use this to relieve their pressure. If the availability of these drugs is easy then that may lead to more cases of addiction.

Drug Trafficking in India

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.

The Law

The Narcotic Drugs and Psychotropic Substances (NDPS) Act and Rules provide for punishment up to 20 years of rigorous imprisonment (RI) and fine up to Rs Two Lakhs for indulging in trafficking in drugs. Death sentence is given in case of repeat of this offence and also cater for confiscation of property of smugglers.

Conclusion

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.

CHAPTER - IX

PROTECTION OF CHILDREN AND POCSO ACT 2012

Introduction

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.

Definitions And Provisions

General Provisions.



(a) The Act is gender-neutral and **defines a child as any person below the age of eighteen 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.



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.

Punishment Under The Act

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.

The act also provides punishment for providing assistance to the offence. This would cover Trafficking of the children for sexual purposes.

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 years imprisonment, this may lead to imprisonment for life and, fine (Section 6).



(c) **Sexual Assault (Section 7)**. Not less than three years imprisonment, this may extend 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 imprisonment and fine, and in the event of subsequent conviction, seven years imprisonment and fine (Section 14 (1)).

Methods For Reporting And Recording

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.

Reporting and Recording of Evidence. The Act incorporates child friendly procedures for reporting, 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

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.



CHAPTER-X

ROAD/RAIL TRAVEL SAFETY

Introduction

Road/Rail accidents are a human tragedy, which involve high human suffering. They impose a huge cost in terms of deaths, injuries and loss of income. 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.

TRAFFIC CONTROL ORGANISATION

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

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

Anti Drunken Driving

General

4. 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

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

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

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.

Motor Vehicle Amendment Bill 2016 and Road / Rail Safety Measures

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.

(e) **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

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.

Conclusion

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.

CHAPTER XI

GOVERNMENT'S NEW DEVELOPMENT INITIATIVES - I

Introduction

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. One of the fastest growing economies in the world, India has become one of the fast growing economies of the world. have Through various new initiatives, Government is 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.

(c) Part III - BHIM App.

Aadhar

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.

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. As. NCC cadets, one should not only possess AADHAR card not also educate those who do not have to proure it.



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 applicant 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.

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?

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.

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. It give an identity is a citizen, facilitate easy transaction as well as makes every citizen responsible for his actions and also participate in development of the nation. Some of the benefits 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.

Digital India



Digital India is a major step by Government towards development. Can you imagine a country where Government procedures are done on a click of a button? Yes, the ultimate aim of digital India is its facilitate all transactions through digital means rather than by manual method. For e.g. the application are sent on email and certified and stored digitally. It saves time and effort of the citizen. Digital India was launched by Government of India on 01 July 2015 with the objective of connecting rural areas with high-speed Internet networks and improving digital literacy in the country. The vision of Digital India programme is inclusive growth in areas of electronic services, products, manufacturing and job opportunities etc. and it is centered on three key areas – Digital Infrastructure as a Utility to Every Citizen, Governance and Services on Demand and Digital Empowerment of Citizens. Digital Literacy mission will cover six crore rural households. It is planned to connect 550 farmer markets in the country through the use of technology.

Out of 10% English speaking Indians, only 2% reside in rural areas. Rest depends on their vernacular language for all their lives. As of now, email addresses can only be created in English language. To connect rural India with the Digital India, the Government of India is encouraging email services providers like Gmail, MS Office and Rediff etc to provide email address in regional languages. The email provider companies has shown positive signs and an India based company, Data Xgen Technologies Pvt Ltd, has launched world's first free linguistic email address under the name 'DATAMAIL' which allows to create email ids in 8 Indian languages, English and 3 foreign languages – Arabic, Russian and Chinese. In due course of time email services in 22 languages will be offered by Data XGen Technologies.

The Nine Pillars

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.
(b) Universal access to Internet.
(c) Public Internet Access Programme.
(d) e-Governance – Reforming Government through Technology.
(e) e-Kranti - Electronic delivery of services.
(f) Information for All.
(g) Electronics Manufacturing.
(h) IT for Jobs.
(j) Early Harvest Programmes.

Through **Digital India Programme** the Indian Government aims to create jobs for 18 lakh people and bring investment of around Rs. 4.5 lakh crore in the country. The government will look to benefit both the consumers and the service providers by developing a two-way platform. The programme will be supervised and managed by the Digital India Advisory group which will be lead by India's Ministry of Communications and IT.

Bhim App

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.

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 echnology 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.

Advantages of BHIM app are:-

(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.

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.

Conclusion

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 which is what the world is expecting from India at present.

CHAPTER XII

GOVERNMENT'S NEW DEVELOPMENT INITIATIVES - II

सत्यमेव जयते

Introduction

The major objective behind the initiative is to focus on job creation and skill enhancement in 25 sectors of the economy. These initiatives aim at high quality standards and minimising the impact on the environment. The initiative hopes to attract capital and technological investment in India. 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) Make in India. To encourage manufacturing in India.

(b) Start up India. For encouraging new businessmen.



Make In India



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.

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.

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.

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.

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 enable India to improve ranking.

Start Up India

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.

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.

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.

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.

The **Standup India** Initiative is also planned and run concurrently with Startup India intended to encourage entrepreneurship among **SCs/STs, women** communities.

Conclusion

Public schemes are important because policy and decisions affect nearly every aspect of daily life, including education, healthcare and national security. They are primarily made to improve the health, safety and well-being of citizens and set standards for educational institutions, transportation operations as well as housing facilities. These are concerned with short-term issues to alleviate economic growth.

SUMMARY

- 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.

- 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.

- 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 Awas Yojana 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.

- The Government of India has provided several social security schemes for the benefits of the citizens namely Jandhan Yojana, Atal Pension Yojana (APY), Pradhan Mantri Jeevan Jyoti Yojana (PMJJY) and Pradhan Mantri Suraksha Bima Yojana (PMSBY). People have to make good use of these schemes to attain 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.

Comprehension Questions

Q1. Answer the following in about 15 words:

(a) Define the term social service?

(b) Write 5 reasons for low literacy rates in India.

(c) Define 'civic sense'.

(d) What is Swachh Bharat Abhiyaan?

(e) Name 6 fields that youth can contribute towards social welfare?

(f) What is the full form of MNREGA?

(g) Write about any one method identified for conduct of social service?

(h) Write short notes on Jan Dhan Yojana

(j) Define ‘corruption’?

(k) What is a ‘drug’?

(l) What is meant by POCSO?

(m) What contributes towards increasing the number of road accidents?

(n) What are responsibilities of the Traffic Police Department?

(o) BHIM stands for what?

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) Write a short note on Other Backward Classes (OBCs).

(c) Why civic sense is important for country?

(d) What is rural development?

(e) How can the youth contribution towards social welfare of the country?

(f) What are the important rural development programmes in India?

(g) What do you know about ‘Aadhar’?

(h) What is the punished for penetrative sexual assault (section 3) under POCSO, 2012?

(j) Draw the responsibility chart of Traffic Control Organisation of Police.

(k) Give any three types of ‘depressants’? What do they contain?

(l) Write short note on:-

(i) Petty corruption.

(ii) Abuse of discretion.

(m) Who are the most prominent violators of drunk driving?

(n) Name five literacy enhancement programs/steps in India?

(o) Write short note on three Social Security Schemes of Government.

Q3. Answer the following in about 75 words:

(a) What is social service? What is it based on and what are its objectives? Give suitable examples.

(b) Why is there a need to develop our rural areas? Explain.

(c) What do you mean by civic sense? Explain with the help of suitable examples.

(d) What is Swarnajayanti Gram SwarojgarYojna? What are its objectives? Which families are covered under the programme?

(e) What are the characteristics of a good and responsible citizen?

(f) Explain about the protection of children under POCSO Act, 2012?

(g) What do you mean by Jan Dhan Yojna? Explain in detail?

Q4. Answer the following in about 150 words:

(a) Why do you think NCC cadets can contribute towards strengthening the weaker sections of the society in India and how?

(b) What are the unique features of MNREGA?

(c) Write in detail about Jawahar Gram Samridhi Yojna.

(d) What is Indira Awas Yojna (IAY)? What are its aims?

(e) 'In some people civic sense is found to be inadequate'. Explain the statement with the examples from your own life and of your friends and neighbours.

(f) What are the benefits of Swachh Bharat Abhiyan?

(g) Explain various preventive measures of corruption?

(h) Explain various types of 'Drugs'?

(j) What are the causes of female foeticide?

(k) Explain different forms of child abuse?

(l) Write a note on Motor Vehicle Amendment Act, 2016.

(m) Write short notes on:-

(i) Stimulants.

(ii) Hallucinogens.

(n) What is drug trafficking? Explain.

(o) What are different economic sectors where corruption can occur? Explain any 5 of them.

Q5. Answer the following in about 250 words:

(a) What are the needs of the weaker sections of society? Explain the need of reservation in educational institutions and government jobs?

(b) 'Education is the basic need of the weaker section'. Explain the statement.

(c) Write the schemes included in the National Social Assistant Programme (NSAP) launched in 1995-96. Explain any three schemes in detail.

(d) 'Our youth is the strength of the family, village, locality and community'. Elaborate the contribution of youth towards the social welfare.

(e) Why do people have an indifferent attitude towards public property? Substantiate your answer with suitable examples?

Q6. HOTS (Higher Order Thinking Skills):

(a) How can you help in breaking the stereotypes related to caste and overcome the prejudices related to certain sections of society?

(b) In your view, how can welfare schemes and other administrative benefits reach every citizen in a large and democratic country like ours?

(c) If you see someone harming the public or damaging a historical monument, will you make them aware of their civic duty? How?

(c) 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 joint family with respect to old age care.

(b) Make a project on watershed and waste land development with special emphasis on the positive role played by NCC cadets.

(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) "Drug trafficking and consumption has become a global menace? Explain with suitable examples.

(e) "The role of alcohol in traffic safety has caused the greatest threat to safety" Explain.

UNIT 9: HEALTH & HYGEINE

INDEX

Ser No	Subject	Page No	
		From	To
1.	Structure & Functioning of The Human Body	229	232
2.	Hygiene & Sanitation (Personal & Food)	233	236
3.	Physical & Mental Health	237	238
4.	Infectious & Contagious Diseases & its Prevention	239	243
5.	First Aid in Common Medical Emergencies	244	249
6.	Treatment and Care of Wounds	250	251
7.	Introduction to Yoga &Exercises	252	256

CHAPTER-I

STRUCTURE AND FUNCTIONING OF THE HUMAN BODY

Introduction

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.

Skeletal and Muscular System

Skeletal System

The human body has 206 bones of various shapes and sizes. The bones give shape and firmness to the body, as also it protects the vital organs like brain, heart, lungs and spinal cord**.** Bones can either be loosely arranged or densely arranged. The loosely arranged bone is called “spongy bone” and densely arranged bone is called “compact bone”. Some bones are hollow from inside and filled with bone marrow.

Classification of Bones. Bones can be classified according to their shape as under:-

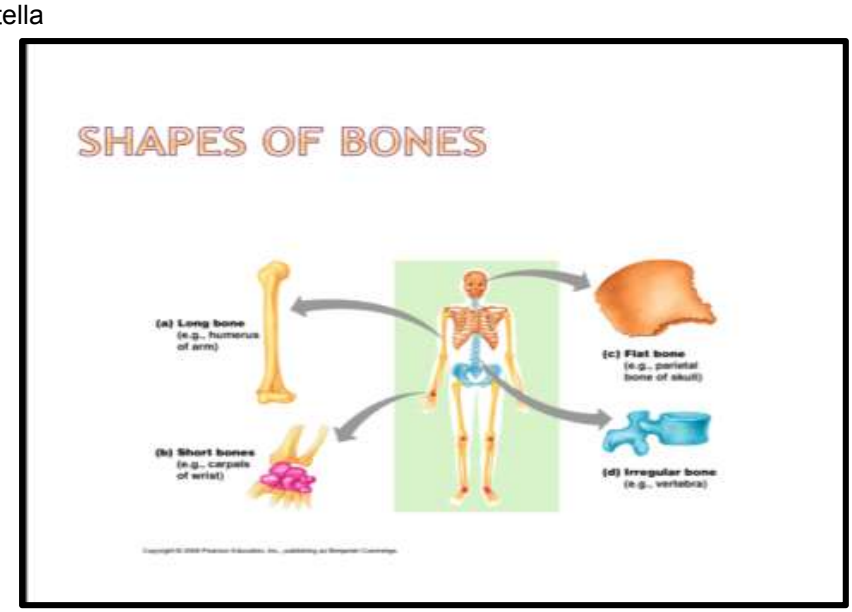
(a) **Long Bones**. These bones are long and tubular and are confirmed to upper and lower limbs.

(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.e.g. Bones of cranium Skull shoulder or hips.

(d) **Irregular Bones**. Irregular or mixed shapeeg.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

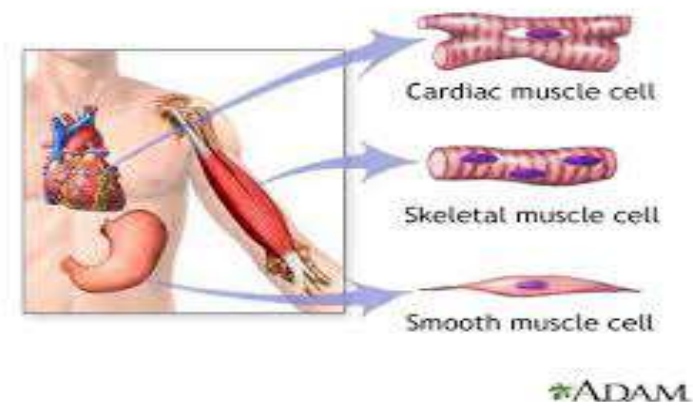
Muscular System. The muscles form about half of the total weight of the body and are responsible for body movement. The muscles form the flesh of the body that is under the control of nervous system.

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.



Organ Systems

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 and the 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.

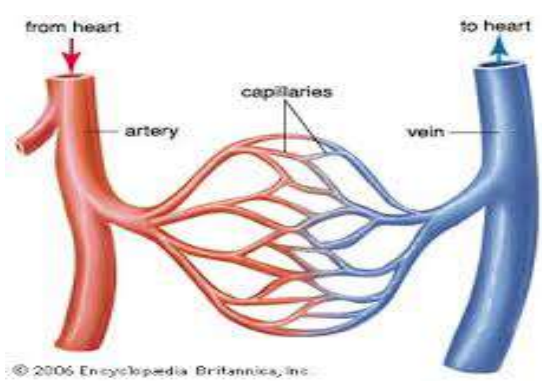
(b) **Blood.** The blood is also known as the transport system of the body. It consists of plasma and formed of cells such as RBC, WBC and platelets.

(c) **Blood Vessels.** Blood vessels are tube like structures which carry blood all over the body for circulation. These are of three types:

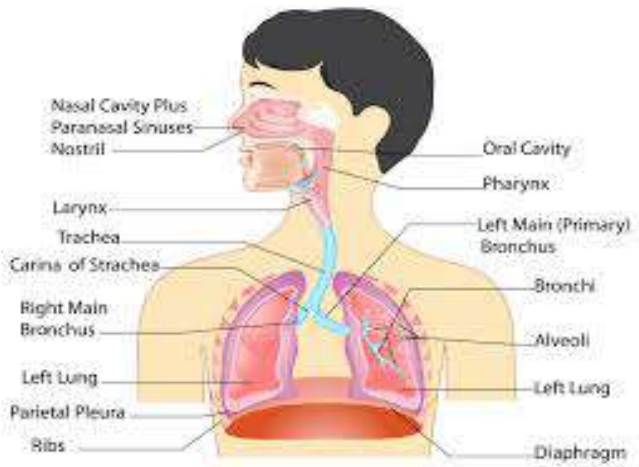
(i) **Arteries.** These are the blood vessels which carry blood from the heart to other parts of the body.

(ii) **Capillaries.** These are tiny blood vessels which connect the small arteries & veins. The exchange of oxygen and nutrition with carbon di oxide by the tissue takes place in the capillaries.

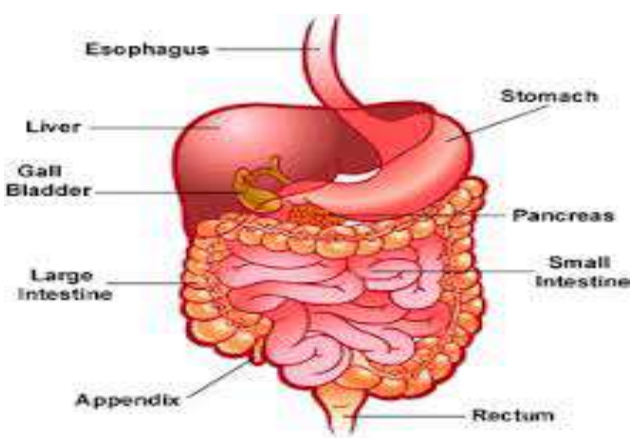
(iii) **Veins.** These blood vessels carry blood to the heart. The main veins are called superior and inferior vena cava.



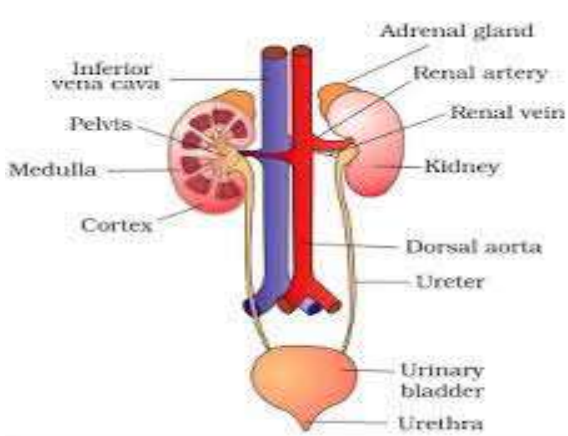
Respiratory System. Respiration is a process by which oxygen is taken in and carbon dioxide is given out. The main organs of respiratory system are Nose, Pharynx, Larynx, Trachea, Bronchi, and the Lungs.



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.



Excretory System. Excretion is a process by which waste products are removed out of the body. Among the organs that contribute towards the elimination of waste products are the skin, lungs, kidneys and the gastro-intestinal tract.

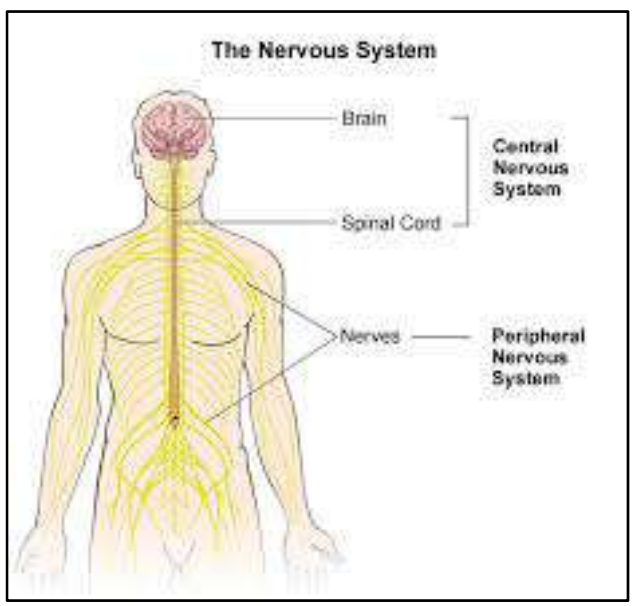


Nervous System. Internal balance of the human body is maintained with in normal limits by the nervous system and the endocrine system. The neurons are the basic units of nervous system. The nervous system may be divided into three main parts:-

(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

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.

CHAPTER-II

HYGIENE AND SANITATION (PERSONAL AND FOOD HYGIENE)

Introduction

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.

Personal Hygiene

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.

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.



Brushing Prevents Tooth Decay

(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 contract Athlete's foot.



Prevent Infection Trimmed Nails

Food Hygiene

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.

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.

Over the past years, the Five Keys to Safer Food have become an international reference source and are recognized as one of the best WHO global risk communication message.

Important Components of Food Hygiene

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.)

(b) **Meat Hygiene.** The word meat includes various tissues of animal origin. The diseases which may be transmitted through meat are 'Tapeworm Infestation' and 'Bacterial infections' like anthrax, tuberculosis or food poisoning. The animals intended for slaughter, must be subjected to proper ante mortem and post mortem inspection. Good meat should neither be pale pink nor deep purple nor should it be slimy. Good meat should be elastic to touch and should have agreeable colour.

(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 Rinsed 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

Conclusion

Personal and Food hygiene are two sides of a coin, which must be ensured together for best results. These are simple steps which, if taken regularly and correctly can be beneficial to both individuals and community as investing of time and effort in them can lead to saving of lives.

CHAPTER-III

PHYSICAL AND MENTAL HEALTH

Introduction

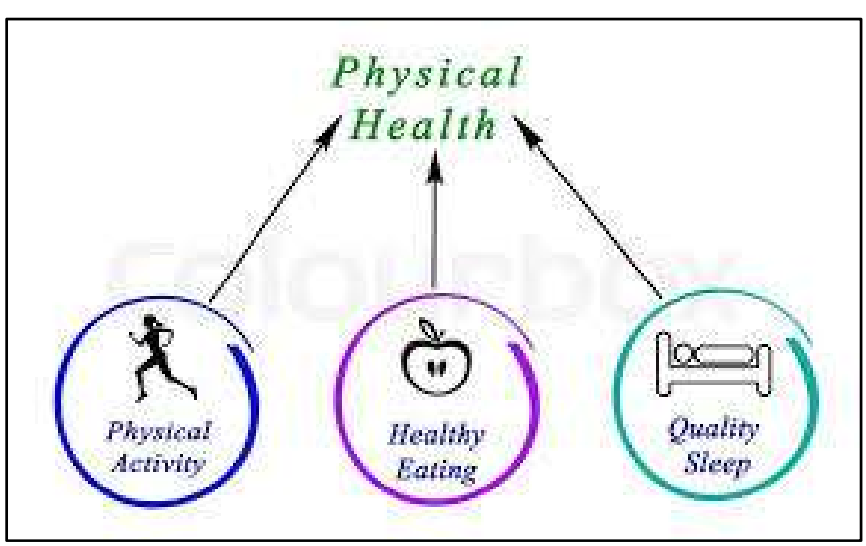
Earlier doctors defined health simply as an absence of disease or illness. However the **World Health Organization** defined the term health as a complete state of physical, mental and social wellbeing and not merely the absence of disease or infirmity.

Physical Health

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.

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.



Five Components of Health Related Fit by W H O.

(a) **Cardio-respiratory Endurance.** Cardio-respiratory endurance is the ability of the body's circulatory and respiratory systems to supply fuel during sustained physical activity.

(b) **Muscular Strength.** Muscular strength is the ability of the muscle to exert force during an activity.

(c) **Muscular endurance.** Muscular endurance is the ability of the muscle to withstand contractibility during an activity.

(d) **Body composition.** Body composition refers to the relative amount of muscle, fat, bone, and other vital parts of the body.

(e) **Flexibility.** Flexibility is the range of motion around a joint.

Mental Health

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.

Characteristics of a Healthy Mind. These are normal appetite, cheerful outlook, socially acceptable habits and positive outlook and attitude.

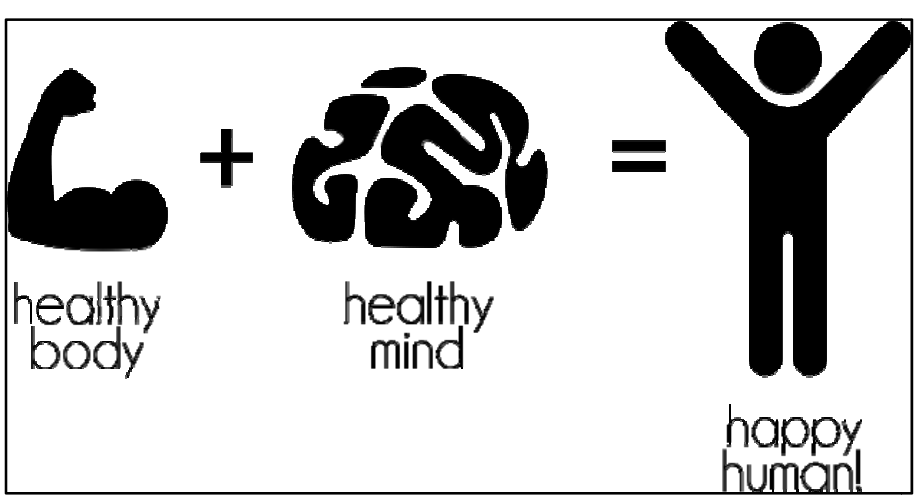
Mental Disorders. Following are some of the indicators of mental disorders:-

(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.

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.

Lifestyle 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 with Happy Human Beings

Conclusion

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.

CHAPTER-IV

INFECTIOUS AND CONTAGIOUS DISEASES AND THEIR PREVENTION

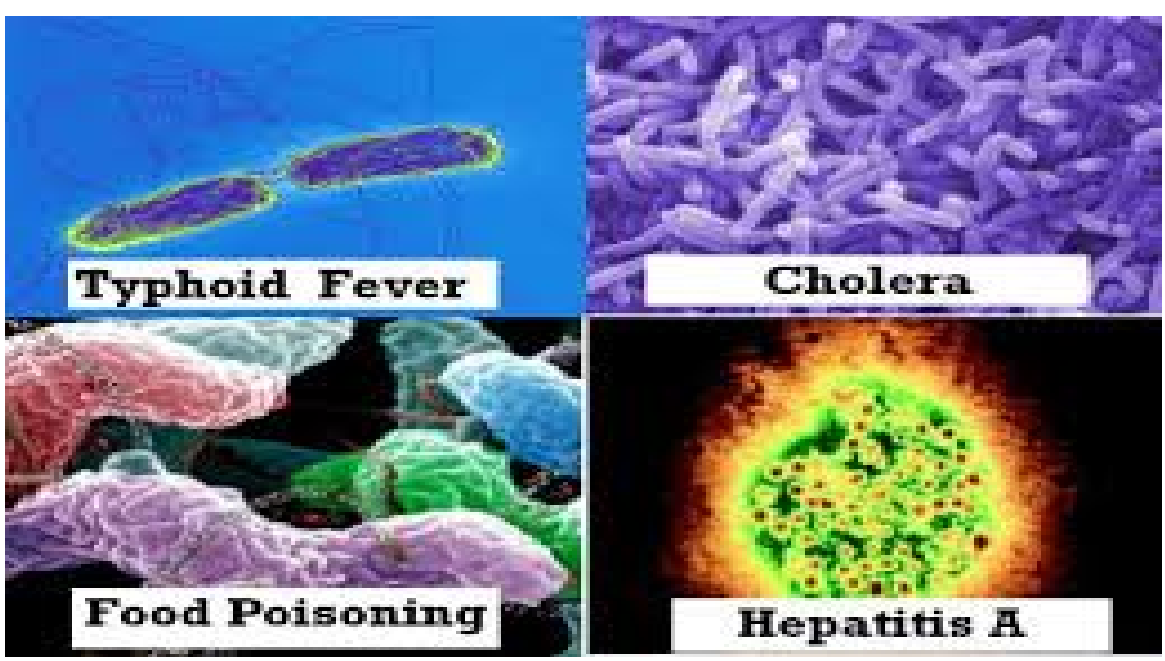
Introduction

The diseases which spread easily by various modes are called contagious diseases. These diseases are the bacterial or viral origin. Many of the deadly diseases can be prevented from spreading to healthy persons if proper precautions are taken by checking infection and contagion of several diseases and by killing carriers of several other diseases.

Classification of Contagious Diseases

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	-	Diaorreah, 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.

Preventive Measures

Specific measures to prevent diseases are as under:-

(a) **Prevention of Excremental & Water Born 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 Born Disease.**

(i) Filling, 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) Use 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.

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.

(iv) 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 micro organisms 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, gloves and 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 beta and 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.** Inoculations and 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

Communicable diseases as the name suggests are most easy to prevent if timely measures are taken as recommended above. As these diseases are communicated through some carrier or agent, their spread on occurrence is difficult to control. It is advisable to always follow the prevention measures to save precious human and animal lives, national resources and effort.

CHAPTER-V

FIRST AID IN COMMON MEDICAL EMERGENCIES

Introduction

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.**

Injuries to Internal Organs

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 whereinimportant 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.

(d) Eyes deeply sunken with dark rings around them.

(f) Patient usually restless and anxious and may lose consciousness.

First Aid Treatment.

(a) Keep the patient warm and lying down with feet raised up and head kept low.

(b) Apply cold application on the suspected injured region.

(c) Cheer up the patient.

(d) Arrange medical attention as soon as possible.

Burns and Scalds

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.

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, Scorpion and Dog Bite

Snake Bite

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.

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.

Scorpion Bite Bite by scorpions should be treated like snake bite.

First Aid Treatment. If blood has been drawn, the wound should be cleaned well with antiseptic lotion.

Rabid Dog Bite

Rabies is a very dangerous disease transmitted by a rabid dog. The disease is preventable by giving anti-rabies vaccine.

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.

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.

Foreign Bodies in Eye, Ear and Nose

Foreign Body in Eye

. Particles of coal or dust may lodge on the eye-ball or inside the eye lid causing discomfort and damage to the tender structure.

. **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

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.

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

This is a common occurrence among children. They might put peas, beads in the nostril.

. **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.

Asphyxia

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

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.

(i) Due to obstruction to entry of air through the air passage.

(ii) Foreign body obstruction in air passage.

(iii) 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.

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.

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.

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.

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.

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.

First Aid in Case of Suffocation by Poisonous Gas. Protect yourself and remove the casualty from the gas as early as possible.

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.

Insensibility or Unconsciousness

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.

Stages of Unconsciousness.

(a)	1st Stage	Delirium – When the restlessness of body and mind are present.
(b)	2nd Stage	Patient responds to loud commands, gives maximum response 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.

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.

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.

(f) Nothing should be given by mouth. Remove false teeth, if any.

Artificial Respiration.

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.

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).

Conclusion

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.

CHAPTER-VI

TREATMENT AND CARE OF WOUNDS

Introduction

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.

Classification of Wounds

Definition. Wounds can be defined as a break in continuity of the skin or muscles membrane. It is caused by violence.

Classification. Wounds can be classified as under:-

(a) **Inside Wound.** It is wound caused by a sharp instrument like knife, razor and so on. Its edges are clean.

(b) **Lacerated Wound.** It is caused by blunt instrument. The edges are torn or uneven.

(c) **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) **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.

First Aid for Wounds

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.

Dressing of Wounds

A wound is to be cleaned with antiseptic lotion and covered with cotton or gauze piece with medication, before applying the bandage.

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.

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.

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

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.

CHAPTER-VII

INTRODUCTION TO YOGA AND EXERCISES

Introduction

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 Yoga 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.)

Definition and Purpose of Yoga

Definition

The **Sanskrit** word **yoga** which is "yoke", "to join", "to unite", or "to attach" from the root yuj, already had a much more figurative sense, where the yoking or harnessing of oxen or horses takes on broader meanings such as "employment, use, application, performance" , "to put something to some use". In **Hindu philosophy**, the word yoga is used to refer to one of the six orthodox **(astika)** schools of Hindu philosophy.

Purpose

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.

. **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-neuro physical.

(e) All yogic practices are complementary.

Potential Benefits of Yoga for Adults

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 **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 a mind-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.

Potential Problems

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.

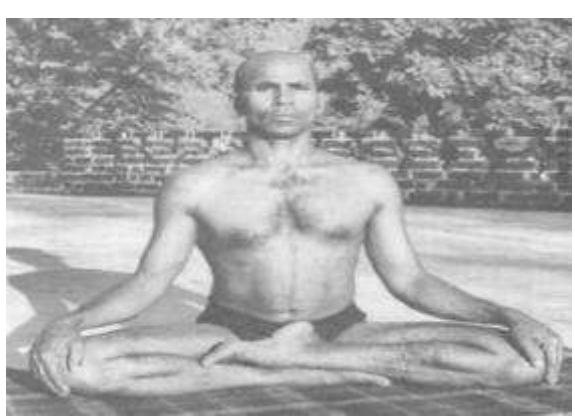
Some yoga practitioners do not recommend certain yoga exercises for women during menstruation, for pregnant women, or for nursing mothers. However, meditation and breathing exercises are encouraged.

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.

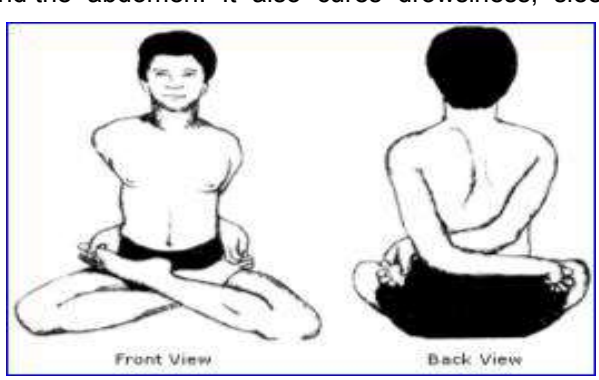
Asanas

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 legforward, place your left foot on 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.



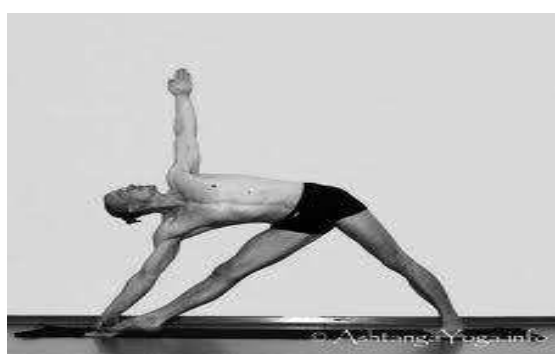
(b) **Baddha Padmasana.** Sit in Padmasana. Try to project the feet as far as possible. Take the hand behind your back. Catch the right toes with your right hand and left toe with your left hand. Keep the back bone straight and fix your eyes on the tip of the nose. This asana improves nervous system 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 yourHands 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, neek 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. Fold your hands in the centre of your chest. Now recite the first of the twelve mantras.

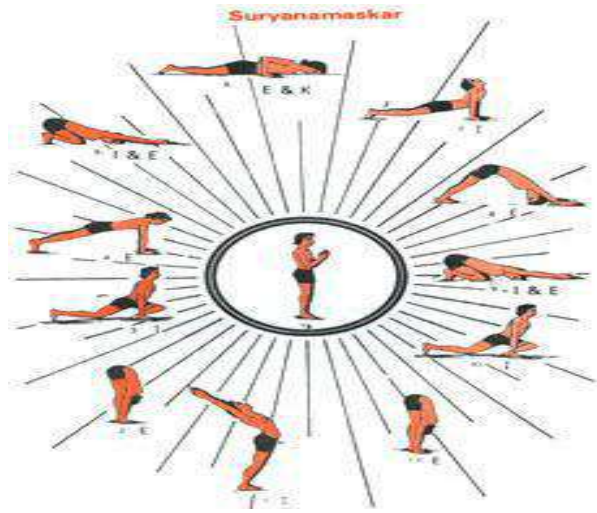
Stage 2. Stretch your hands upandtakethe body backwards from the waist as far a possible. The hands must remain straight and tough your ears.

Stage 3. Now bend down without bending the knees. Try to put the palms on the ground and touch the nose with knees without bending knees.

Stage 4. Take left leg back. Bend your right knee, the knee will remain between the two 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 your body 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 as much 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. Makethe 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 palm upwards, 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 or bend. Take a long and deep breath then concentrate on each and every part of 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 should be 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.

(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 atthe 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 up to 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.

CONCLUSION

Yoga is a time tested, well researched, form of exercise having deep religious and medical overtones. The deep and positive effects of yoga on the body and mind of a practitioner can be felt better by doing it under a trained teacher. Once a person initiates himself into the medico-spiritual world of yoga, it is difficult for him to detach himself from it.

SUMMARY

- 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 is rendered.

- Basic knowledge of our body system 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.

- **Classification of Bones:-**

  - Long Bones, Short Bones, Flat Bones.

  - Irregular Bones, Sesamoid Bones.

- Hygiene and Sanitation are two sides of a coin, which must be ensured together for best results. There are simple steps which, if taken regularly and correctly can be beneficial to both individuals and community. Investing of time and effort in them can lead to saving of lives.

- **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.

- Communicable diseases are easy to prevent if, timely measures are taken. As these diseases are communicated through some carrier or agent, their spread on occurrence is difficult to control. Always follow the preventive measures to save precious human and animal lives.

  - Excremental, droplet, contact, insect borne, water borne and animal borne diseases are various types of communicable diseases.

  - Food borne infection may be controlled by standards of food hygiene.

  - Exclusion of sick person from food handlings.

- Chemical agents like phenol, savlon, potassium permanganate, hydrogen peroxide etc are commonly used for disinfection and sterilization.

  - Important inoculations & vaccinations are provided free of cost under various.Government programmes.

- 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 a very simple and effective method which, a trained NCC Cadet, can save precious lives under various life threatening situations. The crucial aspects are promptness and correctness in administrating 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.

- **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.

- Wounds are common features among human who are outdoor oriented. If cared properly during early stage the wound heal quickly.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.
  - Puncture wound.
  - Contusion.

- **Yoga**

  - Yoga means to join/to unite/to attach.
  - Yoga should be performed as exercise or alternative medicine for many ailments.
  - Meditation and simple breathing exercise (without breath-holding) are safe and can help children to manage stress, impulsiveness, and emotional situations.
  - There are innumerable asanas which are useful for curing ailments and maintain go good health.

Comprehension Questions

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

(a) Write about the function of bones.

(b) Write about the components of blood.

(c) Name the main vein of the body.

(d) Which organs are involved in excretion of toxic substances in human body?

(e) Which two body systems in human are responsible for bringing about control an co-ordination?

(f) How many bones are there in the human body?

(g) What are excremental diseases?

(h) Name the vectors responsible for transfer of the diseases from a sick person to a healthy person.

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

(a) What are animal borne diseases? Write about any one prevention of excremental and water borne diseases?

(b) What diseases are transmitted through meat?

(c) Why is it very important for all cadets to have knowledge of providing basic first aid in common medical emergencies?

(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) What hygienic suggestions would you like to share with food handlers?

(h) Write about any three things that should be taken care of with regards to hygiene in eating places?

(j) Write the preventive measures to control infectious diseases.

Q3. **Answer the following in about 75 words:**

(a) Write the name of five diseases and their related vaccine used for their prevention?

(b) Why is food a potential source of infection?

(c) What are the general rules of first aid in case of unconsciousness?

(d) What first aid can be administered in case of 'electric shock'?

(e) What are the rules of treatment of asphyxia?

(f) What first aid should be given in the case of rabid dog bite?

(g) What is meant by segregation of the patient? What important things are kept in mind while doing so?

(h) How can we disinfect the articles in contact with the patient to avoid spread of diseases?

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

(a) How can we destroy the agents (germs) causing infection in the surrounding area of premises?

(b) What preventive steps can be taken to stop the spread of :

(i) Insect borne diseases.

(ii) Droplet infection.

(c) What first aid treatment would you give to be a patient of burns and scalds?

(d) How should all snake bites be treated? What kind of first aid should be administered to the victim?

(e) Explain mouth to mouth respiration?

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

(a) Write in detail about the various ways of disinfection to stop spread of diseases?

(b) In how many categories can we classify communicable diseases? Write in details about them.

(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 details about the main components if personal hygiene.

(e) Explain the combined sequence of 12 positions in Suryanamaskara.

Let's Discuss:

Q.6 **HOTS (Higher Order Thinking Skills)**

(a) "Basic knowledge of our body system allows us to understand the field of health and hygiene with ease". How far do you agree with the system and why? Substantiate your answer with suitable examples.

(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) "Personal and food hygiene are two sides of the same coin, which must be ensured together for best results". Explain the statement with the help of suitable examples.

(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

INDEX

Ser No	Lesson Code	Subject	Page Number	
			From	To
1.	ADV 1	Adventure Training	263	268

CHAPTER - I

ADVENTURE TRAINING

Introduction

Adventure activities have been incorporated in NCC training with the aim of inculcating and strengthening leadership traits among the cadets. Trekking, cycling and Rock Climbing forms part of such activities. Trekking is walking for a number of days, usually on uncharted paths, in challenging environments which are likely to be hilly, mountainous or jungle. Cycling expedition refers to cycling over long distances priortising pleasure and endurance over utility or speed. It can range from single day rides to multi-day trips. Rock climbing is an activity in which participants climb up, down or across natural rock formations or artificial rock walls.





Trekking

Useful Tips for Trekking. 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.

(k) Wear appropriate clothing to prevent dehydration, sunburn and fatigue.

Safety Measures

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

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 o 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 lended socks can be used for trekking purpose, as these socks are specially designed to preclude feet moisture.

Cycle Expedition



Cycling expedition refers to cycling over long distances prioritizing pleasure and endurance over utility or speed. Cycling can range from single day rides to multi-day trips. 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.

Safety Measures 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 the 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 youto 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.

(i) **Bicycle Accessories.** Every bike needs a horn or bell and reflectors (front, back, landsides). 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.

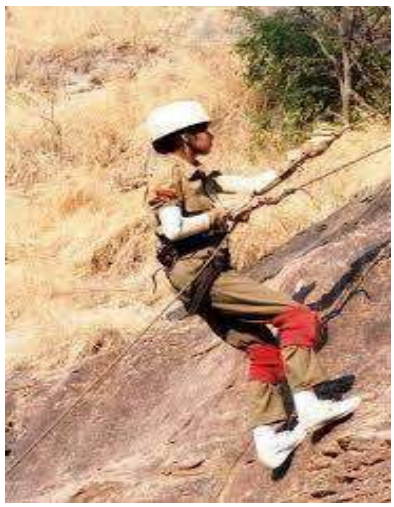
(ii) **Maintenance**. Keep your bike clean and well maintained, especially the brakes and drive chain.

(h) **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 ollision risks. Clearly define "start" and "finish" points.

(j) **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. (Pavement required).

Rock Climbing

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.





Safety Tips

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 two anchors. 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.

Conclusion

Trekking is a very enjoyable and satisfying adventurous activity in which proper health and fitness is an absolute must for every trekker. Cycling is a very efficient and effective mode of transportation, optimal for short to moderate distances. 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 sport and knowledge of proper climbing techniques and usage of specialized climbing equipment is crucial for the safe completion of routes.

SUMMARY

- Adventure activities have been incorporated in NCC training with the aim of inculcating and strengthening leadership traits amongst the cadets.

- 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 rekking 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.

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 are the various types of Cycling Expeditions?

(d) What is the use of Dynamic ropes in rock climbing?

(e) What are belay gloves?

Q2. **Answer the following questions in 50 words.**

(a) List out the essential items to be carried during a trekking expedition?

(b) What are the safety tips for a cyclist during cycle expedition?

(a) What are the main objectives of trekking expedition?

(b) What are the safety tips for rock climbing?

(c) What do you understand by followings:-

(i) Carabineers.

(ii) Quick Draws.

(iii) Harness.

Q3. **Answer the following questions in 75 words.**

(a) What is the health guide for a trekker during trekking expedition?

(b) List out the various Rock Climbing equipment.

(c) What is the requirement of buddy system during cycling expedition?

(d) What all useful things will you keep in mind before planning for a trekking expedition?

Q4. **Answer the following questions in 150 words.**

(a) What all precautions will you undertake before going for a trekking expedition?

(b) How trekking expedition is important for youth? Elaborate

Q5. **Answer the following questions in 250 words.**

(a) Explain the 10 tips which you will bear in mind before commencing rock climbing?

(a) 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 arethosetraits?

UNIT 11: ENVIRONMENTAL AWARENESS & CONSERVATION

INDEX

Ser No	Subject	Page Number	
		From	To
1.	Natural Resources Conservation and Management	272	277
2.	Water Conservation and Rain Water Harvesting	278	281
3.	Waste Management	282	284

CHAPTER-I

NATURAL RESOURCES CONSERVATION & MANAGEMENT

Introduction

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, windenergy, fossil fuels, minerals and coal. Refined oil is not a natural resource since humans create it.

Basic Information of Natural Resources and Types Ofresources

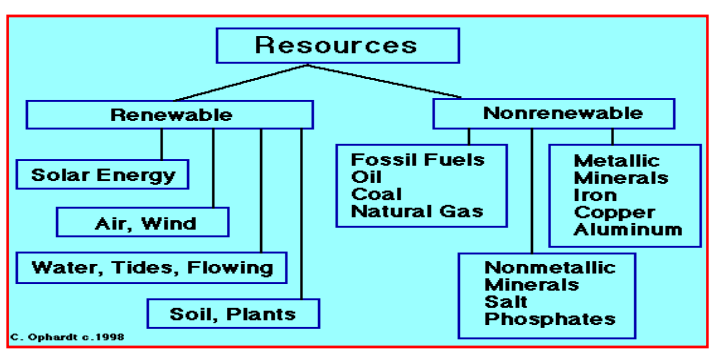
Natural resources can be classified by various methods, which includes:-

(a) Source of origin.

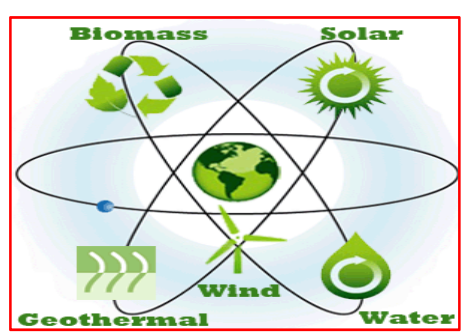
(b) Stage of development and by their renewability.

Classification

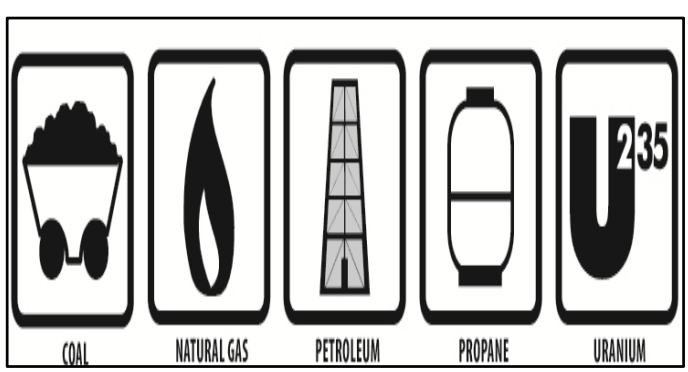
Natural resources are basically classified as either renewable or non-renewable:-

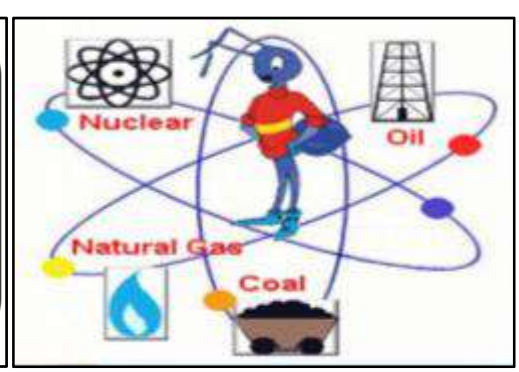


(a) **Renewable Resources.** Renewable energy is generally defined as energy that comes from resources which are naturally replenished on a human time scale such as solar, hydropower, biomass, geothermal and wind energy. Renewable energy replaces conventional fuels in four distinct areas: electricity regeneration, air and water heating, motor fuels, and rural energy services. Thus renewable resources are resources which can be used repeatedly because it is refilled naturally.



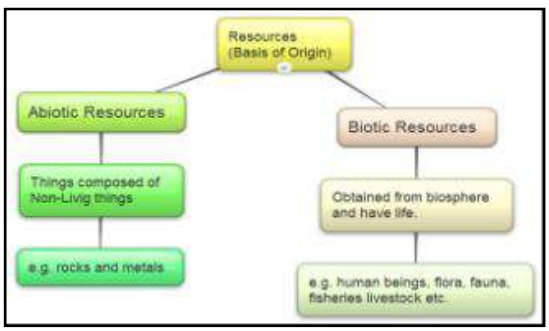
(b) **Non-Renewable Resources.** These are re-sources which are formed extremely slowly and those which do not naturally form in the environment. Most common non-renewable resources are Minerals and Fossil Fuels. Thus non-renewable resources are the resources that cannot be re-made, re-grown or re-generated.





Classification of Natural Resources on the Basis of Origin

Resources can be further classified on the basis of origin as under:





(a) **Biotic.** Biotic resources are obtained from the biosphere (living and organic material), such as forests & animals and the materials that can be obtained from them. Fossil fuels such as coal and petroleum are also included in this category because they are formed from decayed organic matter.

(b) **Abiotic.** 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.

Classification of Natural Resources on the Basis of Their Stage of Development

On the basis of their stage of development, natural resources can be divided in the following types:

Potential Resources. Potential resources are those that exist in a region and maybe 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.

(a) **Actual Resources.** Actual resources are those that have been surveyed, theirquantity 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.



(b) **Reserve Resources.** The part of an actual resource which can be developedprofitably in the future is called a reserve resource.

(d) **Stock Resources.** Stock resources are those that have been surveyed butcannot be used by organisms due to lack of technology. For example, hydrogen.

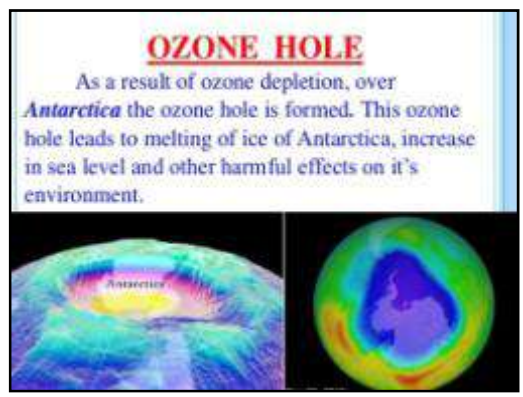


Conservation And Management Of Natural Resources

Need for Management and Conservation of Natural Resources

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.

(ii) **Effect on Materials.** Degradation of paints and plastics.

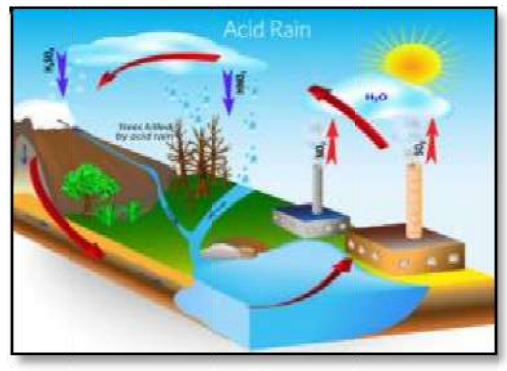
(iii) **Effects on Climate**. Global warming (Increasing the average temperature of the Earth's surface).

(iv) **Effects on Human Health**. Damage genetic materials in the cells. Leads to more people suffering from Cataracts. Causes cancer, allergies and some other infectious diseases.10% depletion in ozone layer results in 30% increase in skin cancer infection.

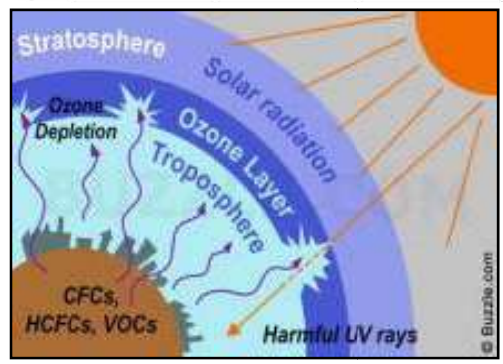
(c) **Soil Erosion.** Erosion is the process by which soil and rock are removed from the Earth's surface by natural processes such as, wind or water flow and then transported and deposited at other locations. While erosion is a natural process, human activities such as deforestation and expansion of 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 paint 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 earths' 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'satmosphere 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

Following methods contribute towards efficient conservation of resources:-

(a) **Recycling.** This is a method by which some of the resources can be conserved byrecycling them or reusing them by adopting certain methods as under:-

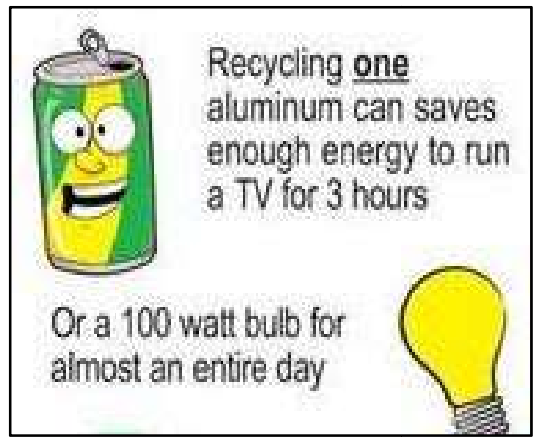
(i) Recycling of paper will reduce the burden on trees.

(ii) Recycling of water including sewage will reduce theburden on sub soil / fresh water for irrigation.

(iii) Recycling of metal or plastic waste will conserve metal resources.







(b) **Water Harvesting**. This method can be used for storing rainwater which can be used later. In villages, storing of rain water in ponds will increase the level of sub soil water.



(c) **Aforestation.** This leads toplanting 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:-

(i) It restores ecological balance of all eco systems.
(ii) It maintains biological diversity.
(iii) It acts as catchment for the soil and water conservation.
(iv) Planting trees can stabilize soils by increasing interception, and bring down soil erosion.
(v) Prevent floods and safeguard future of the tribal people.
(vi) Stabilize the climate and the forest products.







(d) **Proper Waste Management.** This will prevent pollution of soil and water sources like rivers, 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.



(d) **Greater Use of Renewable Sources.** Using renewable sources of energy likesolar and wind power will help in conserving electricity.

(e) **Avoid Wastage.** Excessive use / uncontrolled use lead to wastage. Wastage canbe prevented by proper education, monitoring and controlled usage.



(f) **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 leadto reduce consumption of electricity.

(g) **Monitoring and Control.** There is a need to put into place strong andstrict control and monitoring organizations so that wastage can be prevented.

Role of NCC in Conservation of Natural Resources

Every cadet can fulfill his duty towards environment individually or collectively by following means:-

(a) By planting more trees and avoid cutting of trees.

(b) Not polluting water sources like rivers, ponds, sea etc.

(c) Avoiding use of plastic.

(d) Avoiding noise pollution.

(e) Recycling natural resources to ensure their efficient sustainable use.

(f) Using renewable sources of energy like solar and wind power.

(g) Saving energy by taking small but important measures like switching off fans, lights and other electric gadgets when they are not in use.

(h) Preventing of wastage and overuse of all natural resources.

(j) Conservation of nature in all forms.

(k) Ensuring environmentally rational behavior in oneself and others.

(g) Developing environmental consciousness amongst common people through posters, hoardings and environmental awareness campaigns.

Conclusion

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.

CHAPTER-II

WATER CONSERVATION AND RAIN WATER HARVESTING

Introduction

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

Water Conservation

Need for Water Conservation



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.

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.

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.

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

Other Practices for Water Conservations

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.



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.



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.

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.

Rain Water Harvesting

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.

Need for Rainwater Harvesting

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:-



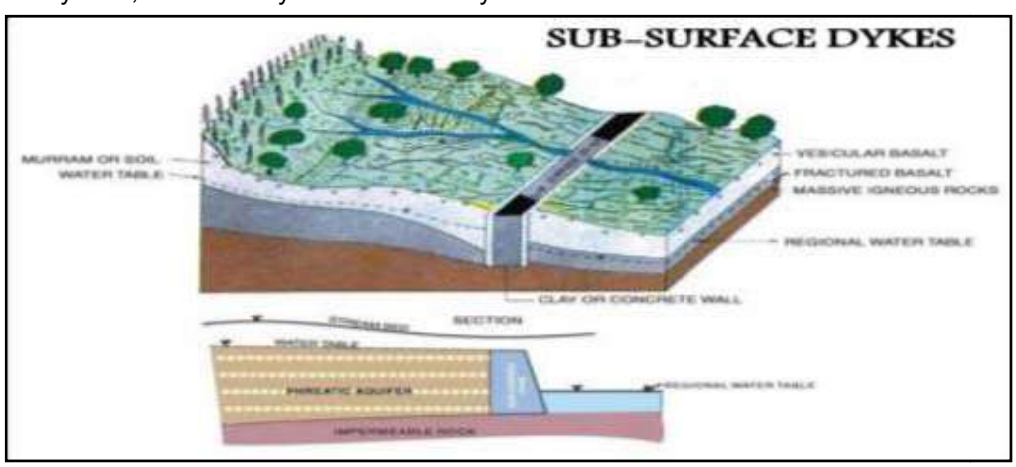
(a) It helps to recharge sub soil and groundwater thus increasing the level of the water.

(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.

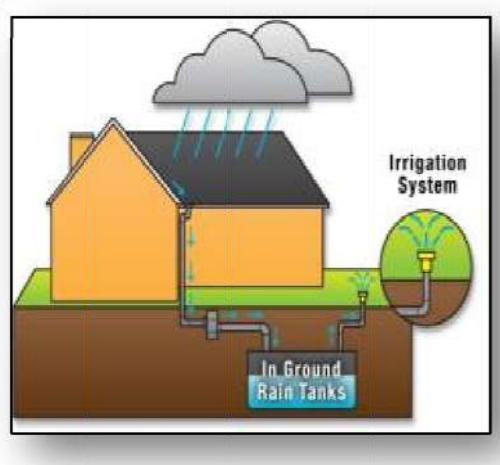
(c) It ensures ready supply of water on the land surface thereby reducing dependence on the groundwater.

Types of Rainwater Harvesting Systems

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.



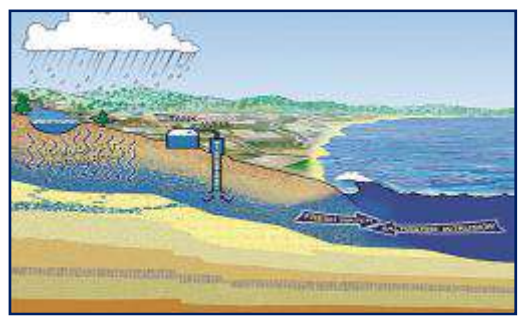
(a) **Gound Catchment Systems.** Channelize water from a prepared catchment area into a storage system. Generally, this method is only considered in areas, where rainwater is very rare and other sources of water are not available. They are more suited to small communities than individual families. If 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.

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.



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

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.

CHAPTER-III

WASTE MANAGEMENT

Introduction

Waste Management refers to the collection, transport, processing or disposal, managing and monitoring of waste materials. Waste materials usually relate to materials produced by human activity and the process is generally undertaken to reduce their bad effect on health, environment or natural beauty. All wastes materials, whether they are solid, liquid, gaseous or radioactive, fall within the scope of waste management.

Type Of Waste

Waste material can be of following types:-



(a) **Solid Waste.** This can be further classified into different types depending on theirsource 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.** This can be classified into following types:-

(i) Chemicals released by industries.

(ii) Waste water released by households through the sewer lines.



(c) **Radioactive Waste**. These arethose wastes that containradioactive 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.** Municipal solid wastes consist of household waste,and waste from the streets. 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) **E-Waste.** Electronic waste or E-waste as it is popularly called is a collectiveterminology for the entire stream of electronic wastes such as Used TV's, Refrigerators, Telephones, Air Conditioners, Computers, Mobile Phones etc.



(g) **Hazardous Waste.** Sources of hazardous waste mainly include industries liketextile, 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.

Disposal and Management of Waste

Actions by Individuals

Some steps which all individuals can take while contributing to the waste management may include:-

(a) Separation of household waste into bio-degradable and non-

bio-degradable.

(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

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) Upgradation of the existing dump sites and disposal of inert wastes sanitary landfills.

Conclusion

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.

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: Ground Catchment Systems, Roof Catchment Systems, Subsurface Dyke etc.
- Advantages of Rainwater Harvesting: Reduce runoff of water, preserve ground water, reduce environmental losses, lessen drought period and plan for 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.

Comprehension Questions

Q1. Answer the following questions in about 15 words:

(a) What is a natural resource?

(b) What do you understand by reserve resources?

(c) What do you understand by water conservation?

(d) What affects the quantity of water that we consume?

(e) What does waste management refer to?

(f) What are waste materials?

(g) Write the names of various types of waste material.

(h) What includes hospital or bio-medical waste?

(i) What are liquid wastes?

Q2. Answer the following questions 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) Write a note on agricultural water conservation practices?

(e) What do you understand by ground water recharge?

(f) What are the different categories of solid waste?

(g) What is e-waste?

(h) What are the sources of hazardous waste?

(i) What comprises hazardous waste?

Q3. Answer the following questions in about 75 words:

(a) Write short note on:-

(i) Soil Erosion.

(ii) Biotic and Abiotic.

(b) What do you understand by global warming?

(c) What are the advantages of rain water harvesting in urban areas?

(d) Why is there a need for water conservation?

Q4. **Answer the following questions in about 150 words:**

(a) How can every cadet fulfill his/her obligation towards environment individually or collectively?

(b) On the basis of their stage of development, in how many categories can we divide the natural resources?

(c) Why is there a need for rainwater harvesting?

(d) What are radioactive wastes?

(e) What actions can be taken by civic bodies with regard to waste management?

Q5. **Answer the following questions in about 250 words:**

(a) Explain the types of rainwater harvesting systems?

(b) Write in detail about municipal solid waste and its management?

Let's Discuss

Q6. **HOTS (Higher Order Thinking Skills).**

(a) "**Management of waste is an essential requirement**". Explain with help of appropriate examples.

(b) "**Natural resources are to be conserved and managed judiciously**". How far do you agree with the statement?

(c) "Charity begins at home". In the light of given statement give any five measures of Water Conservation at home.

(d) One morning when you 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 proceeded on vacation.

(i) How would you fix the problem?

(ii) Did this incident teach you a lesson? Mention at least two values that you have learnt from this incident.

UNIT 12 : OBSTACLE TRAINING

INDEX

Ser No	Subject	Page Number	
		From	To
1.	Obstacle Training	289	293

CHAPTER-I

OBSTACLE TRAINING

Introduction

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.

Obstacle Course

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 bar above 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.




h W

(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.




Double 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.




Right 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.




Left 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

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.

Benefits. Benefits of Obstacle 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.

Demonstration

The demonstration will be given by a trained cadet under the supervision of PI Staff.

Conclusion

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 courage, patience and makes them physically fit.

SUMMARY

- The training in NCC is comprehensive. The basic training of regular Defense 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.
- 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.

(e) 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 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.

- 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.