



JD/JW



NATIONAL CADET CORPS

UNITY & DISCIPLINE

CADET'S HAND BOOK (ARMY) COMMON SUBJECTS

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 amongst 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 the Indian Society. It has streamlined and completely overhauled its training philosophy, objectives, syllabus, methodology etc, thus making it in sync with times. Subjects like National Integration, Personality Development and Life Skills, Social Service and Community Development activities etc, have been given prominent thrust.
4. The new syllabus, has been crystallised after obtaining a detailed feedback, from all the Directorates and the same having been brainstormed at HQ DG NCC. The syllabus has been implemented with effect from 01 May 2019.
5. For the ease of Trainees, a summary has been given at the end of each chapter. The syllabus has been revised, to make it cadet friendly, by removing the commonalities in subjects, of the school/college syllabus and making it more relevant. 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 Study Team ordered by HQ DG NCC. 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.



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Lieutenant General
Director General
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Acknowledgement

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JD/JW COMMON SUBJECTS

BLOCK SYLLABUS

S.No	Subject	First Year	Second Year	Total Periods
1	NCC General	5	0	5
2	National Integration and Awareness	4	5	9
3	Drill	19	21	40
4	Weapon Training	21	12	33
5	Personality Development	10	9	19
6	Leadership	6	6	12
7	Disaster Management	5	5	10
8	Social Awareness and Community Development	14	16	30
9	Health and Hygiene	2	5	7
10	Adventure	1	0	1
11	Obstacle Training	2	2	4
Total		89	81	170

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CHAPTER NCC-I

AIMS, OBJECTIVES AND ORG OF NCC

Introduction

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

Aims of NCC

2. The aims of NCC are mainly three-fold:-

(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.

(b) To create a human resource of organised, trained and motivated youth, to provide leadership in all walks of life who will serve the nation regardless of which career they choose.

(c) To provide an environment conducive to motivating young Indians to choose the Armed Forces as a career.

Objectives of NCC

3. The objectives of the NCC are:-

(a) Train volunteer youth to become confident, committed and competent leaders in all walks of life.

(b) Enhance awareness levels of cadets to become responsible citizens of the country.

(c) Provide opportunities and encourage cadets to enrich their knowledge, develop communication skills and build character.

(d) Conduct social activities and community development programmes, to make constructive contributions toward society.

(e) Undertake adventure activities to hone leadership qualities and risk-taking abilities.

(f) Provide a platform to launch "Goodwill Ambassadors" to project the image of country overseas.

(g) Conduct military training to develop awareness about Armed Forces, leadership skills and military values thus, provide an environment to motivate cadets to join the Armed Forces.

Organisation of NCC

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

5. 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.

6. 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.

7. 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 99 Group Headquarters in the country who exercise control over a network of 700 Army Wing Units (including technical and girls' unit), 73 Naval Wing Units and 64 Air Squadrons.

8. There are two training academies namely Officers Training Academy, Kamptee for men 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).

9. NCC is staffed by the following:-

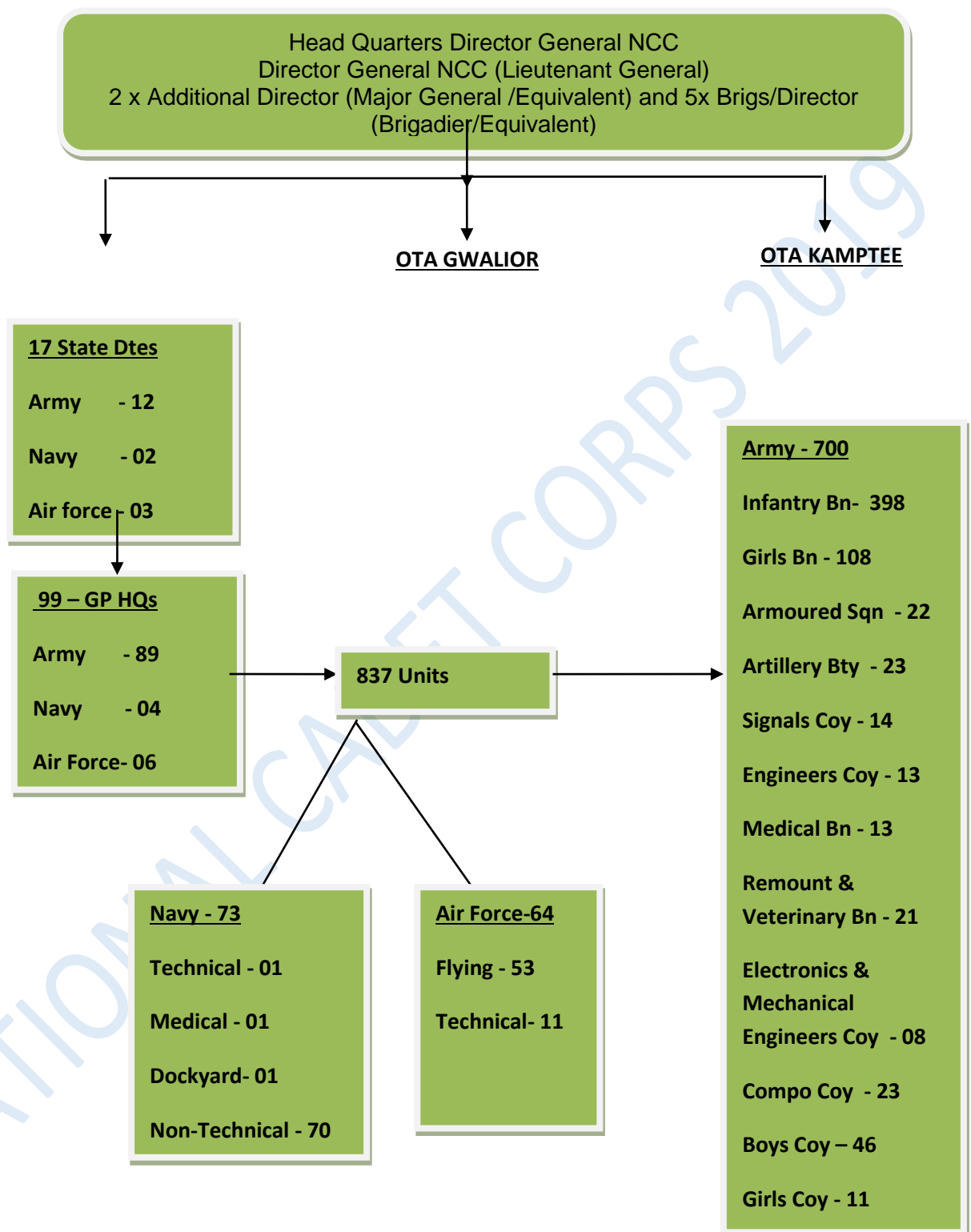
- (a) Regular officers drawn from the three services.
- (b) Whole Time Lady Officers (WTLO) from NCC.
- (c) Associate NCC officers (ANOs), who are professors and teachers.
- (d) Girl Cadet Instructors (GCI) from NCC.
- (e) Permanent Instructional (PI) Staff from Army, Navy and Air Force.
- (f) Civilian Gliding Instructors and Ship Modelling Instructors.
- (g) Civilian Staff.

10. 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.

11. Training activities of NCC can be broadly divided as under:-

- (a) **Institutional Training.** Training organized in schools and colleges as parades.
- (b) **Camp Training.** Formal training organized as camps of 10-12 days duration.
- (c) **Attachment Training.** Formal training organized by attachment with Army / Naval / Air Force units or with officer training academies like Indian Military Academy (IMA) and Officers Training Academy (OTA).
- (d) **Naval Wing Activities.** Seamanship, Navigation, Communication and other associated naval subjects are taught to cadets. Swimming, Scuba Diving and Wind Surfing are other interesting activities to which the cadets are exposed to.
- (e) **Air Wing Activities.** Airmanship, Aero modelling, 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.

12. Organisation and structure of NCC is as under:-



Conclusion

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

SUMMARY

Aims of NCC

14. The aims of NCC are:-

- (a) To develop qualities of Character, Comradeship, Discipline, Secular Outlook, Spirit of Adventure and Ideals of selfless service in the cadets.
- (b) To create a human resource of organised, trained and motivated youth, to provide leadership in all walks of life who will serve the nation regardless of which career they choose.
- (c) To provide an environment conducive to motivating young Indians to choose the Armed Forces as a career.

Organisation of NCC

15. The NCC Headquarters is situated in New Delhi and there are 17 Directorates located in the state capitals. Directorates have up to 14 Group Headquarters and each NCC Group Headquarter controls 5-7 NCC units / battalions. There are two training academies namely Officers Training Academy, Kamptee for men and Officers Training Academy, Gwalior for ladies.

16. NCC is staffed by Regular officers, Permanent Instructional (PI) Staff, Associate NCC officers (ANOs), Girl Cadet Instructors (GCI), Whole Time Lady Officers (WTLO) , SMLs and Civilian Staff.

17. Training activities of NCC are Institutional Training, Camp Training, Attachment Training, Remount & Veterinary Activity, Air Wing Activities and Naval Wing Activities.

18. NCC has 837 units which include 700 Army units (including 108 Girls unit), 73 Navy units and 64 Air Force units.

CHAPTER NCC-II

INCENTIVES TO CADETS

Introduction

1. 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 holder cadets for the commission as officers in the Armed Forces.

Incentives by the Central Government

2. **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:-

- (a) **Army.** 100 seats per year at OTA for Men and 10% for Women.
- (b) **Navy.** 06 seats per course.
- (c) **Air Force.** 10% vacancies in all courses.

- 3. 5-10% bonus marks for recruitment in ranks in Army, Navy and Air force.
- 4. Bonus marks for employment in CAPF/Para Military Forces and Department of Telecommunication.
- 5. Can apply for gazetted post in CRPF if the cadet is a graduate.
- 6. Preference in State Services and also in private sectors.
- 7. Employment within NCC as Whole Time Lady Officer, Girl Cadet Instructor, Aero and Ship Modelling Instructor.
- 8. In Air Force Academy 5% seats are reserved for Girl candidates holding NCC 'C' certificate.
- 9. In OTA Chennai, seats are reserved for Girls candidates holding NCC 'C' certificate (Seats are notified every year).

Financial Assistance / Scholarships

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

	<u>NCC Activities</u>	<u>Death Cases</u>	<u>Permanent Disability</u>	<u>Temporary Disability</u>
(a)	High Risk	5,00,000/-	up to 5,00,000/-	up to 1,75,000/-
(b)	Other Activities	4,50,000/-	up to 4,50,000/-	up to 1,75,000/-

11. The benefits provided by the CWS are:-

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

(b) Grant of Best Cadet Award of Rs 4500/- and 2nd Best Cadet Award of Rs 3500/- at each Group level.

(c) Conduct of sports and adventure activities.

Incentives by State Governments

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

- (a) Police Service.
- (b) Transport Department.
- (c) Forest Department.
- (d) Excise Department.
- (e) Preference to the Girl Cadets as nurses, receptionists and telephone operators.

13. State wise **incentives*** provided by various state governments are as enumerated:-

<u>S No</u>	<u>Name of State</u>	<u>Academic Field</u>	<u>Employment Field</u>	<u>Cash Award</u>
(a)	Andhra Pradesh	1% seat reserved in each Course of Engineering College, Medical Courses, MBA/MCA/MA/MCom/M Sc, degree and diploma courses, LLB Courses, Govt Polytechnics. Auth: dated 17/11/2000 and 07 Jul 2012.	Weightage of 5% marks given for 02 Foresters, 03 Beat Officers, 04 Asstt Beat Officers.	Nil
(b)	Arunachal Pradesh	Relaxation of 5% marks for admission to educational institutions.	Preference in recruitment to the State Police Service.	
(c)	Haryana		Preference in Home Guard Department and State Police Force.	
(d)	Himachal Pradesh	Weightage for admission to various courses of study in Himachal Pradesh University.		
(e)	Jammu and Kashmir	2% Seats reserved in Kashmir University for the candidates possessing outstanding proficiency in NCC. Auth: dated 27 Apr 1976 and 25 Sep 2009.	Preference given for recruitment to non-gazetted post services in Police, Home Guard, Forest and Excise Deptt to an NCC 'C' Certificate holder up to 01 post or 10% which is higher. Similarly, for the girl candidate for the non-gazetted post in Police, Nurses, Receptionist and Telephone operators.	Nil

S No	Name of State	Academic Field	Employment Field	Cash Award
(f)	Karnataka	Reservation of seats for NCC Cadets in professional courses in Medical, Engineering and other Technical Courses.	Nil	Rs. 10,000/- to Medal winner in RDC and Rs. 5000/- to participants in RDC. Auth: - 02 Dec 2014.
(g)	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 higher studies.		
(h)	Madhya Pradesh	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.	Preference given to NCC 'C' certificate holders for recruitment in all state jobs.	
(j)	Maharashtra	15 seats reserved for Polytechnics college. 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. Auth: -24 Aug 1984	Nil	Chief Minister Scholarship:- 150 Cadets @ 3 cadets per major unit 1 cadet per minor unit are awarded Rs. 2000/- for SD/SW cadets and Rs. 1500/- for JD/JW cadets.
(k)	Manipur		Reservation of 10% posts in the Police Department.	
(l)	Meghalaya		Posts of women constable in state police force.	
(m)	North Eastern Region – Assam	Two seats reserved in diploma and certificate courses in engineering and technology. One seat each in Assam and Jorhat Engineering College.	Preference given to NCC 'B'/'C' certificate holders for recruitment in Police Service and Government Jobs.	

S No	Name of State	Academic Field	Employment Field	Cash Award
(n)	Nagaland	Relaxation of 5% marks for admission to educational institutions including technical institution under State	Govt. Preference to NCC 'B' and 'C' certificate holders in State Police Force.	
(o)	Odisha	Additional weightage of marks over and above the aggregate marks obtained for admission in various colleges.	Preference for recruitment to the State Police Force.	
(p)	Pondicherry	A weightage of 2% of marks for B.A. /B.Sc. / B.Com. Courses.	Preference in all Departments of Pondicherry, especially in Police.	
(q)	Punjab	Weightage of marks given for admission in various courses in State Government Polytechnics, Colleges and Universities.		
(r)	Rajasthan	Weightage for the purpose of admission to various courses.	Preference in State Police Force.	
(s)	Tamil Nadu	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.	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.	
(t)	Tripura		Preference to NCC 'B' and 'C' certificate holders in Police service and Government jobs.	
(u)	Uttar Pradesh	Bonus marks/weightage by various Universities for admission in various Degree, B.Ed. and Post-Graduation courses	8% posts are reserved in State Government for part time NCC officers and NCC cadets who become disabled during the course of training.	
(v)	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.		Cash Incentives, Chief Minister Gold and Silver Medal prize-amount not fixed.
(w)	West Bengal and Sikkim		Weightage being given for enrolment in Police. 20% weightage is given to NCC cadets for recruitment in Home Guard.	

Admission in Educational Institutes

14. 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 Polytechnic and Engineering Colleges.
- (d) Medical Courses.

15. 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

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

SUMMARY

17. Specific vacancies in the Army, Air Force and Navy are allotted for **NCC 'C'** certificate holders. The following vacancies are reserved by each service as officers:-

- (a) **Army.** 100 seats per year at OTA for Men and 10% for Women.
- (b) **Navy.** 06 seats per course.
- (c) **Air Force.** 10% vacancies in all courses.

18. Financial aid and relief to cadets is provided by Cadet Welfare Society (CWS) to the cadet in case of any injury or, to the NOK in case of any fatality during NCC related activities.

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

- (a) Police Service.
- (b) Transport Department.
- (c) Forest Department.
- (d) Excise Department.
- (e) Preference to the Girl Cadets as nurses, receptionists and telephone operators.

20. 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 Polytechnic and Engineering Colleges.
- (d) Medical Courses.

CHAPTER NCC-III

DUTIES OF NCC CADETS

Introduction

1. NCC is the largest youth organisation in the world with an enrolled strength of more than 13 lakh 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 moulding 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.

The Cadet

2. 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.

3. 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.

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

- (a) Being part of 13 lakh strong and the largest youth organisation in the world.
- (b) Being moulded into a disciplined and motivated youth.
- (c) Chance to take part in disaster relief tasks.
- (d) Opportunity to attend NCC camps like ATC, CATC, NIC, COC etc.
- (e) Wear the uniform and lead a life style akin to military.
- (f) Opportunity to visit foreign countries as part of YEP.
- (g) Opportunity to take part in social awareness programs.
- (h) Preference for joining armed forces and other forces.
- (j) Preference in higher studies.

Duties and Responsibilities of Cadets

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

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

- (a) Self discipline is the most basic trait of an 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.

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

8. **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 neighbourhood.
- (h) I will undertake 100 hours of shramdaan for social service.
- (i) I will help physically-challenged persons to live their dreams.
- (j) I will be a role model for gender sensitivity, secular outlook and spirit of nationalism without any regional bias.
- (k) I will rush to help any accident victim.

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

Conclusion

9. There are a number of examples of persons whose names have become immortal in history through devotion to duty and sense of discipline. Shivaji, Maha 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 endeavour 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.

SUMMARY

10. 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.

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

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

- (a) I will ensure construction of toilet in my house and motivate at least 10 persons for the same.
- (b) I will be an 'Aadhar' Indian and would motivate 10 more persons to be one.
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- (k) I will rush to help any accident victim.
- (l) I will always uphold motto of NCC 'Unity and Discipline'. I will be equally disciplined when not under observation.

CHAPTER XI - I

NATIONAL INTEGRATION

Introduction

1. National integration means a feeling of togetherness and unity amongst 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.

Importance of National Integration

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

Essence of National Integration

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

(a) **Cultural Integration.** Cultural integration is a form of cultural exchange in which one group assumes the beliefs, practices and rituals of another group without sacrificing the characteristics of its own culture.

(b) **Economic Integration.** The perception of the common man in India is that generally, the poor are becoming poorer and the rich-richer. Various reasons for economic inequality are:-

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

(ii) **Inflation.** Another cause of inequality is inflation. During inflation, few profit earners gain and most wage earners lose. This is exactly what has happened in India. This has created more and more inequality and this leads to a fall in the standard of living of the poor people since their purchasing power falls.

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

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

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

(e) **Social Integration.** Social integration is movement of minority groups such as ethnic minorities and underprivileged sections of our society into the mainstream of societies. Social integration requires proficiency in an accepted common language of society, acceptance of laws of the society and adoption of common set of values of the society. Provision of equal rights and opportunities has been guaranteed through our Constitution.

Necessity of National Integration

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

5. National integration is therefore a basic necessity for survival of any nation through the following means:-

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

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

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

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

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

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

Factors Affecting National Integration

6. The People of India are at cross roads today. A number of divisive forces are working overtime to divide the nation. 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.

7. **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.

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

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

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

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

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

13. **Linguistic Fanaticism.** Multi-linguism is one of the important characters of India. Due to linguistic and regional loyalties the national feeling gradually erodes. Linguistic tensions are manifested in the borders which are bilingual. India has fifteen officially recognized languages. There are about 1652 dialects which are spoken in India which shows its diversity. People of one language try to establish supremacy of their language over others. When Hindi was declared as the national language, people of South India resented against this decision. Language issue has become a barrier on the way of national integration.

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

15. **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.

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

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

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

Measures to Achieve National Integration

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

20. **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.

21. **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.

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

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

24. **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.

25. **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.

26. **Education.** Education is a very powerful weapon for national integration. Through education we may give the necessary motivations to children, i.e., the future citizens of the nation. In the organisation of curriculum, in admission in various educational centres and in appointment of teachers our general policy should be such as to encourage the propagation of national elements and

not to give any place to caste, religion, class and community. In the organisations of our schools, colleges and universities preference should be given to national ideas whenever possible only then we shall be able to promote national integration in the students, teachers and the people as a whole.

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

28. **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.

29. **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 hard work. 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.

30. **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.

31. **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.

Conclusion

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

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

SUMMARY

34. National integration means a feeling of togetherness and unity amongst the people of a country. It also means an atmosphere in which all citizens, irrespective of their caste, religion and region live together peacefully. NCC, one of the prime organisations of the country training the youth, the future of this great nation, makes the ideal ground to start with. National integration has been made part and parcel of NCC training. Lot of emphasis is laid on national integration by conducting national level camps and number of other activities where cadets from all over the country participate.

35. National Integration includes the following:-

- (a) Cultural Integration.
- (b) Economic Integration.
 - (i) Unemployment / Underemployment of People.
 - (ii) Inflation.
 - (iii) Farmer Distress.
- (c) Political Integration.
- (d) Religious Integration.
- (e) Social Integration.

36. National integration is survival of any nation through the following means:-

- (a) Maintenance of Peace and Harmony.
- (b) Growth and Development of the Nation.
- (c) Law and Order.
- (d) Culture and Religious Development.
- (e) Dignity and Self-Respect.
- (f) Welfare and well-being of the People.

37. 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. Some of the factors chiefly responsible for weakening the National Integration are as follows: -

- (a) Cultural Aspects.
- (b) Political Motives
- (c) Lack of Education.
- (d) Communalism.
- (e) Casteism
- (f) Regionalism
- (g) Linguistic Fanaticism.
- (h) Social Disparity.
- (j) Economic Inequalities
- (k) Ethnic Conflicts.
- (l) Tribal Identity
- (m) Corruption and Lack of Character.

38. **Measures to Achieve National Integration.** Some measures to achieve National Integration are listed below: -

- (a) Philosophy of Integration.
- (b) Culture as a Unifying Factor.
- (c) Promotion of Secularism.
- (d) Role of Politics.
- (e) Economic Unity.
- (f) Dignity of Individuals.
- (g) Socio-Economic Reforms.
- (h) Education.
- (j) Emotional Unity.
- (k) National Language.
- (l) Nationalism and Patriotism.
- (m) Proper Use of Media.
- (n) Political and Administrative Measures.

CHAPTER – NI- II

NCC CAMPS: TYPES AND CONDUCT

Introduction

1. 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.
2. 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.

Types of Camps

3. NCC conducts the following types of Camps:-

(a) **Annual Training Camps/Combined Annual Training Camps (ATCs/ CATCs).**

These camps are conducted for SD, SW, JD and JW cadets over a period of 10 days. The aim of these camps is to introduce cadets to a regimented way of life. During Camp training endeavour should be made to give cadets maximum exposure to Range Drill, Firing and Specialized training with emphasis on community living, discipline, character, confidence building and First Aid.

(b) **Centrally Organised Camps (COC).** These are planned at the HQ DGNCC level and are of 12 days duration. The Aim of these camps is to bring together all cadets from various parts of the country and to enable them to live and know the culture of different states, which help them in imbibing 'Espirit De Corps' as well as Unity in Diversity against a backdrop of national Integration. The various types of COCs are:-

(i) **Leadership Camps.** These camps are organised on an all India basis to develop leadership qualities in cadets and also provide SSB training to all wing cadets for induction into Armed Forces.

(ii) **Thal Sainik Camp.** The aim of this camp is to give an exposure to salient aspects of Army Wing training and generate healthy competitive spirit by conducting Army Wing competitions contributing towards Prime Minister's Banner awarded during Republic Day Parade. It is conducted at Delhi in DGNCC Camp.

(iii) **Nau Sainik Camp.** The aim of this camp is to give an exposure to salient aspects of Naval Wing training and generate healthy competitive spirit by conducting Naval Wing competitions contributing towards Prime Minister's Banner awarded during Republic Day Parade. It is conducted at Karwar/Visakhapatnam.

(iv) **Vayu Sainik Camp.** The aim of this camp is to give an exposure to salient aspects of Air Wing training and generate healthy competitive spirit by conducting Air Wing competitions contributing towards Prime Minister's Banner awarded during Republic Day Parade. It is conducted at Jodhpur in Rajasthan.

(v) **Republic Day Camp (RDC).** NCC Republic Day camp is the culmination of all NCC Training activities and is held at Garrison Parade Grounds, Delhi Cantt from 01 Jan to 29 Jan each year. Selected NCC cadets from all the states and Union Territories attend the camp as per vacancies allotted by HQ DGNCC annually. The camp is inaugurated by the Hon'ble Vice President of India and culminates with the Prime Minister's Rally on 28 January. During the camp, visit of Hon'ble Raksha Mantri, Hon'ble Raksha Rajya Mantri, Hon'ble Chief Minister of Delhi and three service chiefs are also organized. During the RDC, various competitions are conducted amongst the 17 NCC Directorates to decide the Champion Directorate for award of Prime Minister's Banner. Competitions are keenly contested in various events such as Drill, Guard Of Honour, Rajpath Contingent and Prime

Minister's Rally, National Integration Awareness, Line & Flag Area, Cultural, Best Cadet in each wing, i.e. Army, Navy and Air Force, Aero modelling, Ship modelling competitions are also conducted.

(vi) **Ek Bharat Shresth Bharat Camp.** National Integration camps are conducted on all India basis with representation from each region and help to integrate the diversity amongst various states of India. In addition, Special National Integration Camps are held at remote and border areas to give an exposure to the difficulties faced by the citizens residing in these areas. The duration of the camp is 12 days for SD/SW and JD/JW.

(vii) **SSB Screening Camp.** SSB Screening Camps for both SD boys and SW girls are conducted at Officers Training Academies and other Centrally Organised camps. The aim is to orient and prepare cadets for selection for induction into Armed Forces.

(viii) **Rock Climbing Camp.** Rock Climbing camps are held to expose the cadets to the basics of elementary rock climbing and to inculcate spirit of adventure, leadership qualities, team spirit, camaraderie as also physical fitness to include enhancing of stamina and endurance amongst the cadets.

(ix) **All India Treks.** These camps are conducted under the aegis of DGNCC. These treks are conducted by designated State Directorates. These camps make the cadets aware of the uniqueness and rich cultural diversity of India. The duration of these camps is of 10 days. The aim of trekking camps is to develop spirit of adventure, leadership, stamina, endurance, self-confidence, team spirit as well as 'esprit-de-corps' and also to imbibe environmental awareness and concern, inculcate respect for local customs, culture and history and lastly to promote national integration' their conduct is covered by DG NCC "SOP: All India Treks" issued vide DG NCC letter No 17812/Trek/DG NCC/Trg(E) of 28 Nov 2013.

(c) **Military Attachment Camp.** These Camps are of 12 days duration and are for Senior Division boys and Senior Wing Girls. Aim of these camps is to expose selected Senior Division Cadets to Armed Forces environment to give a feel of Military Training which would give them confidence and inspire them to join the Armed Forces. Selected girl cadets are exposed to day to day functioning of a Military Hospitals, which would give an exposure in the field of Hygiene, Sanitation and patient management. Attachment training is also given to SW and SD cadets at OTA and IMA, Air Force and Navy academies.

(d) **Attachment Training IMA/OTA** These camps are conducted for a duration of 12 days for SD/SW cadets. Detailed training schedule is prepared in with IMA/OTA. The aim of these training is 'to expose the cadets to the training imparted at IMA/OTA and to motivate them to join the Armed Forces as Commissioned Officers'.

Training Activities in Camp.

4. The following types of training activities are carried out in camps:-

- (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.
- (k) Social Service Work/Rally.
- (l) Visit to places of Historical interest.
- (m) Cultural activities.
- (n) Organizing sports and other competitions.

5. **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.

Republic Day Camp

6. 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.

7. 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 amongst the cadets through exchange of cultural programmes and national integration awareness programmes.

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

Ek Bharat Shresth Bharat Camp

9. Ek Bharat Shresth Bharat (EBSB) Camps were previously known as National Integration Camps. These are conducted to make cadets understand and value the rich heritage of cultures that forge unity despite the diverse languages, traditions and religions of our country. These camps are conducted on an all India basis and help bridge the cultural gap amongst various states of India. SBEB aims to propagate national integration among cadets and society. 35 EBSB camps are conducted every year in different parts of the country.

Conclusion

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

SUMMARY

11. The aim of Camps is to impart collective training to the cadets with special emphasis on the development of qualities of leadership. NCC conducts the following types of Camps:-

- (a) Annual Training Camps/Combined Annual Training Camps (ATCs/ CATCs).
- (b) Centrally Organised Camps (COC):-
 - (i) Leadership Camps.
 - (ii) Thal Sainik Camp.
 - (iii) Nau Sainik Camp.
 - (iv) Vayu Sainik Camp.
 - (v) Republic Day Camp (RDC).
 - (vi) Ek Bharat Shresth Bharat Camp.
 - (vii) SSB Screening Camp.
 - (viii) Rock Climbing Camp.
 - (ix) All India Treks.
- (c) Military Attachment Camp.
- (d) Attachment Training IMA/OTA.

12. The following types of training activities are carried out in camps:-

- (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.
- (k) Social Service Work/Rally.
- (l) Visit to places of Historical interest.
- (m) Cultural activities.
- (n) Organizing sports and other competitions.

13. All India Annual NCC Republic Day Camp held in January every year is an event of National importance and National integration. The aim of the Republic Day Camp is to enhance the self-confidence of cadets, deepen their value systems and provide an exposure to the rich culture and traditions of our nation and the important events that take place at the National Capital during the Republic Day.

14. Ek Bharat Shresth Bharat (EBSB) Camps are conducted to make cadets understand and value the rich heritage of cultures that forge unity despite the diverse languages, traditions and religions of country. These camps are conducted on an all India basis and help bridge the cultural gap amongst various states of India. EBSB aims to propagate national integration among cadets and society. 35 EBSB are conducted every year in different parts of the country.

CHAPTER NI - III

THREATS TO NATIONAL SECURITY

Introduction

1. While Indian economy has registered phenomenal growth of 9.4%, spectre of internal and external threats is haunting the nation. The entire growth process will come to a screeching halt if security concerns are not timely and adequately addressed. Manifestations of threat range from communal/sectarian violence to jihadi terrorism, separatist insurgencies in northeast and Naxalite extremist militancy.

National Security

2. National security is the security of a country within its borders. This basically implies maintenance of peace and law and order, and upholding sovereignty of the country within its territory.

3. National security is different from external security to the extent that external security is security against aggression by a foreign country. External security is solely the responsibility of the armed forces of the country, while National security comes under the purview of the police, which can be supported by the Central Armed Police Forces, if required.

4. In India, the Ministry of Home Affairs (MHA) takes care of internal security, while external security comes under the Ministry of Defence. In many countries, MHA is also called the Ministry of Internal Affairs or Ministry of Homeland Security.

Classification of Threat

5. India's national security threat perceptions are a mix of all two shades of threats given below:-

- (a) Internal.
- (b) External.

Internal Threats

6. There are various reasons, both historical and non-historical, which cause problems for our internal security. However, a few root causes are mentioned below:-

- (a) Poverty.
- (b) Unemployment.
- (c) Inequitable growth.
- (d) Widening gap between haves and have nots.
- (e) Failure on administrative front or Governance deficit.
- (f) Increasing communal divide.
- (g) Increasing caste awareness and caste tensions.
- (h) Rise of contentious politics based on sectarian, ethnic, linguistic or other divisive criteria.
- (j) Porous borders.
- (k) Poor criminal justice system and large-scale corruption leading to nexus between criminals, police and politicians with the result that organised crime goes on unabated.

EXTERNAL THREATS

Cross-border threats

7. Most external threats emanate from an unsettled boundary dispute with China and ongoing cross-border jihadi terrorism in J&K sponsored and supported by ISI and Pakistan-based Islamist fundamentalist organizations like Lashkar-e-Taiba and Jaish-e-Mohammad who, in turn, are inextricably linked with international jihadi groups like Taliban and Al Qaida.

8. Threat from Bangladesh assumes serious dimensions since it became a base for northeast insurgent groups like ULFA and Naga factions. Of late, it has also been serving as a conduit for ISI sponsored infiltration of terrorists along India and Bangladesh's porous border.

9. To cap it, nuclear threat from neighbouring states and from jihadi groups have the potential of using nuclear weapons in the foreseeable future, significant being China-Pakistan nuclear nexus.

Jihadi Terrorism

10. However, what concerns India most is the nexus with Pak-based jihadi organizations and the ISI. Some security analysts suspect the hand of HJJB, ISIS and other terrorist outfits in various terrorist activities.

11. Terrorism is not confined to state boundaries alone and has spread to Southeast Asia where Buddhist societies in Thailand and Myanmar have turned soft targets. Even in Muslim dominated countries like Malaysia and Indonesia, fundamentalist jihadi terrorists have struck deep roots. China too is facing threat from jihadi terrorism in its autonomous region of Xinjiang which has a strong Muslim population.

12. In India, jihadi movement which created Pakistan in 1947 is yet to finish its agenda. This is manifested in the three Indo-Pak wars and the current low intensity war being conducted by ISI with support of Pak-based jihadi outfits. War against Islamist jihadi terrorism cannot be won, unless we purge vote bank politics from our polity.

13. The China-Pakistan nuclear nexus has come to stay and is a source of constant threat to Indian security. The real problem lies in the intention of a nuclear-capable nation, in that whether it seeks to use nuclear fuel in its reactors to produce clean environment-friendly nuclear energy for economic development or it has designs to reprocess spent fuel for use of nuclear weapons of mass destruction.

Attributes of National Security

14. The main attributes of National security are:-

- (a) Secure territorial integrity and protect internal sovereignty.
- (b) Maintain domestic peace.
- (c) Prevalence of law and order.
- (d) Rule of law and equality before law—law of the land should protect everyone irrespective of status.
- (e) Absence of fear from the feared implying individual freedom for people as guaranteed by the Constitution.
- (f) Peaceful co-existence and communal harmony.

Doctrine

15. National security doctrine includes the following key elements:-

- (a) Political.
- (b) Socio-economic.
- (c) Governance.
- (d) Police & Security Forces.
- (e) Centre-State Coordination.
- (f) Intelligence.
- (g) Border Management.
- (h) Cyber Security.

Political

16. First, we need to know the nature of the challenge to our internal security. It could be secessionist, separatist or even regional in nature. We have to analyse the causative factors of various types of movements and see whether the demands are within the constitutional framework or not.

17. As a matter of principle, we have to deal the secessionist movements with a heavy hand. Separatist elements have to be kept at a distance. We need a clear policy with stringent laws to deal with such elements. On the other hand, regional aspirations and ethnic demands require reasonably softer and sympathetic approach.

Socio Economic

18. Socio-economic factors are also at the back of many movements which are big threats to the internal security of the country. Many a time, there are genuine socio-economic grievances of a section of the society arising from acute poverty, unemployment and displacement. In such cases, our approach has to be different.

19. We need to analyse the factors causing the socio-economic grievances and address all the connected issues. Equitable growth and development are the spirit of our Constitution. Therefore, we have to ensure that development reaches all sections of the society and there are no regional disparities.

Governance

20. Lack of good governance also provides a tool in the hands of anti-establishment elements, who pose a challenge to the internal security of the country. Such elements take advantage of mismanagement and corruption in government schemes, poor implementation of laws and absence of government machinery in the remote areas.

21. Governance on all fronts becomes an issue whether it is civil administration or policing of the area or the whole of criminal justice system. It is the duty of the state to control all the malaise in governance and provide good governance to the remotest of the areas and control corruption. Otherwise, development of remote areas will be nearly impossible.

Police and Security Forces

22. It has been seen that, at times allegations of police atrocities and police indifference towards people's problems, aggravate internal security problems. We have seen many a time that agitations are directed against the police or the security forces. Demand for removal of AFSPA is one such example. Police needs to be sensitized so that it becomes people friendly.

23. We need to carry out police reforms so that the police are seen as a neutral, transparent and professional body. Other security forces aiding state police also need to increase their understanding of the local situation and maintain highest order of efficiency. They need to coordinate with the state police and help achieve overall goal of maintaining the internal security.

Centre-State Coordination

24. Lack of center-state coordination also leads to many problems related to internal security. This coordination problem exists in all areas from intelligence to operations. We need to develop an institutional framework which resolves all these center-state coordination problems and ensures synergy at all levels.

Intelligence

25. Intelligence is a major component of Internal Security. We need to be alert against external as well as internal enemies posing a threat to the internal security of the country. Most of the big operations have the back up support of intelligence.

26. We need to have defensive as well as offensive intelligence to forewarn, neutralize the impending threats and take proactive steps wherever required. We also need to have regular institutional framework to compile, collate and act on intelligence received from various agencies. Multi-Agency Centre (MAC) has made a good beginning in this direction.

Border Management

27. The country has land borders with seven countries (practically six due to PoK issue) stretching nearly 15,000 km. We have had wars on three sides of our land borders with China, Pakistan and East Pakistan (presently Bangladesh). We also had infiltration problems through Punjab and Kashmir borders, illegal immigration problems through Bangladesh and smuggling of weapons through Indo-Myanmar border.

28. Kashmiri militants have been taking shelter in PoK while North-East extremists are taking shelter in Bangladesh, Bhutan and Myanmar. Therefore, we need to guard our land borders effectively to prevent infiltration by terrorists, illegal immigration, smuggling of weapons and drugs etc. Coastal security also needs special attention and we need to ensure that the roles of Navy, Coast Guard and Coastal Police are clearly defined and all of them work in harmony with each other.

Cyber Security

29. The Snowden revelations (WikiLeaks) of 2013 have made it evident that future wars will not be traditional wars which are fought on land, water and air. In fact, it appears that cyber space will be the theatre of warfare in the 21st Century. Therefore, any solid doctrine on internal security needs to cover this front also. India has just made a beginning in this direction. We need to cover a lot of distance before we could say that we have a safe cyber space.

SUMMARY

30. National security is the security of a country within its borders. This basically implies maintenance of peace and law and order, and upholding sovereignty of the country within its territory.

31. India's national security threat perceptions are a mix of all two shades of threats given below:

(a) **Internal.**

- (i) Poverty.
- (ii) Unemployment.
- (iii) Inequitable growth.
- (iv) Widening gap between haves and have nots.
- (v) Failure on administrative front or Governance deficit.
- (vi) Increasing communal divide.
- (vii) Increasing caste awareness and caste tensions.
- (viii) Rise of contentious politics based on sectarian, ethnic, linguistic or other divisive criteria.
- (ix) Porous borders.
- (x) Poor criminal justice system and large-scale corruption leading to nexus between criminals, police and politicians with the result that organised crime goes on unabated.

(b) **External.**

- (i) Cross-border threats.
- (ii) Jihadi Terrorism.

32. National security doctrine includes the following key elements:

- (a) Political.
- (b) Socio-economic.
- (c) Governance.
- (d) Police & Security Forces.
- (e) Centre-State Coordination.
- (f) Intelligence.
- (g) Border Management.
- (h) Cyber Security

CHAPTER NI - IV

FAMOUS LEADERS OF INDIA

Introduction

1. 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. Few very important leaders, who made a tremendous impact both within the country as well as in the international arena, are discussed here.

Bal Gangadhar Tilak

2. Bal Gangadhar Tilak 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 LLB from the Elphinston College, Mumbai. Later, he helped found a school that laid emphasis on nationalism.

3. 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. Following his growing fame and popularity, the British government also tried to stop the publication of his newspapers.

4. 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. The league had 1400 members in April 1916, and by 1917 membership had grown to approximately 32,000. Its goal was swaraj. Tilak went from village to village, and explained the aim of his league to the farmers and won their hearts. He travelled constantly in order to organize the people. While fighting for people's cause Bal Gangadhar Tilak died on August 1, 1920.

Mohandas Karamchand Gandhi

5. 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.

6. Gandhiji sailed to England on 04 September 1888. He completed his Law degree in 1891 and returned to India. Gandhiji proceeded 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.

7. 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. In 1921, he gave the call for Non-cooperation movement against the ills of British rule. Gandhiji's call roused the sleeping nation. Many Indians renounced their titles and honours, lawyers gave up their practice, and students left colleges and schools. Non-cooperation movement also brought women into the domain of freedom struggle for the first time. Non-cooperation movement severely jolted the British government. But the movement ended in an anti-climax in February 1922. An outbreak of mob violence in Chauri Chaura so shocked and pained Gandhi that he refused to continue the campaign and undertook a fast for five days to atone for a crime committed by others in a state of mob hysteria. Gandhiji was sentenced to six years imprisonment but was released in 1924, on medical grounds.

8. 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. Communal riots between Hindus and Muslims broke out in the country in the aftermath of partition. Tales of atrocities on Hindus in Pakistan provoked Hindus in India and they targeted Muslims. Gandhiji worked ceaselessly to promote unity between Hindus and Muslims. 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

9. 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, Sardar Ajit Singh, was a great freedom fighter and established the Indian Patriots' Association.

10. 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.

11. On April 8 1929, Bhagat Singh and Batukeshwar Dutt threw a bomb on to 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 was found 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

12. 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 D - I

DRILL KI AAM HIDAYATEN AUR WORDS OF COMMAND

Bhumika

1. 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

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

3. **Drill ke Prakar.** Drill do prakar ki hoti hai:-

- (a) **Open Drill.** Open drill field mein kiya jata hai.
- (b) **Close Drill.** Close drill peace mein rahte hue, parade ground mein kiya jata hai

4. **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.

5. **Drill Ke Usul.** Drill ke teen usul hain:-

- (a) Smartness (furti).
- (b) Steadiness (sthirta).
- (c) Coordination (milkar kaam karna).

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

7. **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

8. Ek sahi word of command nirbhar karta hai awaz ki “tone aur pitch” pe. Durust word of command “clear aur unchi awaz” mein diya jata hai, taaki uska turant amal kiya jaye. Ek ache word of command dene ke liye nimnikhit baten zaruri hain:-

(a) **Loudness (Swar)**. Word of command ki loudness is baat pe nirbhar karta hai ki word of command kitne logon ko diya ja raha hai ya unki duri kitni hai. Word of command dene ke liye, commander apne aap ko squad ki samne, bichon bich unki taraf muh kar ke khada ho kar diya jata hai. Word of command hamesha – savdhan position mein diya jata hai.

(b) **Clarity (Safai)**. Jeeb (Tongue), lips aur danton ka sahi talmel ke saath clear word of command diya jae. Sust word of command squad mein teji nahi paida karega.

(c) **Pitch**. Durust word of command ke liye sahi pitch ka hona zaruri hai.

(d) **Timing**. Word of command ki sahi timing uske turant amal ke liye bahut hi zaruri hai. Ek word of command ke do bhag hoten hai ‘cautionary’ aur ‘executive’. Cautionary aur executive ke bich char (four) tej kadam ka fasla hona chahiye. Tej chal mein, cautionary word of command, baen pair se shuru hota hai.

(e) **Words of Command**. Drill mein nimnikhit words of command diye jaten hain (Byan ke saath namuna):-

- (i) Savdhan aur Vishram.
- (ii) Dahine Mud ya Baen Mud.
- (iii) Piche Mud ya Aage Mud.
- (iv) Dahine Dekh ya Baen Dekh.
- (v) Tej Chal ya Dhire Chal aur Tham.
- (vi) Khuli Line Chal ya Nikat Line Chal.
- (vii) Line Ban, Saj ja ya Visarjan.
- (viii) Dahine Salute, Baen Salute ya Samne Salute.

CHAPTER D - II

SAVDHAN, VISHRAM, AARAM SE AUR MUDNA

Savdhan

1. 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.

2. **Bayan se Namuna.** Jab word of command milta hai 'Savdhan' toh baen paon ko 6 inch uthate hue dahine paon ki aaedi ke saath baen paon ki aaedi milaen. Jab baen paon zameen par lagta hai to shout karen 'ek'. Savdhan position mein dekhne ki baten.

- (a) Dono aaedian mili hui aur toe ka angle 30 degree.
- (b) Dono ghutne kase hue hon.
- (c) Dono baju dahine aur baen taraf pant ki silai ke saath mile hue aur mutthi kudrati taur par bandh ho.
- (d) Pant kheencha hua, chhati uthi hui, kandhe pichhe kheenche hue, gardan collar ke saath mili hui, chin upar aur nigah samne.

Vishram Aur Aram Se

3. Jab senior ke saath baat khatam kar lete hain to, Vishram ki karyawahi ki jaati hai ya drill ki harkat khatam hone par Vishram aur Aram se ki karyawahi karte hain.

4. **Bayan se Namuna.** Jab Savdhan position se word of command milta hai 'Vishram' toh baen paon ko 6 inch upar uthate hue, 12 inch door le jate 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.
- (e) "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

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

6. **Ginti aur Bayan se Namuna.**

- (a) Jab savdhaan position se word of command milta hai ginti se mudna "dahine mud ek" toh is word of command par dahine paon ki aaedi aur baen paon ke panje par dahine taraf 90 degree teji se ghoom jayen aur shout karen 'ek'. Is position mein dekhne ki baten dahina paon pura zameen par laga hua aur, badan ka bojh dahine paon par, baen paon ka panja zameen par aur aedi uthi hui, dono tangen kasi hui hon.

(b) Jab word of command milta hai 'do' toh is word of command par baen paon ko 6 inch upar uthate hue dahine paon ke saath savdhan 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

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

8. Ginti aur Bayan se Namuna.

(a) Jab Savdhan position se word of command milta hai "ginti se mudna baen mud ek" toh is word of command par baen paon ki aaedi aur baen paon ke panje ki madad se 90 degree, teji se ghoom jayen aur shouting karen 'ek'. Is position mein dekhne ki baten - badan ka bojha baen paon par aur bane paon pura zameen par laga hua ho, dahine paon ka panja zameen par aur aaedi uthi hui ho, dono tangen kasi hui.

(b) Jab word of command milta hai 'do' toh dahine paon ko 6 inch upar uthate hue baen paon ke saath savdhan 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

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

10. Ginti aur Bayan se Namuna.

(a) Jab Savdhan position se word of command milta hai "ginti se mudna pichhe mud ek" toh is word of command par dahine paon ki aaedi aur baen paon ke panje par 180 degree par teji se ghoom jayen aur shouting karen 'ek'. Is position mein dekhne ki baten - dahina paon pura zameen par laga hua, badan ka bojha dahine paon par, baen paon ka panja zameen par aur aaedi uthi hui. Dono tangen kasi hui aur thai muscle apas mein mile hue.

(b) Jab word of command milta hai 'do' toh baen paon ko 6 inch upar uthate hue dahine paon ke saath savdhan position mein lagaen aur shouting Karen - 'do'. Is position mein dekhne ki baat - 180 degree par simmat ko badli ki hui ho aur baki position savdhan.

Aadha Dahine Aur Baen Mudna

11. 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.

12. **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.

13. **Abhyas.** Ustad pure squad ka, ginti se "Word of Command" pe durust abhyas karaan.

CHAPTER D - III

KADWAR SIZING, LINE BANANA, KHULI AUR NIKAT LINE MARCH

Kadwar Sizing

1. **Zarurat.** Kadwar sizing ki zarurat drill mein hamesha hoti hai, khas kar ke Ceremonial Drill ke liye. Is mein pure squad ko ke line mein khada karten hai taki Lamba sabse dahine khada ho aur size wise chota uske baen khada ho. Kadwar ki hui parade aur squad, dur se dekhne main achchhe aur sundar lagte hai.

2. **Bayan**

(a) Kisi bhi formation mein khade squad ko ceremonial kadwar karne ke liye word of command milta hai - squad lamba dahine - chhota baen - ek line mein kadwar khada ho, to pura squad line tod karke, sabse lamba jawan dahine, baki uske baen khade ho jayenge.

(b) Jab word of command milta hai - squad ginti kar to lambe se shuru karke - ek, do, teen, char ki ginti karen. Is ke bad word of command - visham ek kadam age aur - sam kadam piche par No 1, 3, 5 ek kadam age lenge aur, No 2, 4, 6 ek kadam piche lenge.

(c) Is ke bad word of command milta hai - No 1 khada rahe, visham dahine aur sab baen, dahine baen mud. Iss word of command pe squad tej chal se bari bari se jawan No 1 ke piche milenge aur phir in 3s madhya, piche aur age khade honge. Yani No1 agli line (peheli rank) ka 1 hoga, No 3 madhya line ka 1 hoga aur No 5 pichli line ka 1 hoga. No 7 fir No 2 rank ka No 1 hoga. Is tarah se, squad kadwar ho jata hai, jis mein lambe jawan dahine aur baen hote hain aur beech mein chote jawan hote hain.

Teen Line Banana

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

4. **Bayan.**

(a) Jab word of command milta hai - No 1 line ban to seekhe hue tarike ke mutabik karyawahi ki jayegi. Isi tarah No 2 bhi No 1 ke piche line ban karega aur fir No 3, No 2 ke ek kadam piche jaakar tham karega aur - up bolega, milkar vishram karenge. Jab word of command milta hai "No 4 line ban" toh No 4 savdhan hokar march karke No 1 ke baen, baju bhar ka fasla rakhte hue tham karega, - up bolega aur milkar vishram karenge. No 5 savdhan aur march karke No 2 ke baen aur No 4 ko cover karke tham karega, - up bolega aur sabhi vishram karenge, No 5 line ban. Jab word of command milta hai No 6 line ban toh No 6 savdhan aur march karke No 3 ke baen aur No 5 ke cover karke tham karega, - up bolega aur milkar sabhi vishram karenge. Baki nafri ko line ban karne ke liye karyawahi isi tarah karte jayen.

(b) Agar squad ki nafri 11, 14, 17, 20 ki ginti ki ho toh hamesha baen se No 2 file aur madhya line mein khaali jagah rakhi jayegi. Agar squad ki nafri 10, 13, 16, 19 ki ginti ki ho to baen se No 2 file madhya aur pichhli line mein khaali jagah rakhi jayegi. Agar squad 2 ko dahine baen ki taraf munh karna ho toh word of command - squad teenon teen mein dahine / baen chalega dahine / baen mud. Jab teen jawan age hon baki unke piche se cover kiye hon, use teenon teen kahte hain, baki word of command aur karyawahi usi tarah hai jaise ek file mein aapko bata diya hai.

KHULI LINE AUR NIKAT LINE CHAL

Khuli Line Chal

5. **Zarurat.** Jab squad ko shastra qawaid karana ho, ya badi parade mein VIP ko nirikshan karana ho toh 'khuli line' ki karyawahi ki jaati hai.

6. **Ginti aur Bayan se Namuna.**

(a) Jab savdhan position se word of command milta hai - ginti se chalna khuli line chal – ek toh is word of command par baen paon ko 6 inch uthate hue 30 inch age dabaen aur bolen ek. Is position mein dekhne wali batein - baen paon 30 inch age poora laga hua, dahine paon ka panja zameen par, aaedi uthi hui, dono tange kasi hui baki position savdhan.

(b) Jab word of command milta hai squad do. Toh dahine paon ko 6 inch uthate hue 15 inch age len aur baen paon ko teji se uthate hue dahine paon ke saath savdhan position mein milaen aur shout karen 'do'. Is position mein dekhne ki baten - pahle wali jagah se 45 inch ka fasla tai kiya hua aur position savdhan.

Nikat Line Chal

7. **Zarurat.** Jab nirikshan ho jata to march karne se pahle 'nikat line' ki karyawahi ki jaati hai.

8. **Ginti aur Bayan se Namuna.**

(a) Jab savdhan position se word of command milta hai - ginti se chalna – 'nikat line chal ek' toh is word of command par baen paon ko 6 inch upar aur age se uthate hue 30 inch pichhe dabean aur badan ka boj baen paon par le jayen aur bolen ek. Is position mein dekhne ki baten - baen paon 30 inch pichhe pura laga hua, badan ka boj baen par, dahine paon ka aaedi lagi hui aur panja khara hua dono tange kasi hui baki position savdhan.

(b) Jab word of command milta hai squad do. Toh dahine paon ko 6 inch upar uthate hue baen paon se 15 inch pichhe barhaen aur baen paon ko teji se uthate hue dahine paon ke saath savdhan position mein lagean aur shout karen ek do. Is position mein dekhne ki baten - pahli wali jagah se 45 inch ka fasla tai kiya hua aur position savdhan.

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

CHAPTER D - IV

KHADE KHADE SALUTE KARNA

Khade Khade Salute Karna

1. **Zarurat.** Jab ham kisi jagah par khade hon aur hamare samne se koi bhi salute lene wale adhikari gujren to unhen izzat dene ke liye khade-khade samne salute ki karyawahi ki jaati hai. Isi tarah, dahine salute va baen salute ki karyawahi ki jaati.

2. **Ginti aur Bayan se Namuna.**

(a) Jab word of command milta hai - ginti se salute karna samne salute ek toh is word of command par dahine baju ko dahine taraf sidha uthate hue kandhe ke barabar layen aur kohni se modte hue anguliyon ko sidhe aur milate hue kalme wali anguli ko dahine ankh ki bhaown se 1 inch upar lagaen, shouting karen 'ek'. Is position mein dekhne ki baten - dahine haath ki anguliyon aur angutha seedha aur mile hue, kalme wali anguli dahine ankh ke bhaown se 1 inch aur beech mein kalai se kohni tak 45 degree ke angle par, nigah samne, baki position savdhan.

(b) Jab word of command milta hai squad do toh dahine haath ko nazdik ke raste se teji se giraen, aur shout karen do. Is position mein dekhne ki baten - position savdhan.

CHAPTER D - V

PARADE PAR, VISARJAN AUR LINE TOD

Parade Par

1. **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.

2. **Bayan se Namuna.**

(a) Jab vishram position se word of command milta hai dahina darshak to is word of command par savdhan hon, teen ka thahrao dete hue march karen aur 15 kadam par tham karen aur dahine se saj karen. Is position se word of command milta hai darshak hilo mat toh vishram karen.

(b) Abhi word of command, squad parade par, toh squad darshak ke baen aakar tham karen, baju uthakar dahine se saj ki karyawahi karen, bari-bari baju giraen aur bari bari vishram karen. Baen wale dono jawan milkar vishram karen.

Visarjan

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

4. **Bayan se Namuna.** Jab savdhan position se word of command milta hai—squad / platoonvisarjan to, dahine mud karke salute karen aur, teen kadam age lekar tham karen aur, sidhe age nikal jayen lekin, sikhlai mein squad ke upar control rakhne ke liye dubara baen mud karen aur savdhan position mein khade rahen.

Line Tod

5. **Zarurat.** Jab thodi der ke liye aaram dena ho aur dubara fall in karna ho toline tod'kikaryawahi ki jaati hai.

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

7. **Abhyas.** Ustad ke word of command pe squad isi kayawahi ka ginti se abhyas Karens.

CHAPTER D - VI

TEZ CHAL AUR DHIRE CHAL

Tez Chal aur Tham

1. **Zarurat.** Discipline ko kayam rakhte hue ek jagah se dusri jagah jane ke liye 'tez chal' kiyajata hai. Kadam ki lambai 30 inch hoti hai. Regimeint / units ki kadam ki raftaar ek minute mein 120 kadam, rifle units 140, NCC cadets 116 kadam aur NCC girls cadets 110 kadam per minute hoti hai. Lekin, shuru mein recruits 135 kadam ki raftaar se march karte hain.

2. **Ginti aur Bayan se Namuna.**

(a) Jab savdhan position se word of command milta hai "ginti se chalna tez chal ek" toh is word of command per baen paon ki aaedi 30 inch par age lagaen, dahina baju age kandhe ki line mein, baen baju pura piche, mutthi kudrati taur par band rakhen, yahan tak ke movement ko dekhne. Is position mein dekhne ki baten - Baen paon ki aaedi zameen par lagi hui, panja khada, dahina paon pura zameen par, badan ka bojha, dahine paon par, dono tangen kasi hui, dahina baju age, kandhe ki line mein aur baen haath piche, mutthi kudrati taur par band, baki position savdhan.

(b) Jab word of command milta hai "squad do" toh is word of command par paon aur baju ki apas mein badli karen, shout karen 'do'. Is position mein dekhne ki baten dahine paon ki aaedi lagi hui, panja khada hua, bayan paon pura zameen par laga hua aur badan ka bojha baen paon par, bayan baju age dahina baju piche.

(c) Jab word of command milta hai "squad ek" toh paon aur bajuon ki phir badli karen. Is position mein dekhne ki baten jo isse pahle seekh chuke hain.

(d) Jab word of command "squad tham". Ye word of command us samay milta hai jab bayan paon zameen par ho ya, dahina paon baen paon ko cross kar raha ho to, dahine paon ko 30 inch par pura age rakhen, shout karen 'khaali', phir baen paon ko upar utha kar dahine paon ke saath dabaen aur dahine paon ko teji se 6 inch uthate hue baen paon ke saath savdhan position par lagaen, shout karen 'ek-do'. Is position mein dekhne ki baten - position savdhan.

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

Dhire Chal Aur Tham

4. **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.

5. **Kadam Tol Kar Bayan se Namuna.**

(a) Jab savdhan position se word of command milta hai, 'kadam tol kar dhire chalna - bayan paon aage', toh is word of command par baen paon ko 15 inch age teji se, kadam tol kar ruk jayen aur shout karen aage. Is position mein dekhne ki baten - dahina paon pura zameen par laga hua aur, badan ka bojha dahine paon par, bayan paon dahine paon se 15 inch aage, zameen se alag, panja zameen ki taraf kheencha hua, baki position savdhan.

(b) Jab word of command milta hai "age badh" to is word of command par baen paon ko 15 inch aur aage badha kar panja pahle zameen par lagaen aur shouting karen 'badho'. Is position mein dekhne ki baten bayan paon pura zameen par laga hua, badan ka bojha pura baen paon par, dahine paon ka panja zameen par, aaedi uthi hui, dono tangen kasi hui, baki position savdhan.

(c) Jab word of command milta hai "dahina paon aage" toh dahine paon ko 15 inch aage baen paon se nikalen aur shout karen 'age'. Is position mein dekhne ki baten jo aap baen paon aage mein seekh chuke hain uske ulta.

(d) Jab word of command milta hai, “aage badh” toh dahine paon ko aur 15 inch aage badha kar panja pahle zameen par lagaen aur shouting karen badho’. Is position mein dekhne ki baten, baen paon ke ulta.

(e) Jab word of command milta hai “bayan paon aage” toh baen paon ko aage len aur shout karen aage. Is position mein dekhne ki baten jo isse pahle seekh chuke hain.

(f) Jab word of command milta hai ‘tham’, ya word of command us samay milta hai jab bayan paon dahine paon ko cross kar raha ho ya dahina paon zameen par laga ho toh baen paon ko 15 inch aage lekar, uthakar dabaen aur teji se dahine paon ko 6 inch uthakar baen paon ke saath milaen aur shout karen ‘ek-do’.

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

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CHAPTER D – VII

TEZ CHAL SE MUDNA

Tez Chal Se Dahine Mudna

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

2. **Ginti aur Bayan se Namuna.**

(a) Tej chal se word of command milta hai “ginti se mudna dahine mud - ek”, ye word of command us samay milta hai jab dahina paon baen paon ko cross kar raha ho ya, baen paon zameen par laga ho toh is word of command par dahine paon ko 15 inch age zameen par rakhen aur chalti halat mein ruk jayen aur shouting karen ‘ek’. Is position mein dekhne ki baten - dahina paon zameen par, badan ka panja zameen par aur aedi uthi hui, baen baju age dahina baju piche chalti halat mein.

(b) Jab word of command milta hai “squad do” toh is word of command par baen paon ko dadam taal ki halat mein age uthaen, aur baju savdhan ki halat mein le jayen shout karen ‘do’. Is position mein dekhne ki baten, dahina paon pura zameen par, badan ka bajh dahine paon par, baen paon kadam taal ki halat mein baki position savdhan.

(c) Jab word of command milta hai “squad teen” toh dahine paon ki aedi par dahine taraf 90 degree par ghoom jayen aur baen paon ko savdhan position mein lagaen aur dahine paon ko teji se 15 inch age kadam tol ki halat mein nikalen aur shouting karen teen. Is position mein dekhne ki baten baen paon pura zameen par laga hua badan ka bojh baen paon par dahina paon 15 inch age kadam tol ki halat mein baki position savdhan.

(d) Jab word of command milta hai “squad chaar” toh dahine paon ko 15 inch age aedi lagate hue tez chal ko shuru karen aur shout karen ‘badho’. Squad chaar badho tham khaali ek-do.

Tez Chal Se Baen Mudna

3. **Zarurat.** Jab tez chal se march karte hue kisi bhi simmat ko ja rahe hon, aur 90 degree par apni simmat ya formation ko baen taraf badli karni ho toh baen mud ki karyawahi ki jaati hai.

4. **Ginti aur Bayan se Namuna.**

(a) Tej chal se word of 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 aedi 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 badan ka bojh baen paon par dahine paon ka panja jaimn par aedi uthi hui, dahina baju age baen baju piche chalti halat mein.

(b) Jab word of command milta hai “squad do” toh is word of command par dahine paon ko kadam taal ki halat mein age uthaen aur baju savdhan position mein layen, shout karen do’. Is position mein dekhne ki baten - baen paon pura zameen par laga hua badan ka bojh baen paon par, dahina paon kadam taal ki halat mein, baki position savdhan.

(c) Jab word of command milta hai “squad teen” toh baen paon ki aedi par baen taraf 90 degree par ghoom jayen aur dahine paon ko savdhan position mein lagaen aur baen paon ko teji se 15 inch age kadam tol ki halat mein, baki position savdhan.

(d) Jab word of command milta hai “squad chaar” to, baen paon ko 15 inch age aedi lagakar tez chal shuru karen aur shout karen badho. Squad chaar badho - squad tham khaali ek-do.

Tez Chal Se Piche Mudna

5. **Zarurat.** Jab tej chal se march karte hue kisi bhi simmat ko ja rahe hon, aur 180 degree par formation ko kayam rakhte hue simmat ki badli karni ho toh piche mud ki karyawahi ki jaati hai.

6. **Ginti aur Bayan se Namuna.**

(a) Tej chal se word of command milta hai "ginti se mudna piche mud ek", ye word of command us samay milta hai jab baen paon dahine paon ko cross kar raha ho ya dahine paon ki aedi zameen par lag rahi ho toh baen paon ko khaali jane den, dahine paon ko 15 inch age lagate hi chalti halat mein ruk jaen, shout karen 'khaali ek'. Is position mein dekhne ki baten - dahine mud ke No 1 movement ki tarah.

(b) Jab word of command milta hai "squad do" toh dahine paon ki aedi par 90 degree dahine taraf ghoom jayen aur baen paon ko dahine paon ke saath savdhan position mein lagaen, shout karen 'do'. Is position mein dekhne ki baten, 90 degree dahine turn kiya hua, baki position savdhan.

(c) Jab word of command milta hai "squad teen" toh is word of command par baen paon ke panje par dahine taraf 90 degree par aur ghoom jayen, saath hi dahine paon ko 6 inch uthakar savdhan position mein lagaen aur shout karen teen. Is position mein dekhne ki baten - position savdhan.

(d) Jab word of command milta hai "squad chaar" toh position aur direction ko durust karne ke liye baen paon ko 6 inch upar uthate hue dahine paon ke saath savdhan position mein lagaen. Is position mein dekhne ki baten 180 degree piche turn kiya hua baki position savdhan.

(e) Jab word of command milta hai squad panch to, dahine paon ko 30 inch age nikalkar tej chal ki karyawahi shuru karen aur shout karen 'badho'. Squad paanch badho tham kaho ek-do.

7. **Abhyas.** Ustad ke word of command pe, squad se ginti se abhyas karaan.

CHAPTER D - VIII

TEZ CHAL SE SALUTE KARNA

Tez Chal Se Samne Salute Karna

1. **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.
2. **Ginti aur Bayan se Namuna.**
 - (a) Tej chal se word of command milta hai "ginti se salute karna samne salute – ek" ye word of command usi tarah milta hai jaise tej chal mein tham karte hain. Is position mein dekhne ki baten - position savdhan.
 - (b) Jab word of command milta hai "squad do" toh is word of command par ek bar khade khade samne salute ki karyawahi karen. Squad do - ek-do-teen-ek. Is position mein dekhne ki baten, ek bar khade khade samne salute ki karyawahi ki hui, baki position savdhan.
 - (c) Jab word of command milta hai "squad teen" toh is word of command par dubara salute karen. Squad teen, ek-do-teen-ek. Is position mein dekhne ki baten - position No 2 ki tarah.
 - (d) Jab word of command milta hai "squad chaar" toh is word of command par piche mud karen. Squad chaar - ek-do-teen-ek, (dubare piche mud karen). Is position mein dekhne ki baten - 180 degree direction ki badli ki hui baki position savdhan.
 - (e) Jab word of command milta hai "squad panch" to, baen paon se tej chal shuru karen aur shout karen badho'. Squad panch - badho -squad tham khaali ek-do.

Tez Chal Se Dahine Salute Karna

3. **Zarurat.** Jab tez 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.
4. **Ginti aur Bayan se Namuna.**
 - (a) Tej chal se word of command milta hai "ginti se salute karna dahine salute ek" ya word of command us samay milta hai jab dahina paon baen paon ko cross kar raha ho ya baen paon ki aaedi zameen par lag rahi ho, toh dahine paon ko khaali aur baen paon ki aedi lagte hi dahine salute karen aur chalti halat mein ruk jaen, shout karen khaali ek'. Is position mein dekhne ki baten - baen paon ki aedi zameen par panja khada, dahina paon pura zameen par, badan ka bojh dahine paon par, dono tange kasi hui, salute seekhe hue tarike se kiya hua, nigh puri dahine taraf, baki position savdhan.
 - (b) Jab word of command milta hai "squad do" toh dahine paon se do ki ginti shuru karte hue paanch ki ginti tak march karen aur ruk jayen. Squad do - do-teen –char-paanch. Is position mein dekhne ki baten, panch kadam ka jamini faasla tai kiya hua baki position No 1 ki tarah.
 - (c) Jab word of command milta hai "squad teen" toh dahine paon ki aaedi ka lagna chehre ko aage lena salute ko girana ek saath karen aur shout karen 'down'. Squad teen-down. Is position mein dekhne ki baten, dahine paon ki aaedi 30 inch aagelagi hui panja khada badan do bojh baen paon par, salute giraya hua, baki position savdhan.
 - (d) Jab word of command milta hai "squad chaar" to baen paon se tej chal ki karyawahi shuru karen aur shout karen 'badho'. Squad chaar - badho squad tham - khaali ek-do.

Tez Chal Se Baen Salute Karna

5. **Zarurat.** Jab tej chal se march karte hue kisi bhi simmat ko ja rahe hon, baen taraf koisalute lene wale adhikari milen toh unhen izzat dene ki liye baen salute ki karyawahi ki jaati hai.

6. **Ginti aur Bayan se Namuna.**

(a) Tej chal se word of command milta hai “ginti se salute karna baen salute – ek” ye word of command us samay milta hai jab dahina paon baen paon ko cross kar raha ho ya baen paon ki aaedi zameen par lag rahi ho, toh dahine paon ko khaali aur baen paon ki aedi lagte hi baen salute karen aur chalti halat mein ruk jaen, shouting karen khaali ek. Is position mein dekhne ki baten - baen paon ki aedi zameen par panja khada, dahina paon pura zameen par, badan ka bojh dahine paon par, dono tangent kasi hui, salute seekhe hue tarike se mutabik kiya hua, nigah puri baen taraf, baki position savdhan.

(b) Jab word of command milta hai “squad do” toh dahine paon se march ko jari karen aur paanch ki ginti karke ruk jayen. Squad do - do-teen –char-paanch. Is position mein dekhne ki baten, panch kadam ka jaimni fasla tai kiya hua baki position No 1 ki tarah.

(c) Jab word of command milta hai “squad teen” toh dahine paon ki aaedi ka lagna chehre ko samne lana salute ko girana ek saath karen aur shouting karen down, Squad teen - down. Is position mein dekhne ki baten - dahine paon 30 inch age, aaedi lagi hui panja khada baen paon pura zameen par, badan ka bojh baen paon par, salute giraya hua, baki position savdhan.

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

7. **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 D – IX**INDIVIDUAL WORDS OF COMMAND****Words of Command**

1. 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

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

CHAPTER WT - I

INTRODUCTION TO .22 RIFLE

Introduction

1. Point 22 rifle ek halaka aur sadharan hathiyar hai. Aam tor par is hathiyar ka istemal NCC cadet ko firing me hone wali ghabrahat ko dur karne ke liye istemal karte hain. Isliye jaruri hai ki is hathiyar ka istemal karne se pehle iske bare mein jaankari honi chahiye taaki cadet iska sahi istemal kar saken

Point 22 Rifle ki Viseshtaen

<u>S No</u>	<u>Details</u>	<u>Rifle Point 22" No II MK IV BA</u>	<u>Rifle Point 22" Delux BA</u>
(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° angle (1550 meters)	1700 yds at 33° angle (1550 meters)
(h)	Calibre	Point 22"	Point 22"
(j)	Ammunition	Point 22"	Point 22"
(k)	Rate of fire :-		
	(i) Normal	05 rounds per minute	05 rounds per minute
	(ii) Rapid	10-15 rounds/minute	10-15 rounds/ minute



Rifle Point 22" MK IV

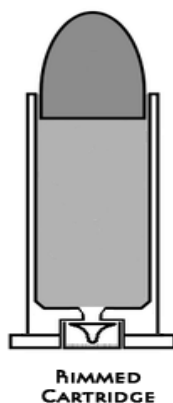


Rifle Point 22" DELUXE BA

Point 22 Ammunition Ki Viseshataen

2. Point 22 Ammunition.

(a)	Calibre	-	Point 22"
(b)	Length of Bullet	-	10 mm
(c)	Length of Bullet with Case	-	15 mm
(d)	Weight	-	38/40 gm
(e)	Type of Bullet	-	Lead / Copper
(f)	Type of Ammunition	-	Rim / Rimless



Difference Between Rimless and Rimmed Ammunition

Rifle point 22 ko Kholna – Jorna aur Sight Setting

3. **Kholna.** Rifle ko kholne ki tarkib mein sab se 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 khichien aur rifle se alag karen. Aakhir mein case collector catch ko dabate huye case collector ko alag karen aur saaf jagah pe rakhen.

4. **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 khulahi to uske purzon ke registration number check karlen. Trigger dabaen, safety catch ki position 'S' par karen aur case collector ka chota mehrava age ki ore rakhte hue use fit karen. Sling ko rifle mein fit karen. Bayonet sabse baad mein fit karen.



5. **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

6. Point 22" rifle ko bhi Anaya hathiyar ki taraha Safaai kiya jata hai.

(a) **Aam Safai.**

(i) **Daily Safai.** Aam taur par daily hathiyar training ke liye nikalte hain. Hathiyar ka dusting karke Kote mein jama karte hain.

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

(iii) **Quarterly Safai.**

(aa) Quarterly ke douran pure hathiyar ko khola jata hai aur jaruri suda hathiyar oil aur greasing kiya jata hai.

(ab) Hathiyar ke hisse purjon ki tut- phut check ki jaati hai aur unhe marammat kiya jata hai.

(b) **Firing Ke Dauran Safai.**

(i) Firing se pahle hathiyar ki tut phut ki armourer dwara check karate hain.

(ii) Lagaatar hathiyar ki safai karte hain aur armourer dwara inspection karate hain.

(iii) Firing ke dauran jab bhi firer ko mauka milta hai to wah apne hathiyar ko saaf karta rehta hai.

(c) **Firing Ke Baad Ki Safai.**

(i) Firing ke baad firer kam se kam 07 din garm pani dalkar barrel ko saaf karte hain.

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

Note: Safai ke liye Chindhi ka size 4x1.5 inch aur Oil ke saath chindi size 4x1 inch.

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

Sankshep

8. Point 22" Rifle ek bahut hi kargar aur sidha sadha hathiyar hai jiski 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 WT - II**SHORT RANGE FIRING****Introduction**

1. Jis tarah بیمار کے لکشان کو دیکھ کر بیماری کا پتا چلتا ہے، اسی طرح، target پر گولیوں کی مار یا group کا विश्लेषण کرنے سے، ہونے والی گالٹیا کا پتا چلتا ہے۔ Group میں گولیوں کی مار اور ان کے failav کو دیکھ کر firer کی کابلیات کا آسانی سے پتا لگایا جا سکتا ہے۔

Short Range Firing (Point 22 Rifle)

<u>Practice</u>	<u>Target Type</u>	<u>Range in Yards</u>	<u>Rounds</u>	<u>Instructions</u>	<u>Scoring</u>
Deliberate	1' x 1'	25	10	(a) Position lying supported (b) One practice of 5 rounds	Bull & Inner – 03 points Magpie – 02 points Outer – 01 points HPs – 15 points

Note:- Out of 12 rounds authorized per cadets, 2 rounds will be pooled for zeroing and re-classification of failures.

Aiming and Alteration of Sight

2. **Zarurat.** Firing کے دوران اگر یہ پتا چلتا ہے کہ، درست aim اور firing کے بابزود گولی POA سے اوپر یا نیچے لگتی ہے تو، back sight کو adjust کر کے setting کرنا ضروری ہے۔

3. **Elevation.** Back sight کو جو adjustment کرنی ہے وہو نیچے دیے table کی مدد سے کی جا سکتی ہے جس میں، 100 yds پر جو change کرتے ہیں، اس سے MPI کتنی بدلتی ہے۔

<u>Range Target</u>	<u>Rise or Drop of MPI on Target</u>
200 Yards	6 inches
300 Yards	12 inches
400 Yards	18 inches
500 Yards	24 inches

4. Sight میں 50 yards کی alteration سے، اوپر دیے hue effect ادھے ہو جاتے ہیں، اور اگر sight میں 200 yards کی alteration کی جاتی ہے تو، اوپر دیا ہوا effect double ہو جاتا ہے۔

Sankshep

5. Range پر درست firing کرنا سبھی کا kartavya ہے۔ اس لیے اگر گولی target پر نہیں لگتی ہے تو turant sight میں alteration کر کے گولی target پر مارتا ضروری ہے۔

CHAPTER WT - III

HANDLING OF .22 RIFLE AND RANGE PROCEDURE

Introduction

1. Ek acche firer ki khubi hoti hai ki who tezi se rifle ko bhare, load kare aur durust fire kare. Yeh tabhi sambhav ho sakta hai jab training ke dauran acchi sikhlai aur abhyas kara hua ho.

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

2. **Rifle ko Bharne ki Karwahi.** Point 22" Deluxe Rifle ke sath koi charger nahi diya jata hai. Ammunition ko siddha mag men ek ek karke bhara jata hai. Bharna se pehele ammunition ko saaf karlen.

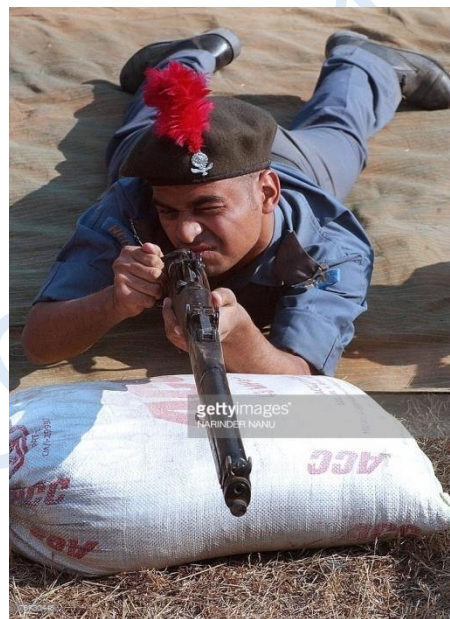
3. **Loading, Cocking aur Unloading.**

(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 letke karne ke liye drill is parkar se hai:-

(i) Letne 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 kiya hua round bahar nikal jaye.



Lying Position Aur Holding Ka Byan Va Namuna

4. Iss position mein badan ka khaka chhota banta hai, jis se larai ke maidan mein nichhi se niche aar ke piche se dushman ki najar aur fire se bachte hue dushman ke upar kargar fire dal sakte hai.

5. **Position Lene Ka Tarika.** Sabse pehle target ki sidh mein khare ho jaen, chalti halat mein baen paon ko thora baen aur age len, sath hi rifle kobaen 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 aajae. Ab dahini kohni ko us jagah par rakhen jahan par kohni dahine aur thora kandhe ke niche ho. Dono haathon ki hatheli ko thudi ke neeche lagakar aankhen band Karen aur badan ke tanav ko mahsoos Karen, yadi badan mein tanav hai to kohni usi jagah rakhte hue badan ko aage peechhe karte hue tanav ko door Karen aur kohni ki jagah ko mark kar den.

6. **Holding (Durust Pakar).** Rifle ki pakar haasil karne ke liye kandhe mein le jaen. Baen haath ki kalmen wali anguli aur anguthe ke beech jo 'V' banta hai wahan par rifle ko rakhen. Hand guard niche wali hatheli ke upar aajae. 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 karrahi ho to dahine hath koaage Karen. Agar niche point karrahi ho to dahine hath kopichhe Karen. Agar baen point karrahi ho to dahine pair ko baen kare. Agar dahine point karrahi ho to position thora dahine Karen.



Durust Trigger Control Aur Fire

7. **Trigger Control.** Durust trigger control keliyet artib is parkar se hai :-

- (a) Durust trigger operation ke liye kalmiwali 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 k ikarwai 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.

8. **Shot Fire Karne ki Tartib.** Sahi shot fire karne ke liye sahi position aur pakar, sahi eyesight, aiming, dimag aur trigger control men durust tal-mel se hi hasil ho sakta hai. Is ke liye tartib is parkar se hai:-

- (a) Sahi position ikhtiyar karen Kudrati seedhai ko check karen.
- (b) Rif ko bhar karen, Ready karen, sahi sight lagaen aur sahi alignment hasil karein. Dimagi taur par un angon ko check kare jinko rifle ko hold karne mein madad karte hain. Jaise baen hath ki kohni, kalai, dahina kandha, dahine haath ki pakar aur kalmewali anguli.
- (c) Ab saans ko normal chalne den aur, back sight aperture ka madhya se foresight tip ko POA se milao. Fore sight tip 6 baje aur 12 baje ki line mein harkat karni chahiye.
- (d) Trigger ka pahla khichav haasil karne ke baad kuch samay ke liye saans ko roken. Aur sight picture ko check karen. Uske baad poora dhyen fore sight tip par le jaen aur trigger dabayen to goli fire ho jaegi.
- (e) Goli fire ho jaane ke baad usi pakar, position aur sisht ko kayam rakhte hue foresight tip ki movement ko check karen foresight ki tip jahan point karegi goli usi jagah par lagegi.
- (f) Ab saans koc hhor den aur maar'ko pukaren. Goli fire hone se maar pukarane tak ki karwai ko follow through kahte hain.

RANGE PROCEDURE

Practice Conduct Karna Aur Suraksha Sambandhi Baten

9. **Practice Conduct Karna.** Range par firer ko 2 groups mein baant diya jata hai, Firing Group aur Training Group.

10. **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.

11. **Target Group.** Firing point se pichhe target group ko nimnikhit 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

12. **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.

13. **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.

Sankshep

14. Ek achche firer ke liye durust grouping aur zeroing karna bahut hi zaruri hai. Is se target pe durust firing ki ja sakti hai. Snap shooting ke liye durust zeroing ke alawa, durust shist aur trigger operation ki zarurat hai. Hamesha 'ek goli ek dushman' ka buniyadi usul yaad rakhe.

SUMMARY

15. Range mein firing karne se ek cadet weapon training ke kala mein maharat hasil karne mein madat karta hain aur saath hi hathiyar ko self protection mein istemal karna seekh ta hain.
16. Rifle .22 No MK-II, MK IV and Deluxe BA kialag-alag visheshtaen hain jaise ki; wazan, lambai, magazine ki capacity, velocity, range, calibre, ammunition and rate of fire.
17. 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.
18. Rifle ki efficiency uske saaf safai aur dekh bhal par nirbhar karti hai aur saath firer ki skill par bhi nirbhar karti hai.
19. Ladai ke samay mein ek soldier ko jald se jald rifle ko load karna aur accurate fire karna aana chahiye. Lying position firing ke liye sabse achi position hoti hain. Firing ke teen basic usul hai, Majboot pakad, Sahi aiming aur durust trigger operation.
20. Firing ko safe aur sahi tariqe se karane ke liyes ahi range procedure follow karna bahut zaruri hain. Firing ki taiyari bahut hi detail mein karni chahiye aur teen bhago mein baant na chahiye; before firing, during firing and after firing. Sabhi orders aur instructions ko follow karke hi firing ko suru karna chahiye.
21. Short range firing 25 yardse figure 1'x1' target par karayi jaati hain.
22. Sight alteration ya zeroing bullets ko Point of Aim mein lane ke liye karai jaati hain. Sight alteration back sight ko adjust karke kiya jaata hain.

CHAPTER PD - I

PERSONALITY DEVELOPMENT CAPSULE

Introduction

1. 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.

The Concept of Life Skills

2. 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.

3. WHO has defined life skills as "abilities for adopting positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life".

4. There are ten core Life skills which help in enhancing the personality of an individual. They are as follows:-

(a) **Self Awareness.** Recognition of self, our character, strengths and weaknesses, desires, likes and dislikes, and skills. Being aware of the good points about oneself helps young people build a sense of self-esteem and self-confidence. Being aware of their weaknesses will make young people willing to learn more. This also helps them utilize the opportunities available to them in relation to their abilities. Self-awareness is necessary for developing a positive attitude towards life.

(b) **Empathy.** Is the ability to be sensitive to another person's situation, to understand his/her concerns, worries, fears and needs and how they feel. Empathy works wonders when we apply it to our relationships – with our loved ones, classmates, parents, friends, cousins and colleagues. It helps us move closer to solutions, to resolve conflicts, and enhance our quality of life.

(c) **Critical Thinking.** Is the ability to analyse information and experience in an objective manner. It can help us recognize and assess the factors that influence our attitude and behaviour, 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 solutions 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.** This 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 behaviour, 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.

FACTORS INFLUENCING / SHAPING PERSONALITY

5. Traditionally, modern psychological studies suggest that factors such as the ones listed below have a lasting effect on an individual's personality.

6. **Hereditary.** Your personality can be influenced by the genes you may have inherited from either your mother's or your father's side or a combination of both. Apart from inheriting physical attributes, like height, weight and skin/hair colour, psychologists have ascertained that our mental aptitudes and temperaments which have the potential for influencing our personality are to a certain extent, hereditary.

7. **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.

8. **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.

9. **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 come from even the most unlikely sources.

10. **Life-situations.** Our situations in life are constantly changing and these can affect our personality in varying degrees. Some have greater opportunities in life like better amenities, better schools and greater advantages than others. Learning skills, life skills, communicative skills and language skills although partially latent in some, can only be acquired through personal effort and gained through practice and experience. Hence it is our competence in handling life-situations that can positively influence our personality.

11. **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 behave in a particular manner depending upon their experiences whether good or bad.

12. **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.

13. **Self-Image.** Each person views himself quite different from how others perceive him. Thus, one's self-image usually breeds personality characteristics that stick within the individual. 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.

14. **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 fibre ingrained into his character can have a significant influence on the personality of an individual.

CREATIVE THINKING

Creative Thinking

15. Creativity encompasses the following:-

(a) **An Ability.** 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, while 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 and newness, a willingness to play with ideas and possibilities, a flexibility of outlook, the habit of enjoying the good, while looking for ways to improve it.

(c) **A Process.** Creative people work hard continuously to improve ideas and solutions, by making gradual alterations and refinements to their work. Contrary to the mythology surrounding creativity, very few works of creative excellence are produced with single stroke of brilliance. The creative person knows that there is always room for improvement.

16. **Characteristics of the Creative Person.** A creative person has the following characteristics:-

- (a) Curious.
- (a) Seeks problems.
- (b) Enjoys challenge.
- (c) Optimistic.
- (d) Able to suspend judgment.
- (e) Comfortable with imagination.
- (f) Sees problems as opportunities.
- (g) Sees problems as interesting.
- (j) Problems are emotionally acceptable.
- (k) Challenges assumptions.
- (l) Doesn't give up easily: perseveres, works hard.

DECISION MAKING

Decision Making

17. 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.

18. 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.

19. Good decision making depends on understanding the situation well, being aware of our choices and, above all visualising the consequences of our choices.

20. Some of the major steps to be followed while making a decision are – define the problem, gather and analyse the relevant data, postulate solutions to the problem, analyse the implications of each alternative, select and act on the best alternative, follow-up and modify the approach if necessary.

Conclusion

21. 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.

SUMMARY

22. There are ten core Life skills which help in enhancing the personality of an individual. They are as follows: -

- (a) Self Awareness.
- (b) Empathy.
- (c) Critical Thinking.
- (d) Creative Thinking.
- (e) Problem Solving Skills.
- (f) Decision Making.
- (g) Interpersonal Relationship.
- (h) Effective Communication.
- (j) Coping with Emotions.
- (k) Coping with Stress

23. **Factors Influencing / Shaping Personality.** The following factors influence/ shape personality:-

- (a) Hereditary.
- (b) Self-Development.
- (c) Environment.
- (d) Education.
- (e) Life-situations.
- (f) Past Experiences.
- (g) Dreams and Ambitions.
- (h) Self-Image.
- (j) Values.

24. **Characteristics of the Creative Person.** A creative person has the following characteristics: -

- (a) Curious.
- (a) Seeks problems.
- (b) Enjoys challenge.
- (c) Optimistic.
- (d) Able to suspend judgment.
- (e) Comfortable with imagination.
- (f) Sees problems as opportunities.
- (g) Sees problems as interesting.
- (j) Problems are emotionally acceptable.
- (k) Challenges assumptions.
- (l) Doesn't give up easily: perseveres, works hard.

25. **Decision Making.** Decision making is a complex process. Good decision making depends on understanding the situation well, being aware of our choices and, above all visualising the consequences of our choices. Some of the major steps to be followed while making a decision are – define the problem, gather and analyse the relevant data, postulate solutions to the problem, analyse the implications of each alternative, select and act on the best alternative, follow-up and modify the approach if necessary.

CHAPTER PD - II

COMMUNICATION SKILLS

Introduction

1. Communication is sharing 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

2. 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.

3. 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.

4. 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.

5. Lack of communication breeds problems in our relationships. We tend to assume that others know what we want or how we feel. Then when they do not react as we expect they should, we get upset. We expect people to understand us. The truth is they do not understand us, if we choose to believe that ideas can get across at the unspoken level! All too often, the communication between us and our loved ones, is merely functional – out of necessity. We waste many opportunities to enhance our understanding of each other and improve our relationship.

Different Ways of Communication

6. 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 closed mind and are poor listeners. They have difficulty in seeing the other person's point of view, they interrupt and monopolize. They tend to dominate and put down others. They are bossy. While communicating they frown, stare, talk loudly or have a yelling tone of voice.

(b) **Passive.** The persons do not express their true feelings; they do not disagree and think that others have more rights than they do. Their communication style is indirect, they always agree and do not speak out and are very hesitant. While communicating they often lack facial expression and stand with down cast eyes.

(c) **Assertive.** The person believes he/she as well as others 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 behaviour. Their expectations are realistic. They have open and natural gestures. They maintain an eye contact while communicating.

Components of Effective Communication

7. Effective Communication involves:-

(a) **Verbal Communication.** One person talks and the other person listens or the group of people listens to be able to react. The conversation can be informative, in the form of questions, a negotiation, and statement or open-ended questions, instruction, etc and the situation can be formal or informal. In relationships, communication is usually informal. Speech problem,

too long sentences, mumbling, speaking too softly, hearing problems, listeners interrupting the speaker, loud external noises, etc. all hamper proper communication.

(b) **Non-Verbal Communication.** Non-verbal communication is that gives meaning to what is said and may communicate both appreciation and rejection. It includes such things as tone of voice, a nod of head, using silence, frowning, smiling, body posture, touch, shaking of the head to communicate approval or disapproval, lifting of the eyebrows to show surprise, distance between persons, playing with something in hand instead of focusing. Make use of body language to communicate effectively. Ensure that you appreciate others through body language. React to what others say by nodding, smiling and generally showing you are listening.

(c) **Listening.** During communication, one person talks and another person listens. The listeners must give attention to all that is said, without interrupting the speaker and react later in a relevant manner. Many people may listen but do not know what the full message is. Some people react to when only half is said. There are people who listen selectively, who miss much of the message and only focus on points relevant to him or her. Sometime we do not listen to our friends and other people; sometimes they do not listen to us. In either situation, there will be a problem in communication and understanding.

Common Barriers to Effective Communication

8. No matter how good and effective a communicator one may be, 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 also provide hindrance in the case of non- verbal communications.

9. **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.

10. **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.

11. **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.

12. **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.
- (i) 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.

SUMMARY

13. Communication is sharing 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. 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.

14. There are three ways of communication as under:-

- (a) Aggressive.
- (b) Passive.
- (c) Assertive.

15. Effective Communication involves:-

- (a) Verbal Communication.
- (b) Non-Verbal Communication.
- (c) Listening.

16. **Reducing the Communication Gap.** The following steps will help in reducing the communication gap:-

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- (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.

CHAPTER PD - III

GROUP DISCUSSIONS : STRESS AND EMOTIONS

Introduction

1. 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

2. 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.

3. The key to reducing stress is to find strategies that help you as an individual. The best way to cope with unhealthy stress is to recognize when your stress levels are building. While we often think of stress as the result of external events, the events themselves are not necessarily stressful. It is the way we react to an event that causes stress.

Stress Management Techniques

4. 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 almost always 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 of feelings 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 some reasonable break. When things seem especially difficult, take a walk or otherwise change your scenery.

(d) **Create A Quiet Place in Your Mind.** You cannot always run away, but you can dream. Imagining a quiet place can take you out of a stressful situation. When you have the chance, take a moment to close your eyes and imagine a place where you feel relaxed and comfortable. Notice all the details of your chosen place, including pleasant sounds, smells and temperature.

(e) **Pay Attention to Physical Comfort.** Be as physically comfortable as the situation will 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 feel nervous, angry or upset, release the pressure through exercise or physical activity. Try to find something you enjoy and make regular time for it. Running, stretching, walking or dancing can be done anywhere. Working in the garden, cleaning or playing with your younger children can relieve stress, make you relax and energize you.

(g) **Take Care of your Body.** Healthy eating and adequate sleep fuels your mind as well 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 schedule for yourself and include time for stress reduction as a regular part of your schedule. Trying to take care of everything at once can seem overwhelming and may keep you from accomplishing anything. Instead, make a list of what you have to do, then do one at a time, checking them off as you finish. Do the most important ones first. If a particularly unpleasant task faces you, do it early in the day and get over with it; the rest of your day will be less stressful.

(k) **Know your Limits.** When in a stressful situation, ask yourself is this my problem? If it isn't, leave it alone. If it is, can I resolve it now? Once the problem is settled, leave it alone. Do not agonize over the decision, and try to accept situation you cannot change. There are many circumstances in life beyond your control. If problem is beyond your control and cannot be changed at the moment, learn to accept as it is, for now, until such time when you can change things.

(l) **Do you have to be Right Always?** Do you get upset when things don't go your way? 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 during stressful 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 side when you are stressed. Your thoughts can become like a pair of very dark glasses, allowing you to see very little light or joy in your life. Decide to notice five good things around you. These can be positive or enjoyable moments or interactions. These may seem like small events but as these good things add they can often provide a big lift to energy and spirits and help you begin to see things in a new, more balanced way.

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

CHANGE YOUR MINDSET

What is Mind Set

5. Most people keep a running account of what's happening to them, what it means, and what they should do. In other words, our minds are constantly monitoring and interpreting. That's just how we stay on track. But sometimes the interpretation process goes awry. Some people put more extreme interpretations on things that happen—and then react with exaggerated feelings of anxiety, depression, anger or superiority. Your mindset is the sum of your knowledge, including beliefs and thoughts about the world and yourself in it. It is your filter for information you get in and put out. It determines how you receive and react to information.

6. In a grown mindset, people believe that their most basic abilities can be developed through dedication and hard work. Brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities. Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships.

How to Change Your Mindset

7. **Get the Best Information Only.** Try to find the very best information in your field. Then focus on learning this information only. In any worthwhile field there is more information available as needed, especially in the internet. You have to narrow down the information input to the most effective. One of the critical personal skills today is not to find information, but to select the best information and avoid the rest.
8. **Role Model the Best People.** Look for the best people in your field and try to model what they did right. Adopt their kind of thinking and mindset. Follow them. Of course, keep and only add what you think is right for you. That way you can actually improve and personalize their mindset to fit perfectly for you. It's never copying, it's taking what works for you by getting inspiration and quality input.
9. **Examine Your Current Beliefs.** Examine your mindset by looking at your current belief-system. Are these beliefs supporting you or are there self-limiting beliefs? You have to identify those possible blocks and turn them around, because whether you know about limiting beliefs or not, they are working in your subconscious mind. To uncover your beliefs ask yourself the right questions about where you want to go and what is standing in your way right now. The key then is to turn those beliefs around by declaring supportive statements on the same belief. To internalize these new supportive beliefs you can make use of affirmations.
10. **Shape Your Mindset with Vision and Goals.** A proactive approach to build your mindset is to clearly see where you want to go. Seeing a vision, images describing your end result clearly in your mind's eye, will create a strong pull towards this end result. Then go on and break your vision into goals. It will shape your mindset to conform to your vision. Learn and adapt from your own experience and always try to look deeper for the real reasons why you get the results you are getting.
11. **Find Your Voice.** One of the most beautiful things is when you find your very own way, something what you could call finding your voice. To help you find this, answer these four questions.
 - (a) What are you good at? That's your mind.
 - (b) What do you love doing? That's your heart.
 - (c) What need can you serve? That's the body.
 - (d) And finally, what is life asking of you? What gives your life meaning and purpose? What do you feel like you should be doing? In short, what is your conscience directing you to do? That is your spirit.
12. **Protect Your Mindset.** One thing you have to do is to protect your mindset against the nay sayers and people who want to drag you down. You also have to protect it against bad information and against overload. Keeping your confidence is a big thing. So please stay on the right path, look to improve yourself and to help others along the way. You can't go wrong with that.
13. **Let Go of Comparisons.** Where you are at this very moment is all that matters. Try to stay focused on your own situation, needs and dreams without worrying about what other people are doing. A lot can be said for the gratitude movement – focusing on your own successes and what you have in your life is the path to true joy. When you switch that focus to what others may have or be doing you take a detour that will not end well. The reality of other people's situations is not transparent so your desires and jealousies are not even based on the full picture. The family with two luxury cars and a large house may be deeply in debt. The woman who seems to have it all may be lonely while her husband works 90-hour weeks so they can have those material possessions. What are your values and goals? Those are the key questions you can use to direct your path.
14. **Put an End to Perfectionism.** Perfectionism is often the biggest roadblock we face. Too many people feel that if they can't deliver 100% with everything right and "just so", then they should abandon the idea completely. Learn to take one step at a time, build on things (skills, tasks, writing) and accept that it will never be perfect. It is important to look at growth over time and accept that putting something imperfect out there in the universe is better than staying safe and never attempting anything new.

15. **Look at the Evidence.** When you hear yourself saying you can't do something or are not good enough force your own hand and demand the evidence to back up the negative thoughts. Most of what you are thinking can be counter argued and disproved when you look at what you have done in the past, the feedback you received, etc. You may tell yourself you are not as good a blogger as someone else who is in the limelight, no one comments or cares about what you write. When you challenge that thought and look for evidence you see you do receive some comments and positive feedback. You may feel alone and like you are "never" included in social events, but when questioning this you admit you have been to a party last month and had coffee with a friend last week. You may not be as busy as you wish, but you are actually included and can make the decision to organise a social event yourself.

16. **Redefine What Failure Means.** Fear of failing holds many of us back, especially high achievers who may be afraid to deviate from their comfort zones. If you go through life afraid to fail you often end up living a life where you never try anything new. When you re-define "fail" to mean "lessons learned" you can start to see how every step you take brings you closer to your dreams. When an idea or project fails to take off it offers you an opportunity to learn. What could you do differently? What did not work and why? Is there a better path for you to travel down?

17. **Stop Worrying about What "People" Think.** You will never please everyone so basing your decisions on what other people will think of what you do or say is an exercise in frustration. This is true whether it is business where you cannot have everyone as your target market or your personal life where your friends and family have their own ideas separate to your own. Most people are not even thinking about you and your actions on a day to day basis so why hand over power to them and let their potential reactions influence your actual actions.

TIME MANAGEMENT

Essentials of Time Management

18. Time management is a set of skills, tools, and systems that work together to help you get more value out of your time and use it to accomplish what you want. Successful people use time management to achieve outstanding results, both personally and professionally. The key to time management is to realize that you cannot possibly do everything that there is to do; instead, you have to prioritise what you are going to do with the limited time that you have at your disposal. Look in a mirror and you will see your biggest time waster. Until you come to grips with that reality, your personal time problems will remain.

19. 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 fulfilment.
- (d) Improve your performance while reducing stress.
- (e) Set and achieve your long-term goals.

Principles of Time Management

20. There are some basic principles of time management. These are given in the subsequent paragraphs.

21. **Develop a Personal Sense of Time.** Make sure you know where your time goes. Don't depend on memory, it's treacherous. Put time under the microscope. You cannot manage time that is past. But you can examine how you managed it in an objective and realistic way.

22. **Identify Long-Term Goals.** The foundation of good time management is to first, find out what matters deeply to you – what it is you really want to achieve in life. Spend time on considering what are

your own personal values? What really matters to you at this stage of your life? 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.

23. **Concentrate on High Return Activities.** In any organisation there are a few basic functions, which are central to its effective functioning. For a classroom teacher the high-return activity will be enabling the children to learn well. For a principal it will be empowering staff to be effective teachers by having a smoothly running school. Therefore, identify which activities are going to give you the highest return and concentrate on them.

24. **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.

25. **Make the Best Use of Your Best Time.** The quality of your attention or concentration varies at different times. You may notice that you habitually tend to be more mentally alert, at certain times of the day. 20% of your time produces 80% of your high-quality output. The most important tasks in a day only take about 20 percent of our time and will make 80 percent of the difference to the smooth running of things. So, make sure that you manage well that critical 20% of your time. Learn to focus on the vital few things which will make a long-term difference.

26. **Make Use of Committed Time.** You may sometimes complain that you lack time. But you have all the time there is for you. At work there is time which you can choose to spend as, committed time. If you are alert you may find portions of it, which are actually free time. Think of an example of committed time in the last week, where you found unexpectedly that you had at least half an hour to spare. What did you do with it? Could you have put that time to better use? What would you need to have had with you in order to do so?

27. **Manage Your Health.**

(a) Even a few weeks off, being 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.

TEAM WORK

Types and Characteristics of a Team

28. **Definition of a Team.** When two or more people who are interdependent, who share responsibility for outcomes, who see themselves and are seen by others as an intact social entity in a larger social system are called as "Teams". When teams are formed, its member must have (or quickly develop) the right mix of complementary competencies to achieve the team's goals.

29. **Types of Teams.**

(a) **Functional Teams.** They usually represent individuals who work together daily on a cluster of ongoing and independent tasks. Functional teams often exist within functional departments, marketing, production, finance, auditing, human resources and the like.

(b) **Problem Solving Teams.** They focus on specific issues in their areas of responsibility, develop potential solutions and are often empowered to take actions within defined limits.

(c) **Cross - Functional Teams.** They bring together the knowledge and skills of people from various work areas to identify and solve mutual problems.

(d) **Self - Managed Teams.** They normally consist of employees who must work together effectively daily to manufacture entire product (or major identifiable component) or service.

30. **Importance of a Team.**

(a) A team is a small number of employees with complementary competencies (abilities, skills and knowledge) who are committed to common performance, goals and working relationship for which they hold themselves mutually accountable.

(b) A key aim of teamwork is group synergy, namely the achievement of high quality as a result of combined individual contributions. Synergy can help you solve complex problems because you will be working with people who have a wide range of skills and perspective. Students working in teams benefit particularly from brainstorming and bouncing ideas of each other, learning from each other, discussing work in teams outside contact times and checking results.

(c) In a team we can establish an agreed set of team guidelines. We know team members, their strengths, and preferred ways of working and preferred roles. We can discuss the task problems to arrive at a shared understanding and summarise this shared understanding of any project.

Conclusion

31. Working in groups and teams requires a lot of tolerance and time to come to conclusions and make decisions. Cooperation and respect for group / team norms are important in group / team work. Some group / team members may be able to do tasks alone, but success for one group / team member does not mean success for the entire group / team. Group / team members should accomplish a shared task or goal together.

SUMMARY

32. While under stress we may experience the following feelings, thoughts, behaviours or physical symptoms:-

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

(b) **Thoughts.** Self-criticism, difficult in concentrating or making decisions, forgetfulness, pre-occupation with the future, repetitive thoughts, fear of failure.

(c) **Behaviour.** Stuttering, difficulty in speaking, crying, acting impulsive, do not feel like talking 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.

33. **Stress Management Techniques.**

(a) Take Deep Breath.

(b) Talk It Out.

(c) Take A Break.

(d) Create A Quiet Place in Your Mind.

(e) Pay Attention to Physical Comfort.

(f) Move.

(g) Take Care of your Body.

(h) Laugh.

(j) Manage your Time.

(k) Know your Limits.

(l) Do you have to be Right Always?

(m) Have a Good Cry.

(n) Look for the Good Things around You.

(o) Talk Less, Listen More.

34. **How to Change Your Mindset.**

- (a) Get the Best Information Only.
- (b) Role Model the Best People.
- (c) Examine Your Current Beliefs.
- (d) Shape Your Mindset with Vision and Goals.
- (e) Find Your Voice.
- (f) Protect Your Mindset.
- (g) Let Go of Comparisons.
- (h) Put an End to Perfectionism.
- (j) Look at the Evidence.
- (k) Redefine What Failure Means.
- (l) Stop Worrying about What "People" Think.

35. 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 fulfilment.
- (d) Improve your performance while reducing stress.
- (e) Set and achieve your long-term goals.

36. There are some basic principles of time management which are as follows:-

- (a) Develop a Personal Sense of Time.
- (b) Identify Long-Term Goals.
- (c) Concentrate on High Return Activities.
- (d) Weekly and Daily Planning.
- (e) Make the Best Use of Your Best Time.
- (f) Make Use of Committed Time.
- (g) Manage Your Health.

37. When two or more people who are interdependent, who share responsibility for outcomes, who see themselves and are seen by others as an intact social entity in a larger social system are called as "Teams". When teams are formed, its member must have (or quickly develop) the right mix of complementary competencies to achieve the team's goals.

CHAPTER PD - IV

INTERVIEW SKILLS

Curriculum Vitae

1. **Curriculum Vitae (CV)**. An outline of a person's educational and professional history, it is usually prepared for job applications. Another name for a CV is a resume.
2. A CV is the most flexible and convenient way to make applications. It can convey your personal details in the way that presents you in the best possible light and can be used to make multiple applications to employers in a specific career area. There is no "one best way" to prepare a CV. It is your document and can be structured and presented as you wish within the basic framework.

The Interview

3. **Interview Skills.** The interview is the final test most people have to clear in getting a job. Some colleges and scholarship committees also require interviews. Being chosen for an interview means someone is interested in your skills, knowledge and experience. However, a great application or resume can quickly find its way into the garbage if you do not do well in an interview. You now must become a sales person. The interviewer is the buyer. They want to see if your talents meet their needs for the job or for admission to the college. Sell yourself.
4. The interview is when you want to tell the employer or admissions representative about your strengths, skills, education, and work experience. Knowing yourself - positively selling your strong points - is what is going to get you the job or admission to the college.

5. **Before the Interview.**

- (a) Do your homework! Learn as much as you can about the company or college before the interview.
- (b) Do some research: ask people who work there, go to the library, look on the internet, and make an anonymous call to the secretary. Find out what services/products the company provides, how long they have been in business, whether the company is growing or downsizing.
- (c) Reputation, etc. An interviewer will be impressed that you have made an effort to learn about the company or college. Read any material they send you!
- (d) Know where you are going. Drive by the site of the interview a day or two before the interview.
- (e) Arrive 5 - 15 minutes early.
- (f) Be prepared when you go to the interview. Bring extra copies of your resume, your portfolio, a notepad with some questions prepared for the interview, and a pen.
- (g) Dress for Success! Hair should be clean, properly cut and combed. Fingernails must be clean with no gaudy polish. Keep perfume, cologne and aftershave to a minimum. Brush your teeth and don't forget deodorant.

(i) **Women.** Dress, skirt (not too short), or dress pants with a nice blouse or blazer. No excessive jewellery, make-up, or "big hair."

(ii) **Men.** Pants (not jeans!), collared shirt, tie, sports coat and shoes. A suit may be worn.

6. **Conducting Yourself during the Interview.** The major points that are important will include the following:-

- (a) Try to remember persons' names, and call each person by his or her name.
- (b) Always focus on the person asking the question, but use your peripheral vision to observe the facial and other nonverbal expressions of others involved in the interview.
- (c) If you don't have an answer to a specific question, respond honestly that you don't know much about that topic.
- (d) Be aware of your tone of voice and your body language. Do not, for example, slouch and put your arms on a table. Also, do not display nervous mannerisms or speak with a strained voice.
- (e) Don't try to answer a question immediately; if you want to, take a little time to provide a more complete answer.
- (f) Always answer each question honestly, because you will probably have to live with what you present. Being dishonest in your answers may occasionally assist you in obtaining the position you desire, but you will have to live with the dishonesty. If you have presented a false image and you behave differently on the job, you may soon be on your way out.
- (g) Display a good knowledge of the subject, based upon all the homework you have done. However, do not bury the interviewers with your knowledge, as you may very well turn them off. Also, if you display greater knowledge of a variety of subjects than the interviewers, you may scare them off from your candidacy.
- (h) Don't argue if you disagree with the opinion of an interviewer. If you can, avoid it.
- (j) At the end of the interview, you will often be asked whether you have any questions for the interviewer(s). It is wise, at this point, to respond:-
 - (i) That the interviewers and your homework have provided you with all the information that you feel you need, but ask permission to call to obtain additional information if you think of something important that you missed.
 - (ii) Ask if you can take a few minutes to stress why you desire the specific job, emphasizing strengths that you will bring to the position.
- (k) If you have materials that you would like the interviewers to review, do not hand them out prior / during the interview. If you do this, the interviewers many times will be reading your handout materials rather than paying attention to what is being discussed during the interview.
- (l) At the end, make certain to express your gratitude for being given the opportunity for the interview.
- (m) At the very end, provide an additional copy of your resume to each person conducting the interview. This will probably be taken home and will remind them of you when they think about a final employment decision. This is especially important if you were fortunate enough to obtain the final interview.
- (n) Throughout the entire interview, respond with sincerity, tact, and a high degree of interest.
- (o) Engage in active listening. Pay attention to the emotional tone of the interviewer, not just the words he or she utters.
- (p) Most important, throughout the entire interview situation, display life, pep, enthusiasm. Let your personality shine and display a high interest for the job for which you are interviewed.

Conclusion

7. Interviewing is one of the most important skills one can have in the workplace. You cannot move in or up without passing the interview. Yet as important as it is, few people ever take the time to study material on the skills needed to master that process. They go in to an interview, answer the questions as best as they can and hope for the best. However, there is a technique to interviewing. It's just as important as your CVs', skills, experience, and accomplishments.

SUMMARY**Interview Skills**

8. The interview is when you want to tell the employer or admissions representative about your strengths, skills, education, and work experience. Knowing yourself - positively selling your strong points - is what is going to get you the job or admission to the college. The interview is the final hurdle most people have to cross in getting a job. Some colleges and scholarship committees also require interviews. Being chosen for an interview means someone is interested in your skills, knowledge and experience.

CHAPTER L - I

LEADERSHIP CAPSULE

Important Leadership Traits

1. A study of great military leaders reveal that none possessed all the leadership traits in the maximum degree but their weakness in one trait was compensated by the strength in the other. A good leader will capitalize on his strong traits and at the same time take steps to improve his weak traits. It would, however, be recognized that the leader's goal, the personalities of the people with whom he is working and the circumstances of the specific situation, all will have a profound effect on which particular trait needs most emphasis.

2. Traits that are of paramount importance to a leader are given below:-

(a) **Alertness.** In a given situation a leader is always offered number of fleeting opportunities, which if seized and exploited can bring decisive result to his team. Alertness of mind is what helps a leader to pick up these opportunities at the right time and exploit the situation to his/her own advantage.

(b) **Bearing.** Denotes desirable physical appearance, dress and deportment. A leader and more so an officer should, therefore remember that his personal bearing will exercise a dominating and permeating influence not only with his own team but with the general public too.

(c) **Courage.** Courage is a mental state. It gets its strength from spiritual and intellectual sources. The way in which these spiritual and intellectual elements are blended, produces roughly two types of courage. The first is emotional state which urges a man to risk injury or death and is physical courage. The second, a more reasoning attitude which enable him coolly to stake career, happiness, his whole future on his judgment of what he thinks either right or worthwhile is moral courage. A leader must possess both forms of courage.

(d) **Decisiveness.** A logical thought process is essential for solving a problem or making a plan. Thereafter the leader's intention and his proposed method of execution must be made perfectly clear to all taking part. He must therefore acquire the ability to make decisions promptly when required and announce them authoritatively, concisely and clearly. The leader's power of decision results from his ability to remain unperturbed in a crisis. His greatest assets are the ability to think rationally when his men have ceased to think, to be decisive in action when they are paralyzed by fear.

(e) **Dependability.** You cannot get very far in any sphere of activity without reliability. Set yourself high standards both for the amount of worry you get through and the quality of work irrespective of supervision. Make a practice of carrying out all instructions and plans of your superiors to the best of your ability, and always on time. Always be ready to help out in an emergency even if it interferes considerably with your personal conveniences. 'Business before self' should be the rule. Whatever has to be done, take it in your stride, and never allow yourself to appear moody. Dependability has to be built up slowly by deliberate effort. It can be lost overnight if not guarded zealously.

(f) **Endurance.** In a military setting, a time comes in battle when both the opposing forces feel that probably they are fighting a losing battle. It is a time when battles are won or lost. The side which has that little extra endurance wins. It is the leader who has that extra endurance both of mind and body that can inspire his team to produce that extra endurance required to win battle or accomplish the assigned task. Mental and physical endurance are complementary. The old adage "A healthy mind in a healthy body" still holds good and both are essential for a leader.

(g) **Enthusiasm.** It is the display of genuine interest and zeal in the performance of duties. Enthusiasm comes from liking your job, having a living interest in all facets of your work and seeing the possibilities for development of new ideas and techniques. However mundane an occupation may seem to some people there is nearly always some feature in it which inspires the imagination.

Jobs only appear dull, routine or mechanical when they are looked at with dull eyes and a dull mind.

(h) **Initiative.** Initiative is the willingness to act or offer well considered recommendations in the absence of orders. It should always be done right away what you might have done later. In other words, initiative means one should not wait for things to happen but one has the ability to see quickly what needs to be done, making up one's mind to do it and accomplishing it. When a choice between two courses is available, one cautious and other bold and daring, the trait required is daring initiative.

(i) **Integrity.** As a leader one has to be honest, not only to oneself but to the men one leads and the people with whom one works. Honesty and integrity are absolute qualities that one cannot compromise or alter. Any loss or weakness in moral character will result in losing the confidence of our superiors, contemporaries and subordinates.

(j) **Judgment.** This is the power of the mind to assess various factors and values quickly and often under difficult circumstances and arrive at a wise decision. It is learned by experience and practice. At times a mistake or error of judgment may result, but it is more positive to learn from the mistake or error, rather than fight for exercising the power of judgment.

(k) **Justice.** The quality of being impartial and consistent in exercising command. Dispense justice quickly. "Justice delayed is justice denied".

(l) **Knowledge.** A leader must know more than the men he commands. Until he does, he has no business to be called their leader. Any profession requires a great deal of study, practice and experience not only of the organisation and tasks but more importantly of characteristics and capabilities of the team he leads. The process of acquiring knowledge never ends. There is always something new to learn even from re-reading or re-thinking of the same material or problem.

(m) **Loyalty.** The quality of being faithful to the country, the organisation, subordinates, colleagues and superiors. It is given by subordinates to a leader, in the manner in which the leader gives the same to them and to his own leaders. A leader must never take shelter behind the shortcomings or mistakes of his subordinates. When plans for which he is responsible go wrong he must take the blame, correcting the mistakes of subordinates himself. Every leader has the right to express his views to his superiors on any question under consideration but once a decision has been reached, he must act on it as if it were his own decision.

(n) **Sense of Humour.** The ability to appreciate the many amusing or lighter moments in everyday, life especially those which pertain to the leader himself. It is also the ability to remain cheerful under stress. At times when things go wrong and tensions mount, humour if it comes naturally at the appropriate time can go a long way in defusing a situation or raising sagging spirits. This together with a sense of balanced optimism, are useful traits to develop. However, attempts at artificial coarseness and sarcasm do more harm than good.

Indicators of Leadership and Evaluation

3. Morale, team spirit, discipline and competence are the four indicators of leadership. All indicators of leadership contribute to the effectiveness of a group and are to some extent interdependent. The absence of one indicator could negatively affect or destroy the others.

Morale

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

Team Spirit

5. Team spirit is the loyalty to, pride in, and enthusiasm for the group shown by its members. It is the common spirit of the group. It implies devotion and loyalty to the group. The spirit is the group's personality and expresses the team's will to try and win even in difficult situations.

6. 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.
- (e) Readiness on the part of the members to help one another.
- (f) The belief that their group is better than any other group.

Discipline

7. 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.

8. 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

9. Competence is the technique, tactics and physical ability of the individual members as well as group to perform the task. A good leader brings together different members with varying skills as a team for smooth functioning.

10. 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.

Motivation and Factors Which Motivate

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

12. 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.

Material Factors

13. 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.

Intellectual Factors

14. These factors make an individual proud of his/her group and motivate other members to perform better in difficult situations. Leadership by personal example is one of the elements which motivate soldiers to perform better.

Spiritual Factors

15. 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.

16. 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.

Ethics

17. Ethics consist of acts, well and honourably performed. Our habits, behaviour and conduct are reflections of our values. NCC cadet must conduct himself / herself such that his/her personal habits are not open to criticism. Tendencies toward selfishness and self-indulgence in luxuries are to be avoided strictly. As per Greek philosopher, Plato, there are four cardinal virtues or human values. They are:-

- (a) Prudence - To make right decision.
- (b) Courage - To stay course and resist temptation of all kind.
- (c) Self control - To subordinate passion, emotion and feelings to fulfill mission at hand.
- (d) Justice - To give every individual his due.

18. **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 it's pro and cons.
- (c) Finally deciding on the best course of action after weighing various options.

19. **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) Enduring trials, challenges and opposition courageously.
- (c) Being consistent and precise.
- (d) Resisting going along with the ongoing trends.
- (e) Facing obstacles but persisting with it.
- (f) Capacity to take risks.

20. **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 get too much attracted by worldly things.
- (d) Be wise with his/her reactions like anger, meekness etc.

21. **Justice.** Every fellow citizen needs to be given 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.

22. **An Inner Urge for Excellence.** It is the virtue of striving for excellence by challenging self and challenging others too. Such a person:-

- (a) Is a dreamer; like a parent for children or teacher for a student.
- (b) Has an exciting vision of life which can be easily communicated and shared with others.
- (c) Cultivates a sense of mission in their studies, profession and family.
- (d) Challenges people to strive for higher personal excellence.

23. **Selfless Service.** It means:-

- (a) Overcoming selfishness.
- (b) Serving others like friends, family, society or country habitually.
- (c) The consistent practice makes it a habit of service.

24. 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.

Honour Code

25. 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.

Tenets of Honour Code

26. Tenets of Honour Code are given below:-

- (a) Good conduct to enhance your own self respect, honour and image of institution.
- (b) Give priority to group interest over personal interest.
- (c) Stand up for what is right and accept responsibility.
- (d) Answer questions fully and truthfully to the honour code committee even if it results in action against you or your friends.
- (e) Own up to the committee any breach of discipline or honour code, whether intentional or unintentional.
- (f) Give all help and encouragement to fellow cadets who are weak.
- (g) Participate in all competitions and sports in the true spirit of sportsmanship. Accept defeat with grace and victory with humility.
- (h) Treat all fellow cadets with love and affection.
- (j) Be secular, truthful, honest and straight forward in your dealings.

Conclusion

27. 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.

SUMMARY

28. **Traits** that are of paramount importance to a leader are given below: -

- (a) Alertness.
- (b) Bearing.
- (c) Courage.
- (d) Decisiveness.
- (e) Dependability.
- (f) Endurance.
- (g) Enthusiasm.
- (h) Initiative.
- (j) Integrity
- (k) Judgment.
- (l) Justice.
- (m) Knowledge.
- (n) Loyalty.
- (o) Sense of Humour.

29. Morale, team spirit, discipline and competence are the four indicators of leadership. All indicators of leadership contribute to the effectiveness of a group and are to some extent interdependent. The absence of one indicator could negatively affect or destroy the others.

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

31. Moral values consist of acts, well and honourably performed. Our habits, behaviour and conduct are reflections of our values. NCC cadet must conduct himself / herself such that his/her personal habits are not open to criticism. Tendencies toward selfishness and self-indulgence in luxuries are to be avoided strictly. As per Greek philosopher, Plato, there are four cardinal virtues or human values. They are: -

- | | | | |
|-----|--------------|---|--|
| (a) | Prudence | - | To make right decision. |
| (b) | Courage | - | To stay course and resist temptation of all kind. |
| (c) | Self control | - | To subordinate passion, emotion and feelings to fulfill mission at hand. |
| (d) | Justice | - | To give every individual his due. |

32. 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. Important traits are listed below: -

- (a) Speak Truth.
- (b) Be Honest.
- (c) Keep Your Word.
- (d) Own Up Your Mistake.
- (e) Be Your Own Judge.
- (f) Do Not Seek Cheap Popularity.
- (g) Resist Temptation.
- (h) Set an Example.
- (j) Sense of Responsibility.
- (k) Self Sacrifice.
- (l) Be Impartial.
- (m) Discipline.

33. **Tenets of Honour Code** are -

- (a) Good conduct to enhance your own self respect, honour and image of institution.
- (b) Give priority to group interest over personal interest.
- (c) Stand up for what is right and accept responsibility.
- (d) Answer questions fully and truthfully to the honour code committee even if it results in action against you or your friends.
- (e) Own up to the committee any breach of discipline or honour code, whether intentional or unintentional.
- (f) Give all help and encouragement to fellow cadets who are weak.
- (g) Participate in all competitions and sports in the true spirit of sportsmanship. Accept defeat with grace and victory with humility.
- (h) Treat all fellow cadets with love and affection.
- (j) Be secular, truthful, honest and straight forward in your dealings.

CHAPTER L - II

CASE STUDIES

ASHOKA

1. Ashoka was an Indian emperor of the Maurya Dynasty, who ruled almost all of the Indian subcontinent from 268 to 232 BC. He was the grandson of Chandragupta Maurya, founder of the Maurya Dynasty. Ashoka promoted the spread of Buddhism across ancient Asia. Considered by many to be one of India's greatest emperors, Ashoka expanded Chandragupta's empire to reign over a realm stretching from present-day Afghanistan in the west to Bangladesh in the east. It covered the entire Indian subcontinent except for parts of present-day Tamil Nadu, Karnataka and Kerala. The empire's capital was Pataliputra (in Magadha, present-day Patna), with provincial capitals at Taxila and Ujjain.

2. Ashoka waged a destructive war against the state of Kalinga (modern Odisha), which he conquered in about 260 BC. He converted to Buddhism after witnessing the mass deaths of the Kalinga War, which he had waged out of a desire for conquest and which reportedly directly resulted in more than 100,000 deaths and 150,000 deportations. He is remembered for the Ashoka pillars and edicts, for sending Buddhist monks to Sri Lanka and Central Asia, and for establishing monuments marking several significant sites in the life of Gautama Buddha.

Ashoka's Early Life

3. Ashoka was born to the Mauryan emperor, Bindusara and Subhadrangī (or Dharmā). He was the grandson of Chandragupta Maurya, founder of the Maurya dynasty, who was born in a humble family, and with the counsel of Chanakya ultimately built one of the largest empires in ancient India. According to Roman historian Appian, Chandragupta had made a "martial alliance" with Seleucus; there is thus a slight possibility that Ashoka had a Seleucid Greek grandmother an Indian Puranic source, the Pratisarga Parva of the Bhavishya Purana, also described the marriage of Chandragupta with a Greek ("Yavana") princess, daughter of Seleucus. Although there are no evidence showing if the Seleucid princess, as one of the many consorts of the Mauryan harem, had any children, let alone giving birth to Bindusara

Conquest of Kalinga & Buddhist Conversion

4. While the early part of Ashoka's reign was apparently quite bloodthirsty, he became a follower of the Buddha's teachings after his conquest of the Kalinga on the east coast of India in the present-day states of Odisha and North Coastal Andhra Pradesh. Kalinga was a state that had pride in its sovereignty and democracy. With its monarchical parliamentary democracy, it was quite an exception in ancient Bharata where there existed the concept of Rajdharma. Rajdharma means the duty of the rulers, which was intrinsically entwined with the concept of bravery and dharma. The Kalinga War happened eight years after his coronation. From his 13th inscription, we come to know that the battle was a massive one and caused the deaths of more than 100,000 soldiers and many civilians who rose up in defence; over 150,000 were deported.

Death and Legacy

5. Ashoka ruled for an estimated 36 years and died in 232 BC. Legend states that during his cremation, his body burned for seven days and nights. After his death, the Mauryan dynasty lasted just fifty more years until his empire stretched over almost all of the Indian subcontinent. Ashoka had many wives and children, but many of their names are lost to time. His chief consort (*agramahisi*) for the majority of his reign was his wife, Asandhimitra, who apparently bore him no child.

KIRAN BEDI

6. Kiran Bedi (born 9 June 1949) is a retired Indian Police Service officer, social activist, former tennis player and politician who is the current Lieutenant Governor of Puducherry. She is the first woman to join the Indian Police Service (IPS). She remained in service for 35 years before taking voluntary retirement in 2007 as Director General, Bureau of Police Research and Development.

7. As a teenager, Bedi became the national junior tennis champion in 1966. Between 1965 and 1978, she won several titles at national and state-level championships. After joining IPS, Bedi served in Delhi, Goa, Chandigarh and Mizoram. She started her career as an Assistant Superintendent of Police (ASP) in

Chanakyapuri area of Delhi, and won the President's Police Medal in 1979. Next, she moved to West Delhi, where she brought a reduction in crimes against women. Subsequently, as a traffic police officer, she oversaw traffic arrangements for the 1982 Asian Games in Delhi and the 1983 CHOGM meet in Goa. As DCP of North Delhi, she launched a campaign against drug abuse, which evolved into the Navjyoti Delhi Police Foundation (renamed to Navjyoti India Foundation in 2007).

8. In May 1993, she was posted to the Delhi Prisons as Inspector General (IG). She introduced several reforms at Tihar Jail, which gained worldwide acclaim and won her the Ramon Magsaysay Award in 1994. In 2003, Bedi became the first Indian woman to be appointed as a Police Advisor to Secretary-General of the United Nations, in the Department of Peace Keeping Operations. She resigned in 2007, to focus on social activism and writing. She has written several books, and runs the India Vision Foundation. During 2008–11, she also hosted a court show *Aap Ki Kachehri*. She was one of the key leaders of the 2011 Indian anti-corruption movement, and joined the Bharatiya Janata Party in January 2015. She unsuccessfully contested the 2015 Delhi Assembly election as the party's Chief Ministerial candidate. On 22 May 2016, Bedi was appointed as the Lieutenant Governor of Puducherry.

A P J ABDUL KALAM

9. **Avul Pakir Jainulabdeen Abdul Kalam.** (15 October 1931 – 27 July 2015) was an aerospace scientist who served as the 11th President of India from 2002 to 2007. He was born and raised in Rameswaram, Tamil Nadu and studied physics and aerospace engineering. He spent the next four decades as a scientist and science administrator, mainly at the Defence Research and Development Organisation (DRDO) and Indian Space Research Organisation (ISRO) and was intimately involved in India's civilian space programme and military missile development efforts. He thus came to be known as the Missile Man of India for his work on the development of ballistic missile and launch vehicle technology. He also played a pivotal role in India's Pokhran-II nuclear tests in 1998, the first since the original nuclear test by India in 1974.

10. Kalam was elected as the 11th President of India in 2002 with the support of both the ruling Bharatiya Janata Party and the then-opposition Indian National Congress. Widely referred to as the "People's President", he returned to his civilian life of education, writing and public service after a single term. He was a recipient of several prestigious awards, including the Bharat Ratna, India's highest civilian honour.

Early Life and Education

11. In his school years, Kalam had average grades but was described as a bright and hardworking student who had a strong desire to learn. He spent hours on his studies, especially mathematics. After completing his education at the Schwartz Higher Secondary School, Ramanathapuram, Kalam went on to attend Saint Joseph's College, Tiruchirappalli, then affiliated with the University of Madras, from where he graduated in physics in 1954. He moved to Madras in 1955 to study aerospace engineering in Madras Institute of Technology. He narrowly missed achieving his dream of becoming a fighter pilot, as he was placed ninth in qualifiers, and only eight positions were available in the IAF.

Career as a Scientist

12. After graduating from the Madras Institute of Technology in 1960, Kalam joined the Aeronautical Development Establishment of the Defence Research and Development Organisation as a scientist after becoming a member of the Defence Research & Development Organisation (DRDO). He started his career by designing a small hovercraft, but remained unconvinced by his choice of a job at DRDO. Kalam was also part of the INCOSPAR committee working under Vikram Sarabhai, the renowned space scientist. In 1969, Kalam was transferred to the Indian Space Research Organisation (ISRO) where he was the project director of India's first Satellite Launch Vehicle (SLV-III) which successfully deployed the Rohini satellite in near-earth orbit in July 1980. Kalam had first started work on an expandable rocket project independently at DRDO in 1965. In 1969, Kalam received the government's approval and expanded the programme to include more engineers.

13. In 1963 to 1964, he visited NASA's Langley Research Center in Hampton, Virginia; Goddard Space Flight Center in Greenbelt, Maryland; and Wallops Flight Facility. Between the 1970s and 1990s, Kalam made an effort to develop the Polar Satellite Launch Vehicle (PSLV) and SLV-III projects, both of which proved to be successful.

14. His research and educational leadership brought him great laurels and prestige in the 1980s, which prompted the government to initiate an advanced missile programme under his directorship. R Venkatraman was instrumental in getting the cabinet approval for allocating ₹388 crores for the mission, named Integrated Guided Missile Development Programme (IGMDP) and appointed Kalam as the chief executive. Kalam played a major part in developing many missiles under the mission including Agni, an intermediate range ballistic missile and Prithvi, the tactical surface-to-surface missile.

15. Kalam served as the Chief Scientific Adviser to the Prime Minister and Secretary of the Defence Research and Development Organisation from July 1992 to December 1999. The Pokhran-II nuclear tests were conducted during this period in which he played an intensive political and technological role. Kalam served as the Chief Project Coordinator, along with Rajagopala Chidambaram, during the testing phase. Media coverage of Kalam during this period made him the country's best-known nuclear scientist.

16. In 1998, along with cardiologist Soma Raju, Kalam developed a low cost coronary stent, named the "Kalam-Raju Stent". In 2012, the duo designed a rugged tablet computer for health care in rural areas, which was named the "Kalam-Raju Tablet".

Presidency

17. Kalam served as the 11th President of India, succeeding K R.Narayanan. He won the 2002 presidential election with an electoral vote of 922,884, surpassing the 107,366 votes won by Lakshmi Sahgal. His term lasted from 25 July 2002 to 25 July 2007. Kalam was the third President of India to have been honoured with a Bharat Ratna, India's highest civilian honour, before becoming the President. Dr Sarvepalli Radhakrishnan (1954) and Dr Zakir Hussain (1963) were the earlier recipients of Bharat Ratna who later became the President of India. He was also the first scientist and the first bachelor to occupy Rashtrapati Bhawan.

Death

18. On 27 July 2015, Kalam travelled to Shillong to deliver a lecture on "Creating a Livable Planet Earth" at the Indian Institute of Management Shillong. While climbing a flight of stairs, he experienced some discomfort, but was able to enter the auditorium after a brief rest. At around 6:35 pm IST, only five minutes into his lecture, he collapsed. He was rushed to the nearby Bethany Hospital in a critical condition; upon arrival, he lacked a pulse or any other signs of life. Despite being placed in the intensive care unit, Kalam was confirmed dead of a sudden cardiac arrest at 7:45 pm IST.

19. Following his death, Kalam's body was airlifted in an Indian Air Force helicopter from Shillong to Guwahati, from where it was flown to New Delhi on the morning of 28 July in an air force C-130J Hercules. His body was then placed on a gun carriage draped with the Indian flag and taken to his Delhi residence at 10 Rajaji Marg; there, the public and numerous dignitaries paid homage.

20. On the morning of 29 July, Kalam's body, wrapped in the Indian flag, was taken to Palam Air Base and flown to Madurai in an air force C-130J aircraft, arriving at Madurai Airport that afternoon. On 30 July 2015, the former president was laid to rest at Rameswaram's Pei Karumbu Ground with full state honours. Over 350,000 people attended the last rites, including the Prime Minister, the governor of Tamil Nadu and the chief ministers of Karnataka, Kerala and Andhra Pradesh.

RANJIT SINGH

21. Ranjit Singh (13 November 1780 – 27 June 1839) was the leader of the Sikh Empire, which ruled the northwest Indian subcontinent in the early half of the 19th century. He survived smallpox in infancy but lost sight in his left eye. He fought his first battle alongside his father at age 10. After his father died, he fought several wars to expel the Afghans in his teenage years and was proclaimed as the "Maharaja of Punjab" at age 21. His empire grew in the Punjab region under his leadership through 1839.

22. Prior to his rise, the Punjab region had numerous warring misls (confederacies), twelve of which were under Sikh rulers and one Muslim. Ranjit Singh successfully absorbed and united the Sikh misls and took over other local kingdoms to create the Sikh Empire. He repeatedly defeated invasions by outside armies, particularly those arriving from Afghanistan, and established friendly relations with the British.

23. Ranjit Singh was born on 13 November 1780, to Maha Singh Sukerchakia and Raj Kaur – the daughter of Raja Gajpat Singh of Jind, in Gujranwala, in the Majha region of Punjab (now in Pakistan). Several different clans have claimed Ranjit Singh as their own. His grand-daughters - the daughters of his son Duleep Singh - believed that their true ancestors belonged to the Sandhawalia family of Raja Sansi. Ranjit Singh has been described as "Sansi" in some records, which has led to claims that he belonged to the low-caste Sansi tribe. However, it is more likely that he belonged to a Jaat gotra named Sansi; the Sandhawalias, who claimed Rajput descent, belonged to the same gotra.

24. Ranjit Singh's fame grew in 1797, at age 17, when the Afghan Muslim ruler Shah Zaman, of the Ahmad Shah Abdali dynasty, attempted to annex Panjab region into his control through his general Shahanchi Khan and 12,000 soldiers. The battle was fought in the territory that fell in Ranjit Singh controlled misl, whose regional knowledge and warrior expertise helped resist the invading army. This victory gained him recognition. In 1798, the Afghan ruler sent in another army, which Ranjit Singh did not resist. He let them enter Lahore, then encircled them with his army, blocked off all food and supplies, burnt all crops and food sources that could have supported the Afghan army. Much of the Afghan army retreated back to Afghanistan.

25. In the 1830s, Ranjit Singh suffered from numerous health complications as well as a stroke, which some historical records attribute to alcoholism and a failing liver. He died in his sleep on 27 June 1839. Four of his wives, and seven concubines with royal titles committed sati by throwing themselves on his funeral pyre by their own desire.

26. Ranjit Singh's reign introduced reforms, modernisation, investment into infrastructure and general prosperity. His Khalsa army and government included Sikhs, Hindus, Muslims and Europeans.^[12] His legacy includes a period of Sikh cultural and artistic renaissance, including the rebuilding of the Harimandir Sahib in Amritsar as well as other major gurudwaras, including Takht Sri Patna Sahib, Biharand Hazur Sahib Nanded, Maharashtra under his sponsorship. He was popularly known as *Sher-e-Punjab*, or "Lion of Punjab".

27. Singh is remembered for uniting Sikhs and founding the prosperous Sikh Empire. He is also remembered for his conquests and building a well-trained, self-sufficient Khalsa army to protect the empire. He amassed considerable wealth, including gaining the possession of the Koh-i-Noor diamond from Shuja Shah Durrani of Afghanistan, which he left to Jagannath Temple in Puri, Odisha in 1839.

SARDAR PATEL

28. Vallabhbhai Patel (31 October 1875 – 15 December 1950), popularly known as Sardar Patel, was an Indian politician. He served as the first Deputy Prime Minister of India. He was an Indian barrister and statesman, a senior leader of the Indian National Congress and a founding father of the Republic of India who played a leading role in the country's struggle for independence and guided its integration into a united, independent nation. In India and elsewhere, he was often called *Sardar*, meaning "chief" in Hindi, Urdu, and Persian. He acted as Home Minister during the political integration of India and the Indo-Pakistani War of 1947.

29. Patel was raised in the countryside of state of Gujarat. He was a successful lawyer. He subsequently organised peasants from Kheda, Borsad, and Bardoli in Gujarat in non-violent civil disobedience against the British Raj, becoming one of the most influential leaders in Gujarat. He was appointed as the 49th President of Indian National Congress, organising the party for elections in 1934 and 1937 while promoting the Quit India Movement.

30. As the first Home Minister and Deputy Prime Minister of India, Patel organised relief efforts for refugees fleeing to Punjab and Delhi from Pakistan and worked to restore peace. He led the task of forging a united India, successfully integrating into the newly independent nation those British colonial provinces that had been "allocated" to India.^[4] Besides those provinces that had been under direct British rule, approximately 565 self-governing princely states had been released from British suzerainty by the Indian Independence Act of 1947. Threatening military force, Patel persuaded almost every princely state to accede to India. His commitment to national integration in the newly independent country was total and uncompromising, earning him the sobriquet "Iron Man of India". He is also remembered as the "patron saint of India's civil servants" for having established the modern all-India services system. He is also called the "Unifier of India".

31. Patel's health declined rapidly through the summer of 1950. He later began coughing blood, whereupon Maniben began limiting her meetings and working hours and arranged for a personalised medical staff to begin attending to Patel. After suffering a massive heart attack (his second), Patel died on 15 December 1950 at Birla House in Bombay.

DHYAN CHAND

32. Dhyan Chand (29 August 1905 – 3 December 1979) was an Indian hockey player and one of the greatest hockey players in the history of the sport. He was known for his extraordinary goal-scoring feats, in addition to earning three Olympic gold medals, in 1928, 1932 and 1936, during an era where India dominated field hockey. His influence extended beyond these victories, as India won the field hockey event in seven out of eight Olympics from 1928 to 1964. It is believed that after India defeated Germany in the 1936 Olympics final 8-1, Adolf Hitler offered him a senior post in the German Army, to which Chand refused.

33. Known as *The Wizard* or *The Magician of hockey* for his superb ball control, Chand played internationally from 1926 to 1949; he scored 570 goals in 185 matches according to his autobiography, *Goal*. The Government of India awarded Chand India's third highest civilian honour of Padma Bhushan in 1956. His birthday, 29 August, is celebrated as National Sports Day in India every year.

34. Dhyan Chand was born in Allahabad on August 29, 1905 in a Rajput family. Dhyan Chand was one of the most prominent Indian field hockey players. He was the elder brother of another hockey player Roop Singh, and the son of Sharadha Singh and Sameswar Singh. Dhyan Chand's father was enlisted in the British Indian Army, and he played hockey for the army. Dhyan Chand had two brothers – Mool Singh and Roop Singh. Because of his father's numerous army transfers, the family had to move to different cities and as such Chand had to terminate his education after only six years of schooling. The family finally settled in Jhansi, Uttar Pradesh, India. Dhyanchand graduated from Victoria College, Gwalior in 1932. Being in the military, his father got a small piece of land for a house.

35. After 34 years of service, Chand retired from the Indian Army on 29 August 1956 as a lieutenant (acting captain). The Government of India honoured him the same year by conferring him the Padma Bhushan, India's third highest civilian honour.

36. After retirement, he taught at coaching camps at Mount Abu, Rajasthan. Later, he accepted the position of Chief Hockey Coach at the National Institute of Sports, Patiala, a post he held for several years. Chand spent his last days in his hometown of Jhansi, Uttar Pradesh, India. Chand died on 3 December 1979 at the All India Institute of Medical Sciences, Delhi. He was cremated at the Jhansi Heroes ground in his hometown.

37. Dhyan Chand remains a legendary figure in Indian and world hockey. His skills have been glorified in various apocryphal stories and anecdotes. A number of such these revolve around the fact that Singh had an extraordinary control over dribbling the ball. Chand's birthday, 29 August, is celebrated as National

Sports Day in India. The President gives away sport-related awards such as the Rajiv Gandhi Khel Ratna, Arjuna Award and Dronacharya Award on this day at the Rashtrapati Bhavan, India.

MARY KOM

38. CH Mary Kom (born 1 March 1983^[1]) is an Indian Olympic boxer from Manipur. She is the only woman to become World Amateur Boxing champion for a record six times, and the only woman boxer to have won a medal in each one of the seven world championships. Nicknamed *Magnificent Mary*, she is the only Indian woman boxer to have qualified for the 2012 Summer Olympics, competing in the flyweight (51 kg) category and winning the bronze medal. She had also been ranked as No. 1 AIBA World Women's Ranking Light Flyweight category. She became the first Indian woman boxer to get a Gold Medal in the Asian Games in 2014 at Incheon, South Korea and is the first Indian woman boxer to win gold at the 2018 Commonwealth Games.

39. On 26 April 2016, Kom was nominated by the President of India as a member of the Rajya Sabha, the upper house of the Indian Parliament. In March 2017, the Ministry of Youth Affairs and Sports, Government of India, appointed Mary Kom along with Akhil Kumar as national observers for boxing.

40. Kom was born in Kangathei village, Moirang Lamkhai in Churachandpur district of rural Manipur in India. She came from a poor family. Her parents, Mangte Tonpa Kom and Mangte Akham Kom were tenant farmers who worked in *jhum* fields. They named her Chungneijang. Kom grew up in humble surroundings, helping her parents with farm related chores, going to school and learning athletics initially and later boxing simultaneously. Kom's father was a keen wrestler in his younger days. She was the eldest of three children - she has a younger sister and brother.

41. In school, Kom participated in all types of sports including volleyball, football and athletics. It was the success of Dingko Singh that inspired her to switch from athletics to boxing in 2000. She started her training under her first coach K. Kosana Meitei in Imphal. When she was 15, she took the decision to leave her hometown to study at the Sports academy in the state capital Imphal. In an interview with the BBC, Meitei remembered her as a dedicated hardworking girl with a strong will power, who picked up the basics of boxing quickly. Thereafter she trained under the Manipur State Boxing Coach M. Narjit Singh, at Khuman Lampak, Imphal. Kom kept her interest in boxing a secret from her father, himself an ex-wrestler, as he was concerned that boxing would hurt Kom's face and spoil her chances of marriage. However, he learnt of it when Kom's photo appeared in a newspaper after she won the state boxing championship in 2000. After three years, her father began to support Kom's pursuits in boxing as he grew convinced of her love of boxing.

42. After her marriage, Mary Kom took a short hiatus from boxing. After she and Ongler had their first two children, Kom again started training. She won a silver medal at the 2008 Asian Women's Boxing Championship in India and a fourth successive gold medal at the AIBA Women's World Boxing Championship in China. followed by a gold medal at the 2009 Asian Indoor Games in Vietnam.

43. In 2010, Kom won the gold medal at the Asian Women's Boxing Championship in Kazakhstan, and at the AIBA Women's World Boxing Championship in Barbados, her fifth consecutive gold at the championship. She competed in Barbados in the 48 kg weight category, after AIBA had stopped using the 46 kg class. In the 2010 Asian Games, she competed in the 51 kg class and won a bronze medal. In 2011, she won gold in the 48 kg class at the Asian Women's Cup in China.

44. The only major international event, that she had not seen a medal before was in Commonwealth Games, as her category Light flyweight was never included in the games till 2018 Commonwealth Games where as expected she earned the gold medal gracefully in the Women's light flyweight 48 kgon 14 April 2018.

45. On 24 November 2018, she created history by becoming the first woman to win 6 World Championships, achieving this feat at the 10th AIBA Women's World Boxing Championships held in New Delhi, India.

ABHINAV BINDRA

46. Abhinav Bindra (born 28 September 1982) is an Indian businessman and retired professional shooter who is a former World and Olympic champion in the 10 metre Air Rifle event. By winning the gold in the 10 metre Air Rifle event at the 2008 Beijing Olympic Games, he became the first Indian to win an individual gold medal at the Olympic Games. It was also India's first gold medal since 1980, when the Men's Field Hockey Team won the gold. He is the first and only Indian to have held both the World and Olympic titles at the same time, a feat he accomplished by capturing the Gold Medal at the 2008 Olympic Games in Beijing, after having won the gold at the 2006 ISSF World Shooting Championships. Bindra also won the Gold Medal at the 2014 Commonwealth Games in Glasgow.

47. In 2014, Abhinav Bindra joined the GoSports Foundation, Bangalore as a member of their board of advisors. In collaboration with the GoSports Foundation, he will also provide support to India's up and coming talented shooters through the Abhinav Bindra Shooting Development Programme.^[5]

48. In May 2016, the Indian Olympics Association (IOA) appointed Abhinav Bindra as the Goodwill Ambassador for Rio 2016 Olympic Games Indian Contingent. In the Rio 2016 Summer Olympics, Bindra finished 4th in the finals of the 10 metre Air Rifle Event. On 5 September 2016, Abhinav Bindra announced his retirement. On 30 November 2018, Bindra was bestowed with the prestigious *Blue Cross*, the ISSF's highest shooting honour.

49. At 15, Abhinav Bindra became the youngest participant in the 1998 Commonwealth Games. His breakthrough, though came when he won a Bronze in the 2001 Munich World Cup with a new junior world record score of 597/600. Bindra was also the youngest Indian participant at the 2000 Olympic Games. He won six gold medals at various international meets in 2001. In 2000 he was honoured with the Arjuna Award and the prestigious Rajiv Gandhi Khel Ratna award in 2001. In the Air Rifle event at the 2002 Commonwealth Games, Manchester, he won Gold in the Pairs event. Bindra also won Silver in the individual event.

MILKHA SINGH

50. Milkha Singh (birthdate, 20th Nov 1929), also known as *The Flying Sikh*, is an Indian former track and field sprinter who was introduced to the sport while serving in the Indian Army. He was the only Indian athlete to win an individual athletics gold medal at a Commonwealth Games until Krishna Poonia won the discus gold medal at the 2010 Commonwealth Games. He also won gold medals in the 1958 and 1962 Asian Games. He represented India in the 1956 Summer Olympics in Melbourne, the 1960 Summer Olympics in Rome and the 1964 Summer Olympics in Tokyo. He was awarded the Padma Shri, India's fourth-highest civilian honour, in recognition of his sporting achievements.

51. The race for which Singh is best remembered is his fourth-place finish in the 400 metres final at the 1960 Olympic Games, which he had entered as one of the favourites. He led the race till the 200m mark before easing off, allowing others to pass him. Various records were broken in the race, which required a photo-finish and saw American Otis Davis being declared the winner by one-hundredth of a second over German Carl Kaufmann. Singh's fourth-place time of 45.73 became the Indian national record and held for almost 40 years

52. From beginnings that saw him orphaned and displaced during the Partition of India, Singh has become a sporting icon in his country. In 2008, journalist Rohit Brijnath described Singh as "the finest athlete India has ever produced". In July 2012, *The Independent* said that "India's most revered Olympian is a gallant loser" and noted the paucity of success at that time — 20 medals — achieved by Indian competitors in the Olympic Games despite the country having a population in excess of one billion.

53. He represented India in the 200m and 400m competitions of the 1956 Melbourne Olympic Games. His inexperience meant that he did not progress from the heat stages but a meeting with the eventual 400m champion at those Games, Charles Jenkins, both inspired him to greater things and provided him with information about training methods.^[1]

54. In 1958, Singh set records for the 200m and 400m in the National Games of India, held at Cuttack, and also won gold medals in the same events at the Asian Games. He then won a gold medal in the 400m (440 yards at this time) competition at the 1958 British Empire and Commonwealth Games with a time of 46.6 seconds. This latter achievement made him the first gold medalist at the Commonwealth Games from independent India. Before Vikas Gowda won the gold in 2014, Milkha was the only Indian male to have won an individual athletics gold medal at those Games.

CHAPTER DM - I

DISASTER MANAGEMENT CAPSULE

Introduction

1. Disasters disrupt progress and destroy the hard-earned fruits of painstaking developmental efforts, often pushing nations, in quest for progress, back by several decades. Thus, efficient management of disasters has, in recent times, received increased attention both, within India and abroad.

Types of Disasters

2. **Definition of Disaster.** The term disaster is commonly used to denote any odd event 'natural or manmade' which brings about a lot of misery to a region and it becomes difficult to cope with the situation through local resources. As per W.H.O. "A Disaster can be defined as any occurrence that causes damage, ecological disruption, loss of human life, deterioration of health and health services on a scale, sufficient to warrant an extraordinary response from outside the affected community or area".

Classification of Disasters

3. Disasters can be classified as natural and manmade disasters which are explained below:-

- (a) **Natural Disasters.** These are of the following types:-
 - (i) **Wind Related.** Storms, Cyclones, Tornadoes, Tidal Waves and Blizzards, etc.
 - (ii) **Water Related.** Floods/Flash Floods, Cloudburst, Excessive Rains, Drought, etc.
 - (iii) **Earth Related.** Earthquakes, Tsunamis, Avalanches, Landslides, Volcanic Eruptions, etc.
- (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.

Role of NCC Cadets in Maintaining Essential Services

4. 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 following 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 Centres.
- (d) Assist civil defence wardens in carrying out their duties.
- (e) Carry out neighbourhood campaigns by motivating people to create self-assistance groups.
- (f) Counteract gossip and rumours to restore the morale of the people.
- (g) Assist the civil authorities whenever feasible and to the best of ability. 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.

Employment of NCC Cadets during Natural Disasters

5. For employment of NCC cadets during Natural Disasters, proper SOPs will have to be made by the local CO / Gp Cdr, in consultation with the DDMA, under the guidelines issued by HQ DG NCC / the State NCC Dtes. One of the roles to be given to NCC cadets in the overall District Disaster Management is assistance to Traffic Police. The detailed modalities on employment and quantum of cadets to be employed etc. will have to be worked out with the local police authorities. Responsibilities of local traffic police and where cadets can be employed during disaster management stage are as under:-

- (a) **Immediate Action.** On receipt of the information about any Disaster taking place, SP/Dy SP concerned shall rush to the spot immediately, with his quick reaction team equipped with adequate communication equipment, rescue material, protective gear, warning signs and contact numbers; assess the situation and inform the SSP about the situation SSP should arrange for additional force from local resources. Some NCC cadets can form part of the group which goes for the immediate action.
- (b) **Initial Law and Order.** Local traffic police shall rush to the spot with ropes, search lights and other items for maintaining law and order. NCC Cadets can be incorporated with the local police personnel.
- (c) **Cordoning.** The entire affected area shall be cordoned off and no collection of crowds be allowed there. NCC Cadets can be used to cordon off affected areas.
- (d) **Casualty Management.** The Traffic Police plays an important role in traffic control and guidance in the chain of evacuation of casualties as injured persons shall be evacuated to the nearby hospital by the PCR vans, ambulances and other modes of conveyance. NCC Cadets can accompany the casualty or be employed as point's man or liaison officer at hospitals.
- (e) **Traffic Flow.** No traffic shall be allowed to pass through the affected areas and necessary diversion shall be made accordingly. Diversion points can be manned by NCC cadets in co-ordination with traffic police.

- (f) **Emergency Vehicle.** The local traffic police shall ensure clear passage for emergency vehicles until traffic arrangements are made. NCC Cadets can be employed to check and ensure that only emergency vehicles are permitted for right of way.
- (g) **Rescue Services.** Help shall be provided to the rescue services and volunteers in all possible manner. This will include guiding the fire tenders, ambulances etc. to the place of incident through a clear route. NCC Cadets can be co-opted with rescue services and volunteers to guide and escorting duties.
- (h) **Adequate Reserve.** Adequate force be kept at the scene of occurrence for traffic control. NCC Cadets can form part of the reserve forces to aid traffic police.
- (j) **Maintain Records of Incidents.** The entire scene of incident must be video graphed as early as possible with a view to reconstruct the scene of occurrence, during the course of investigation. NCC Cadets can be employed to video graph and carryout tasks in maintaining of records of incidents.

Method of Providing NCC Assistance

6. Immediately on receiving any requisition for providing NCC assistance from the district authorities, the CO Unit / Group Commander will take following actions:-

- (a) Muster adequate number of SD/JD cadets along with the ANOs and PI Staff. All means of communication should be used for collection of cadets. The ANOs must ensure that their cadets are collected in the shortest possible time.
- (b) Organize various action groups of strength 20-30 cadets under an ANO and a PI Staffs.
- (c) Carryout proper briefing of the cadets about the impending task.
- (d) Allocate and handover the action groups to the various agencies for providing assistance.

7. **Creation of Groups.** The following groups of NCC cadets need to be created for providing assistance:-

- (a) **Traffic Control Group.** This group provides assistance to traffic police.
- (b) **Relief Group.** This group provides assistance to collect and distribute relief materiel such as food supply, cloth, kerosene, diesel, utensils etc. and coordinate all the relief requirement of the other action groups.
- (c) **Shelter Management Group.** This group will be employed for establishment or looking after shelters and safe houses providing the evacuees' food, water and medication requirements. This group can also coordinate with the government authorities to ensure that health and nutrition facilities are available for the extra vulnerable groups, like women and children.
- (d) **Evacuation and Rescue Groups.** The members of this group have to be physically strong (both SD and SW), and should be trained in basic evacuation and rescue method. The members of this group should coordinate with state government to get facilities for rescue and evacuation in terms of rescue training, rescue infrastructure and equipment.
- (e) **First Aid Medical Groups.** There should be equal number of JD/SD and JW/SW cadets in this group. Those with some knowledge of nursing will be preferable. The members will have to go through intensive training and drills for first aid medical assistance.
- (f) **Sanitation Groups.** This group can consist of girl and boy cadets, who will look after the sanitation responsibilities both at the shelter as well as outdoors.

(g) **Carcass Disposal Groups.** Rotting and undisposed carcasses create unhygienic conditions and have to be disposed off immediately. Their disposal becomes an extremely important task. The members of this group have to be devoted and physically able to carry out this task and should have been medically protected. They will be imparted appropriate training for carrying out this task. If possible, the Civil Defence Volunteers, members from the NSS\boys Scouts can be included in this group.

SUMMARY

8. Disasters can be classified as natural and man made disasters which are explained below:-

(a) **Natural Disasters.** These are of the following types:-

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- (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.

9. 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 press.

10. The cadets of NCC could assist in maintaining the following essential services and important tasks in any and every part of the country in following 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 Centres.
- (d) Assist civil defence wardens in carrying out their duties.
- (e) Carry out neighbourhood campaigns by motivating people to create self-assistance groups.
- (f) Counteract gossip and rumours to restore the morale of the people.
- (g) Assist the civil authorities whenever feasible and to the best of ability. Some of the areas where cadets can help are:-

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- (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.
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- (a) Traffic Control Group.
- (b) Relief Group.
- (c) Shelter Management Group.
- (d) Evacuation and Rescue Groups.
- (e) First Aid Medical Groups.
- (f) Sanitation Groups.
- (g) Carcass Disposal Groups.

CHAPTER DM - II

INITIATIVE TRG, ORGANISING SKILLS AND DO's AND DONT's

Introduction

1. 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 cadre, involvement of NCC in disaster relief will provide able assistance to the nation as well as an avenue to the youth in showing its commitment to the society, play a significant role in forming correct attitudes, feelings of empathy in respect of fellow human beings and also result in personal growth and improved self-image of the cadets. The NCC will in turn benefit immensely with its enhanced image. Cadets being young and exuberant can be selectively employed through correct selection of areas of intervention. Proper guidance and strict supervision of their activities will ensure success of cadets.

2. 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 before hand 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

3. 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.

4. Prior to sending the cadets on such tasks, suitable bonds would be required to be obtained from parents of cadets. Cadets are not adequately trained for specialized tasks related to Disaster Management. Suitable training must be given to them during institutional training. Adequate allowances would require to be allocated for the cadets taking part in these activities. Joint schemes with the State Disaster Relief machinery would be required to be made in which NCC cadets may be incorporated. Adequate signal equipment and other disaster relief equipment would be required to be authorised to NCC to carry out necessary training cadets would have to carry out rehearsals along with the Army, Police, Fire Fighting forces and others in the state.

5. **Dos and Don'ts.** Few Do's and Don'ts instructions to be followed by NCC cadets performing disaster related tasks are given below: -

<u>S No</u>	<u>Do's</u>	<u>Don'ts</u>
(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 rumours to restore the morale of the people	Cadets should stay away from gossiping and rumours.
(n)	Conduct of cultural and recreational activities for victims to boost their morale at later /Land rehabilitation stages.	Operate without full preparation.
(o)	Help removal of debris.	Cadets should not be involved in removal of toxic material.

FLOODS

6. Before floods.

- (a) Do not litter waste, plastic bags, plastic bottles in drains.
- (b) Try to be at home if high tide and heavy rains occur simultaneously.
- (c) Listen to weather forecast at All India Radio, Doordarshan. Also, messages by Municipal bodies from time to time and act accordingly.
- (d) Evacuate low lying areas and shift to safer places.
- (e) Make sure that each person has lantern, torch, some edibles, drinking water, dry clothes and necessary documents while evacuating or shifting.
- (f) Make sure that each family member has identity card.
- (g) Put all valuables at a higher place in the house.

7. In the Flood Situation.

- (a) Obey orders by government and shift to a safer place.
- (b) Be at safe place and they try to collect correct information.
- (c) Switch of electrical supply and don't touch open wires.
- (d) Don't get carried away by rumours and don not spread rumours.

8. DO's.

- (a) Switch off electrical and gas appliances, and turn off services off at the mains.
- (b) Carry your emergency kit and let your friends and family know where you are going.
- (c) Avoid contact with flood water it may be contaminated with sewage, oil, chemicals or other substances.
- (d) If you have to walk in standing water, use a pole or stick to ensure that you do not step into deep water, open manholes or ditches.
- (e) Stay away from power lines electrical current can travel through water, Report power lines that are down to the power company.
- (f) Look before you step-after a flood, the ground and floors are covered with debris, which may include broken bottles, sharp objects, nails etc. Floors and stairs covered with mud and debris can be slippery.
- (g) Listen to the radio or television for updates and information.

- (h) If the ceiling is wet shut off electricity. Place a bucket underneath the spot and poke a small hole into the ceiling to relieve the pressure.
- (i) Use buckets, clean towels and mops to remove as much of the water from the afflicted rooms as possible.
- (j) Place sheets of aluminium foil between furniture wet carpet.

9. **Don'ts.**

- (a) Don't walk through flowing water - currents can be deceptive, and shallow, fast moving water can knock you off your feet.
- (b) Don't swim through fast flowing water - you may get swept away or struck by an object in the water.
- (c) Don't drive through a flooded area - You may not be able to see abrupt drop - offs and only half a meter of flood water can carry a car away. Driving through flood water can also cause additional damage to nearby property.
- (d) Don't eat any food that has come into contact with flood water.
- (e) Don't reconnect your power supply until a qualified engineer has checked it. Be alert for gas leaks - do not smoke or use candles, lanterns, or open flames.
- (f) Don't scrub or brush mud and other deposits from materials, this may cause further damage.
- (g) Never turn on ceiling fixtures if ceiling is wet. Stay away from ceilings those are sagging.
- (h) Never use TVs, VCRS, CRT terminals or other electrical equipment while standing on wet floors, especially concrete.
- (i) Don't attempt to remove standing water using your vacuum cleaner.
- (j) Don't remove standing water in a basement too fast. If the pressure is relieved too quickly it may put undue stress on the walls.

TSUNAMI

10. **DO's.**

- (a) Remain calm.
- (b) Protect yourself if it is accompanied by an earthquake.
- (c) Immediately head inland and to higher ground (at least 60' above sea level) if you experience an earthquake that lasts a minute or more, you are on the beach and the tide suddenly goes way out, or you see a wall of water rushing toward you. If you can't get inland and up, go up.
- (d) Know whether you are in a tsunami hazard zone or not.
- (e) Know where the nearest tsunami escape route is.
- (f) Have already put together portable emergency survival kits for you. and your family.
 - (i) Have an emergency radio that automatically turns on in the event of a hazard warning.
 - (ii) Assemble your family and walk or bicycle to the nearest tsunami. Safety zone (unless someone with you is mobility impaired).
- (g) Wait for an official announcement that the danger has passed before returning home or to the beach.
- (h) Have emergency supplies set in at home, since it might take days or weeks for electricity, food, water, and protective services to be restored.
- (i) You should find out if your home, school, workplace, or other frequently visited locations are in tsunami hazard areas along sea-shore.
- (j) Know the height of your street above sea level and the distance of your street from the coast or other high-risk waters. (Local administration may put sign boards).
- (k) Plan evacuation routes from your home, school, workplace, or any other place you could be where tsunamis present a risk.
- (l) If your children's school is in an identified inundation zone, find out what the school evacuation plan is.
- (m) Practice your evacuation routes.
- (n) Use a Weather Radio or stay tuned to a local radio or television station to keep informed of local watches and warnings.
- (o) Talk to your insurance agent. Homeowners' policies may not cover flooding from a tsunami. Ask the Insurance Agent about the benefits from Multi-Hazard Insurance Schemes.

(p) Discuss tsunamis with your family. Everyone should know what to do in a tsunami situation. Discussing tsunamis ahead of time will help reduce fear and save precious time in an emergency. Review flood safety and preparedness measures with your family.

11. **DON'T's.**

- (a) Rush to the beach to see the big wave.
- (b) Rush to the beach after the first wave to see what has washed up on shore. (A tsunami may include several waves arriving over a period of hours.).
- (c) Hop in your car to get to higher ground. (Roads may be impassable, you'll just contribute to the traffic jam, and you may not get to safety. You'll also make it harder for emergency vehicles to get through.).
- (d) Stop to pack your most cherished possessions to take with you. (You may not have time.).
- (e) Wait for an official warning if you feel an earthquake that lasts a minute or more, are on the beach and the tide suddenly goes out, or you see a wall of water rushing toward you. (By the time a warning is issued, it may be too late.).
- (f) Start to put together an emergency survival kit. (You should already have one prepared.)
- (g) Go back because you don't remember whether you turned off the oven.
- (h) Brush your teeth and put on your makeup before going out.
- (i) Stop to put on clean underwear because you might have to go to the hospital.
- (j) Live in a tsunami hazard zone.

EARTHQUAKES

12. **What to Do Before an Earthquake.**

- (a) Repair deep plaster cracks in ceilings and foundations. Get expert advice if there are signs of structural defects.
- (b) Anchor overhead lighting fixtures to the ceiling.
- (c) Follow BIS codes relevant to your area for building standards.
- (d) Fasten shelves securely to walls.
- (e) Place large or heavy objects on lower shelves.
- (f) Store breakable items such as bottled foods, glass, and china in low, closed cabinets with latches.
- (g) Hang heavy items such as pictures and mirrors away from beds, settees, and anywhere that people sit.
- (h) Brace overhead light and fan fixtures.
- (i) Repair defective electrical wiring and leaky gas connections. These are potential fire risks.
- (j) Secure water heaters, LPG cylinders etc., by strapping them to the walls or bolting to the floor.
- (k) Store weed killers, pesticides, and flammable products securely in closed cabinets with latches and on bottom shelves.
- (l) Identify safe places indoors and outdoors.
 - (i) Under strong dining table, bed
 - (ii) Against an inside wall.
 - (iii) Away from where glass could shatter around windows, mirrors, pictures, or where heavy bookcases or other heavy furniture could fall over.
 - (iv) In the open, away from buildings, trees, telephone and electrical lines, flyovers and bridges.
- (m) Know emergency telephone numbers (such as those of doctors, hospitals, the police, etc).
- (n) Educate yourself and family members.

13. **Have a disaster emergency kit ready.**

- (a) Battery operated torch with extra batteries.
- (b) Battery operated radio.
- (c) First aid kit and manual.

- (d) Emergency food (dry items) and water (packed and sealed).
- (e) Candles and matches in a waterproof container.
- (f) Knife.
- (g) Chlorine tablets or powdered water purifiers.
- (h) Can opener.
- (i) Essential medicines.
- (j) Cash and credit cards.
- (k) Thick ropes and cords.
- (l) Sturdy shoes.

14. **What to Do During an Earthquake.** Stay as safe as possible during an earthquake. Be aware that some earthquakes are actually foreshocks and a larger earthquake might occur. Minimize your movements to a few steps that reach a nearby safe place and stay indoors until the shaking has stopped and you are sure exiting is safe.

15. **If indoors.**

- (a) DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there is no table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
- (b) 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) Stay away from glass, windows, outside doors and walls, and anything that could fall, (such as lighting fixtures or furniture).
- (d) Stay in bed if you are there when the earthquake strikes. Hold on and protect your head with a pillow, unless you are under a heavy light fixture that could fall. In that case, move to the nearest safe place.
- (e) Use a doorway for shelter only if it is in close proximity to you and if you know it is a strongly supported, load bearing doorway.
- (f) Stay inside until the shaking stops and it is safe to go outside. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
- (g) Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.

16. **If outdoors.**

- (a) Do not move from where you are. However, move away from buildings, trees, streetlights, and utility wires.
- (b) If you are in open space, stay there until the shaking stops. The greatest danger exists directly outside buildings; at exits; and alongside exterior walls. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

17. **If in a moving vehicle.**

- (a) Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.
- (b) Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that might have been damaged by the earthquake.

18. **If trapped under debris.**

- (a) Do not light a match.
- (b) Do not move about or kick up dust.
- (c) Cover your mouth with a handkerchief or clothing.
- (d) Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.

ACCIDENTS

19. DOs

- (a) DO seek medical attention before doing anything else.
- (b) DO call the police to the scene of the accident, in appropriate cases.
- (c) DO cooperate with all law enforcement and emergency personnel who respond to the scene.
- (d) DO get the license plate numbers of all other vehicles involved in car accidents and the drivers' names, addresses, telephone numbers, and insurance information.
- (e) DO write down the names, addresses, and phone numbers of all potential witnesses to an accident before the witnesses leave the area where the accident occurred.
- (f) DO take photographs of all of the following, as applicable, as soon as possible after the accident:
 - (i) The scene of the accident, from all angles.
 - (ii) The surrounding area.
 - (iii) The product or animal that caused your injuries.
 - (iv) Your injuries, including taking pictures over the time it takes your injuries to heal.
 - (v) Any property damages.
 - (vi) DO keep track of all work missed because of the accident and follow-up medical appointments, all medical treatment received, and how you felt physically and emotionally because of your injuries.
- (g) DO get a property damage valuation from your insurance company or from two independent shops if you aren't satisfied with how your insurance company has valued the damage to your car.
- (h) DO contact your attorney. If you don't have an attorney or your attorney is unable to take car accident cases, contact a qualified attorney in your area. For more on hiring a car accident attorney, read this article.

20. DON'Ts.

- (a) DON'T move your vehicle after an automobile accident unless necessary for safety or required by law.
- (b) DON'T put yourself at risk of being further injury by standing or waiting in an area with traffic or other safety hazards.
- (c) DON'T leave the scene of an accident until the police tell you it's okay to do so.
- (d) DON'T throw away any potential evidence in the case, such as defective products, torn or bloodstained clothing, or car parts that came off the car during the accident.
- (e) DON'T remain in a burning car or building while calling for help. Leave the area of danger first, and then immediately call 911 from a safe place.
- (f) DON'T engage in discussions about who was at fault in the accident with anyone, and make sure you don't apologize for anything - it can be considered evidence that you were legally at fault.
- (g) DON'T agree to settlement terms without contacting your attorney and having him or her review the settlement offer.

21. Tips To Save Life. Here are a few important things that you can do as a responsible citizen to save a precious life before the arrival of the ambulance:

- (a) **Remain Calm** – Do not panic. It is important for you and the victim to remain calm as it will help you take rational decisions. Do not allow any person at the scene, be it the victim or bystander to panic.
- (b) **Assess the Accident Spot** – Move closer to the accident area, to understand if the accident involves only a single person or there are more. Be careful and check for leaking CNG and petrol pipes, live wires or broken glass.
- (c) **Call the Emergency Services** – Dial 102 for ambulance and 100 for police. Give the exact location of the accident, so that they do not waste time in reaching the accident spot.

- (d) Stop Cars and Ask for Help – If there aren't too many people on the road, try and stop other cars or bikes for help. Request other bystanders to help you.
- (e) Call Family and Friends – Check the last dialled number from the victim's mobile or check for frequently called numbers or names like Mom, Dad, Hubby, Wife etc.
- (f) Provide First Aid – If you know or are trained to give CPR (Chest pressure for heart rate / Mouth to Mouth Oxygen transfer) do it if the victim is unconscious. If it involved a car accident, search for a first aid kit inside car or take help from the bystanders.
- (g) Check for Pulse – Try and assess the condition of the victim. If the victim is unconscious and not responding, then you might have to immediately take the victim to the nearest hospital without waiting for the ambulance. Remember to take care of the neck and head portion. Lesser movements and road jerks will help if you have given a little head and neck support to the victim's body. However, avoid moving the victim, unless absolutely necessary or you are trained in it as you might be hurting the victim and causing further damage.
- (h) Help Keep the Traffic Moving – Make space for ambulance to come, so keep the traffic moving. Some curious people simply slow down their vehicles to check out an accident. Just let them know it is nothing serious. You should also warn the oncoming traffic and let drivers know that there is an accident and they need to avoid the area.
- (i) Comfort the Victim – The accident victim is scared and even hurt. Talk to the victim if he or she is conscious with comforting and encouraging words like 'ambulance is on the way' and 'nothing serious has happened.'
- (j) Accompany the Victim – Do accompany the victim to the hospital till the arrival of the family members and provide all the support to the police to help them register a case.

Conclusion

22. A sound disaster prevention and response plan reflect 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 DM - III

FIRE SERVICES AND FIRE FIGHTING

Introduction

23. Fire is a major cause for destruction of property / lives these days. Due to increase in the standard of living, electrical goods, air conditioners and cooking gas are found in most of the houses. Also, due to the influx of multinational companies, most offices, shopping malls and hospitals have air conditioners. With the influx of these electrical gadgets and cooking gas, occurrences of fire incidents have increased manifold, especially during winters and summers. It is therefore essential that everyone should be aware of how to prevent fire hazards and/or to provide assistance in fire fighting.

Causes and Prevention of Fire

24. 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).

Prevention of Fire

25. 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 'Chulha'.

(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

26. 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

27. **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.

28. **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

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

- (a) Fire Extinguishers.
- (b) Stirrup Pumps.
- (c) Buckets.
- (d) Fire Beaters and Hooks.

30. **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.
- (c) **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.

31. **Stirrup Pumps.** The stirrup pump is an excellent piece of first aid fire fighting 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.

32. **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.

33. **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 unburnt combustible material, and extinguishing by beating the small fires.

Conclusion

34. 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.

SUMMARY

35. 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).

36. The fire can thus be extinguished by:-

- (a) Starvation.
- (b) Cooling.
- (c) Smothering.

37. **Fire Fighting Parties.**

- (a) House Fire Parties.
- (b) Auxiliary Fire Services.

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

- (a) Fire Extinguishers.
- (b) Stirrup Pumps.
- (c) Buckets.
- (d) Fire Beaters and Hooks.

CHAPTER SS - I

SOCIAL SERVICE CAPSULE

Basics of Social Service

1. **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 behaviour 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.

2. **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.

3. **Contribution of NCC Cadets.** NCC cadets individually or in a group can make significant contribution in this field:-

- (a) If a student helps a blind man cross a road it is a service done to humanity.
- (b) A group of students can render service to people ravaged by flood, cyclone, famine and earthquake.
- (c) Students are educated and they can remove superstition, blind faith, ignorance of the illiterate.
- (d) They can help the nation in the removal of illiteracy.
- (e) Students can teach them to take health care.
- (f) They can take active part in the national scheme of afforestation.
- (g) They can look to the sanitation of their own area.
- (h) The students may have a role to play in awakening public opinion against social evils like drug addiction, casteism, dowry system, by taking out procession or organizing seminars.
- (i) They can nurse the sick, donate blood, and hospitalize them in time of need. In any kind of accident students can render considerable help.

Rural Development Objectives

4. **Objectives of Rural Development.** Following are the primary objectives of rural development:-

- (a) To improve the living standards by providing food, shelter, clothing, employment and education.
- (b) To Increase productivity in rural areas and reduce poverty.
- (c) To involve people in planning and development through their participation in decision making and through centralization of administration.
- (d) To ensure distributive Justice and equalization of opportunities in the society.

Role of NCC

5. NCC plays a major role in upliftment and improvement of the society either through direct involvement or by spreading awareness among people through campaigns and other programmes. NCC contributes towards the development of society in the following ways:-

(a) **Blood donation Camps.** The NCC units organise blood donation camps on regular basis and at the same time encourage others for their participation and contribution in same.

(b) **Tree Plantation.** Tree plantation drive has been the regular affair by NCC, where in, all cadets participate to generate awareness among the people and encourage them for planting more trees.

(c) **Swachh Bharat Abhiyan.** The NCC also contributes to the cleanliness drive initiated by our Hon'ble Prime Minister Narendra Modi. As part of Swachh Bharat Abhiyan NCC adopts villages or other areas to promote cleanliness and make people aware of the importance hygiene and sanitation. Each cadet in NCC is to do 100 hours of shramdaan.

(d) **Awareness Programmes.** The NCC cadets organise various awareness programmes to promote awareness among the people. They highlight on the issues that need to be addressed so as to eradicate from our society. Few important awareness programmes being organized by NCC are:-

- (i) Female foeticide.
- (ii) Dowry system.
- (iii) Population control.
- (iv) HIV/AIDS.
- (v) Health and hygiene.
- (vi) Child abuse and trafficking.
- (vii) Drug abuse and trafficking.

6. While carrying out any such welfare activity cadets would not undertake any menial task and they will not be tasked for any activity when their safety is at risk.

SUMMARY

7. There are generally three accepted methods identified for conduct of social service which are as under:-

- (a) Social Case Work.
- (b) Social Group Work.
- (c) Community Organization.

8. **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.

9. **Contribution of NCC Cadets.** NCC cadets individually or in a group can make significant contribution in this field:-

- (a) If a student helps a blind man cross a road it is a service done to humanity.
- (b) A group of students can render service to people ravaged by flood, cyclone, famine and earthquake.
- (c) Students are educated and they can remove superstition, blind faith, ignorance of the illiterate.
- (d) They can help the nation in the removal of illiteracy.
- (e) Students can teach them to take health care.
- (f) They can take active part in the national scheme of afforestation.
- (g) They can look to the sanitation of their own area.
- (h) The students may have a role to play in awakening public opinion against social evils like drug addiction, casteism, dowry system, by taking out procession or organizing seminars.
- (i) They can nurse the sick, donate blood, and hospitalize them in time of need. In any kind of accident students can render considerable help.

10. **Objectives of Rural Development.** Following are the primary objectives of rural development:-

- (a) To improve the living standards by providing food, shelter, clothing, employment and education.
- (b) To Increase productivity in rural areas and reduce poverty.
- (c) To involve people in planning and development through their participation in decision making and through centralization of administration.
- (d) To ensure distributive Justice and equalization of opportunities in the society.

CHAPTER SS - II

SWACHH BHARAT ABHIYAN

Introduction

1. We Indians are personally very clean people. We brush our teeth and take a bath every day and wash our hands before eating. We keep our houses spic and span. But when it comes to public places, as people we are simply unable to keep our streets, our railway stations, hospitals, or places of worship clean. This is the state of affairs everywhere in India including hundreds and thousands of villages, towns, mega-cities as well as in the streets of the national capital New Delhi. We maintain very poor civic sense or social ethics. No one else is going to do for us but we ourselves have to bring in the change.

2. Civic Sense encompasses unspoken norms of society that help it run smoothly without someone tripping on somebody else's toes. Civic Sense is all about having consideration for a fellow human being. It means being polite, showing consideration to elderly, women, children and disabled people, driving in one's lane without honking, throwing one's garbage in dustbins and smoking only at designated places.

Swachh Bharat Abhiyan

3. Swachh Bharat Abhiyan (English: Clean India Movement) is a campaign by the Government of India to clean the streets, roads and infrastructure of the country's 4,041 statutory cities and towns with the ultimate aim of making our country clean from garbage.

4. The campaign was officially launched on 02 October 2014 at Rajghat, New Delhi, by Hon'ble Prime Minister Narendra Modi. It is India's largest ever cleanliness drive with three million government employees, and especially school and college students from all parts of India, participating in the campaign.

5. **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.

6. The objectives of Swachh Bharat are to reduce or eliminate open defecation through the construction of individual, cluster and community toilets. The Swachh Bharat mission will also make an initiative of establishing an accountable mechanism of monitoring latrine use. The government is aiming to achieve an Open- Defecation Free (ODF) India by 2 October 2019, the 150th anniversary of the birth of Mahatma Gandhi, by constructing 12 million toilets in rural India, at a projected cost of 1.96 lakh crore (US\$30 billion).

7. **Implementation.** By inviting common people to participate in the mission, a sense of responsibility has been evoked amongst 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.

8. **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.

9. **Contribution of NCC towards Swachh Bharat Abhiyaan.** The Prime Minister of India Mr Narendra Modi awarded the National Cadet Corps for its outstanding contribution towards Swachh Bharat Mission in a workshop organized by Urban Development Ministry and Drinking Water and Sanitation Ministry.

10. NCC, through its mass base in rural and urban areas, took up the task of Swachhata during the Swachhata Pakhwada from August 01-15, 2016 on a war footing with a total of over five lakh eighty thousand cadets participating. The campaign was carried out pan India across all states and union territories. All seventeen NCC Directorates including more than 10,000 institutes participated. The National Cadet Corps has been a major part of the Swachh Bharat Mission initiative and the NCC Cadets have been carrying out

these activities as part of social responsibility and community development. The enthusiasm shown by NCC Cadets also inspired the locals to join in to make the Swachh Bharat Mission a great success.

11. The activities carried out by the cadets were cleanliness drive at historical sites and a mass pledge by cadets. The NCC also held awareness rallies, street plays, lectures and seminars across the country. The cadets distributed public health material with the help of civil administration, cleaned statues of national leaders and made posters to spread awareness about swachata.

12. The Swachata Abhiyan is very close to NCC and the cadets perform these activities as part of social responsibility and community development of NCC curriculum. The cadets took a pledge to devote at least two hours every week towards Swachata.

13. **Saachh Abhiyan.** Saachh mission is aimed to construct individual sanitary latrines for household purpose. Saachh Abhiyan is a project within Swachh Bharat Abhiyan which deals with only toilets and bathrooms in the country.

14. **Benefits of Saachh 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

15. 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 an father of nation Mahatma Gandhi.

SUMMARY

16. 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. The objectives of Swachh Bharat are to reduce or eliminate open defecation through the construction of individual, cluster and community toilets. The Swachh Bharat mission will also make an initiative of establishing an accountable mechanism of monitoring latrine use.

17. **Contribution of NCC towards Swachh Bharat Abhiyaan.** NCC, through its mass base in rural and urban areas, took up the task of Swachata during the Swachata Pakhwada. The National Cadet Corps has been a major part of the Swachh Bharat Mission initiative and the NCC Cadets have been carrying out these activities as part of social responsibility and community development. The activities carried out by the cadets were cleanliness drive at historical sites and a mass pledge by cadets. The NCC also held awareness rallies, street plays, lectures and seminars across the country. The cadets distributed public health material with the help of civil administration, cleaned statues of national leaders and made posters to spread awareness about swachata.

CHAPTER SS - III

SOCIAL SERVICE AND COMMUNITY DEVELOPEMENT ACTIVITIES

Introduction

1. 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.

Social Security

2. Social security refers to the action programs of government intended to promote the welfare of the population through assistance measures guaranteeing access to sufficient resources for food and shelter and to promote health and well-being for the population at large and potentially vulnerable segments such as children, the elderly, the sick and the unemployed. Services providing social security are often called social services.

3. 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.

4. 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.

5. **Types of Social Security.** Social security is 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.

SOCIAL EVILS

FEMALE FOETICIDE

6. **Causes of Female Foeticide.**

(a) **Extreme Desire to Have a Male Child.** Removal of girls from the family tree, even before they are born, clearly shows the desire for a boy child. Sons are seen as main source of income and help at old age.

(b) **Unwanted Pregnancy.** Though most people mention this as an excuse for performing abortions, but it is generally the course taken after knowing the sex of the baby.

(c) **Dowry System.** In India, the age-old custom of 'dowry system' puts a burden on the parents', who are "blessed" with a girl child and start calculating the high costs related with marriage expenses.

(d) **Poor Medical Ethics.** Many unscrupulous and unethical hospitals, clinics and illegal agencies run ultra sound facilities to determine the sex and later facilitate selective abortion of females illegally. It is a booming multi-million industry in India.

(e) **Inferior Status.** Inferior status of women in Indian society is not new, and has been an age-old practice.

7. **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.

8. **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

9. **Causes of Dowry System.**

(a) **Economic factors.** There are many economic factors that contribute towards the system of dowry. Some of these include inheritance systems and the bride's economic status.

(b) **Social factors.** The structure and kinship of marriage in parts of India contributes to dowry. In the north, marriage usually follows a patrilocal (lives with husband's family) system, where the groom is a non-related member of the family. In the south, marriage is more often conducted within the bride's family, for example with close relatives or cross-cousins, and in a closer physical distance to her family. In addition, brides may have the ability to inherit land, which makes her more valuable in the marriage, decreasing the chance of dowry over the bride price system.

(c) **Religious Factors.** Dowry in India is not limited to any specific religion. It is widespread among Hindus and other religions. For example, Indian Muslims call dowry as *jahez*, justify the practice in terms of *jahez-e-fatimi*.

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

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

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

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

10. **Prevention of Dowry**

- (a) Not to offer or accept any dowry.
- (b) Educate the members of the family with law that accepting or giving dowry is an offence.

- (c) Educate the members of the family and the neighbours to respect a woman's rights and privileges.
- (d) Encourage women to fight for their rights.
- (e) Educate the girl child to become economically independent.
- (f) Strict law enforcement on dowry.

CORRUPTION

11. **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 takes bribes/favors from any one.
- (c) Highlighting / reporting of cases of corruption.
- (d) Speedy trial and exemplary punishment for persons involved in corruption.
- (e) Ensuring transparency in all dealings.
- (f) Full freedom to Lok Pal or Lokayukta to investigate cases of corruption.
- (g) Simplifying routine procedures.

DRUG ABUSE AND TRAFFICKING

12. **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.

13. **Preventive and Remedial Measures.** There are certain preventive and remedial measures for dealing with the problem of drug abuse.

- (a) The Government must use all the media to propagate against the habit of drug-taking.
- (b) Voluntary organizations should pay more attention to instruct addicts how to give up the vice to bring them to the main stream of public life without shame or sorrow.
- (c) Physicians should teach them how to prevent and avoid the evil and how to lead a normal healthy life.
- (d) Parents should pay more care, attention and love to their sons and daughters.
- (e) Reading of moral and religious books is also helpful to addicts.
- (f) The police must act fearlessly to act against the people involved drug traffic.

HIV / AIDS

14. **What is HIV / AIDS.** Although HIV and AIDS are often used synonymously, they are different. HIV (Human Immuno-deficiency Virus) is a virus that gradually destroys the body's immune system. AIDS (Acquired Immuno Deficiency Syndrome) is a condition wherein various diseases affect the body because of the body's weak natural defense mechanism – the immunity. Therefore, AIDS is an acquired condition in which a person may have various diseases that cause similar symptoms, all of which are due to the body's diminished ability to fight diseases. Anyone who has HIV infection will develop AIDS over a period of time.

15. **How Does HIV/AIDS Spread.** HIV is present in all body fluids of an infected person and is more in number, in the blood, semen and vaginal fluids. HIV infection normally spreads when there is contact with these body fluids through four main routes:-

- (a) **Sexual Transmission.** The most common route of spread of HIV infection is through unprotected sex between two people, where at least one has HIV infection. Unprotected sex means having sex without condom.
- (b) **Blood Transfusions.** As per the guidelines of the National AIDS Control Organization (NACO), it is mandatory to test blood for HIV before transfusion. The risk of transmission of HIV

through tested blood is therefore very remote. The only possibilities of infection through blood are, if the blood was not tested for HIV or the HIV infection was in the *window period*. Window period is the term used for the duration between the entry of HIV in the body and the detection of its antibodies through blood tests. Window period is normally up to three months

(c) **Sharing Needles and Syringes for Intravenous Drug Use.** When people inject drugs intravenously, they may draw small amounts of blood into the needle. If another person uses this needle immediately, the blood containing HIV will be injected into the second person. Thus, he/she can also be infected with HIV.

(d) **Mother to Child Transmission.** Mother to child transmission of HIV can occur in three ways:-

- (i) During pregnancy, when the HIV crosses the placenta.
- (ii) During delivery.
- (iii) During Breastfeeding although HIV is present in breast milk, it does not mean that the baby will always be infected with it.

(e) **Other Methods.**

- (i) **Skin Piercing.** There are several cultural practices in India that involve skin piercing such as, piercing ears or nose for ornamental reasons, tattooing, etc.
- (ii) **Oral Route.** The risk through oral route may be there only if there are cuts or wounds in the mouth or bleeding gums.

16. **Role of the Youth in Preventing HIV / AIDS.** HIV is more common in the most productive age group of 15-45 years, and therefore causes major impacts on the economic status of the affected individual, family, community, and the nation at large. The young adults can play a very important role in preventing the HIV at community level, and also minimise its impact at all levels by taking following actions:-

(a) Youth can assume responsibility in preventing HIV infections by avoiding behaviour that might lead to HIV infections.

(b) Youth may also share the right to refuse sex and assume responsibility for ensuring safe sex.

(c) People living with HIV/AIDS have the same right to education, employment, health, travel, marriage, recreation, privacy, social security, scientific benefits etc. Hence, all should share responsibilities for avoiding HIV infection / re-infection.

(d) The youth by creating a proper and positive peer pressure, can delay the age at first sex, avoid sex before marriage, practicing safer sex, and preventing alcohol and drug abuse. The stereotypical image of a "macho" male needs to be changed to depict responsible behaviours.

(e) The young can also play an important role in addressing gender imbalance, which is one of the important factors for underdevelopment and HIV transmission.

(f) Youth should also educate general public by spreading the information that HIV cannot be transmitted by the following actions:-

- (i) Shaking Hands.
- (ii) Sharing of Clothes.
- (iii) Sharing of Food and Utensils.
- (iv) Sharing of Toilets.
- (v) Insect Bites.
- (vi) Hugging or Kissing.
- (vii) Working in the same office or travelling in the same vehicle.
- (viii) Playing or swimming with the infected person.
- (ix) Coughing, sneezing or in routine patient-care activities (bedmaking, feeding etc).

BETI BACHAO, BETI PADHAO

17. It is a campaign of the Government of India that aims to generate awareness and improve the efficiency of welfare services intended for girls in India. Female foeticide has led to a sharp drop in the ratio of girls born in contrast to boy infants in some states in India. Ultrasound technology has made it possible for pregnant women and their families to learn the gender of a foetus early in a pregnancy. Discrimination against girl infants, for several reasons, has combined with the technology to result in a rise in abortions of fetuses identified as female during ultrasonic testing.

18. The trend was first noticed when results of the 1991 national census were released, and it was confirmed to be a worsening problem when results of the 2001 national census were released. The reduction in the female population of certain Indian states continues to worsen, as results of the 2011 national census have shown. It has been observed that the trend is most pronounced in relatively prosperous regions of India. The dowry system in India is often blamed; the expectation that a large dowry must be provided for daughters in order for them to marry is frequently cited as a major cause for the problem. Pressure for parents to provide large dowries for their daughters is most intense in prosperous states where high standards of living, and modern consumerism, are more prevalent in Indian society.

19. This campaign aims to address the issue of the declining child sex ratio (CSR) and is a national initiative jointly run by the Ministry of Women and Child Development, the Ministry of Health and Family Welfare and the Ministry of Human Resource Development. It initially focused multi-sector action in 100 districts throughout the country where there was a low CSR.

20. Strategies employed to successfully carry out the scheme are:-

- (a) Implement a sustained social mobilization and communication campaign to create equal value for the girl child and promote her education.
- (b) Place the issue of decline in child sex ratio/sex ratio at birth in public discourse, improvement of which would be an indicator for good governance.
- (c) Focus on gender critical districts and cities.

21. The Beti Bachao campaign is also supported by the Indian Medical Association.

MISSION INDRADHANUSH

22. Mission Indradhanush is a health mission of the government of India. The scheme seeks to drive towards 90% full immunization coverage of India and sustain the same by year 2020. Vaccination is being provided to prevent eight vaccine preventable diseases nationally, i.e. Diphtheria, Pertussis, Tetanus, Polio, Measles, severe form of Childhood Tuberculosis and Hepatitis B and meningitis & pneumonia caused by Haemophilus influenza type B; and against Rotavirus Diarrhoea and Japanese Encephalitis in selected states and districts respectively.

23. The ultimate goal of Mission Indradhanush is to ensure full immunization with all available vaccines for children up to two years of age and pregnant women. The Government has identified 201 high focus districts across 28 states in the country that have the highest number of partially immunized and unimmunized children.

24. To further intensify the immunization programme, Government of India aims to reach each and every child up to two years of age and all those pregnant women who have been left uncovered under the routine immunisation programme/UIP. The special drive will focus on improving immunisation coverage in select districts and cities to ensure full immunisation to more than 90% by December 2018. The achievement of full immunisation under Mission Indradhanush to at least 90% coverage was to be achieved by 2020 earlier. With the launch of IMI, achievement of the target has now been advanced.

25. Intensified Mission Indradhanush will cover low performing areas in the selected districts (high priority districts) and urban areas. Special attention will be given to unserved/low coverage pockets in sub-

centre and urban slums with migratory population. The focus is also on the urban settlements and cities identified under National Urban Health Mission (NUHM).

DIGITAL INDIA

26. Digital India is a campaign launched by the Government of India in order to ensure the Government's services are made available to citizens electronically by improved online infrastructure and by increasing Internet connectivity or by making the country digitally empowered in the field of technology. The initiative includes plans to connect rural areas with high-speed internet networks. Digital India consists of three core components: the development of secure and stable digital infrastructure, delivering government services digitally, and universal digital literacy.

27. Digital India was launched by the Prime Minister of India Narendra Modi on 1 July 2015 with an objective of connecting rural areas with high-speed Internet networks and improving digital literacy. The vision of Digital India programme is inclusive growth in areas of electronic services, products, manufacturing and job opportunities. It is centred on three key areas – digital infrastructure as a utility to every citizen, governance and services on demand, and digital empowerment of citizens. The Government of India entity Bharat Broadband Network Limited (BBNL) which executes the Bharat Net project is the custodian of Digital India (DI) project.

28. Some of the facilities which will be provided through this initiative are Bharat net, digital locker, e-education, e-health, e-sign, e-shopping and national scholarship portal. As part of Digital India, Indian Government planned to launch Botnet cleaning centres. The main features of Digital India are:

(a) **National e-Governance Plan.** It is aimed at bringing all the front-end government services online such as:-

(i) MyGov.in is a platform to share inputs and ideas on matters of policy and governance. It is a platform for citizen engagement in governance, through a "Discuss", "Do" and "Disseminate" approach.

(ii) UMANG (Unified Mobile Application for New-age Governance) is a Government of India all-in-one single unified secure multi-channel, multi-platform, multi-lingual, multi-service, freeware mobile app for accessing over 1,200 central and state government services in multiple Indian languages over Android, iOS, Windows and USSD (featurephone) devices, including services such as AADHAR, Digi Locker, Bharat Bill Payment System, PAN, EPFO services, PMKVY services, AICTE, CBSE, tax and fee or utilities bills payments, education, job search, tax, business, health, agriculture, travel, Indian railway tickets bookings, birth certificates, e-District, e-Panchayat, police clearance, passport, other utility services from private companies and much more.

(iii) eSign framework allows citizens to digitally sign a document online using Aadhaar authentication.

(iv) Swachh Bharat Mission (SBM) Mobile app is being used by people and Government organisations for achieving the goals of Swachh Bharat Mission.

(v) eHospital application provides important services such as online registration, payment of fees and appointment, online diagnostic reports, enquiring availability of blood online etc.

(vi) Digital attendance: attendance.gov.in to keep a record of the attendance of government employees on a real-time basis. This initiative started with implementation of a common Biometric Attendance System (BAS) in the central government offices located in Delhi.

(c) Facilities to digitally empower citizens

(i) **Digital Locker facility.** This will help citizens to digitally store their important documents like PAN card, passport, mark sheets and degree certificates. Digital Locker

will provide secure access to Government issued documents. It uses authenticity services provided by Aadhaar. It is aimed at eliminating the use of physical documents and enables the sharing of verified electronic documents across government agencies. Three key stakeholders of Digi Locker are Citizen, Issuer and requester.

(ii) **BPO and job growth.** The government is planning to create 28,000 seats of BPOs in various states and set up at least one Common Service Centre in each of the gram panchayats in the state.^[20]

(iii) **e-Sampark Vernacular email service.** Out of 10% English speaking Indians, only 2% reside in rural areas. Rest everyone depends on their vernacular language for all living their lives. However, as of now, email addresses can only be created in English language. To connect rural India with the Digital India, the Government of India impelled email services provider giants including Gmail, office and Rediff to provide the email address in regional languages.

WASTE MANAGEMENT

Introduction

29. Waste Management refers to the collection, transport, processing or disposal, managing and monitoring of waste materials. The term normally relates to all kinds of waste, whether generated during the extraction of raw materials, the processing of raw materials into intermediate and final products, the consumption of final products, or other human activities, including municipal (residential, institutional, commercial), agricultural, and social (health care, household hazardous waste, sewage sludge). Waste management is intended to reduce adverse effects of waste on health, the environment or aesthetics. All wastes materials, whether they are solid, liquid, gaseous or radioactive, fall within the scope of waste management. It also encompasses the legal and regulatory framework that relates to waste management encompassing guidance on recycling etc.

30. There are following types of Waste:

(a) **Solid Waste.** Solid waste predominantly, is any garbage, refuse or rubbish that we make in our homes and other places. This can be further Classified into different types depending on their source as under:-

- (i) Household waste is generally classified as municipal.
- (ii) Industrial waste as hazardous waste.
- (iii) Biomedical waste or hospital waste as disease causing waste.
- (iv) Electronic wastes such as TV's, refrigerators and computers.

(b) **Liquid Waste.** Waste can come in non-solid form. Some solid waste can also be converted to a liquid waste form for disposal. 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 are those wastes that contain radioactive material. Radioactive wastes are usually by-products of nuclear power generation and other applications of nuclear fission or nuclear technology, such as research and medicine. Radioactive waste is hazardous to most forms of life and the environment and is regulated by government agencies in order to protect human health and the environment.

(d) **Municipal Solid Waste.** This includes trash or garbage from households, schools, offices, market places, restaurants and other public places. 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 or biological testing. It may include Soiled Waste, Disposables, Anatomical Waste, Discarded Medicines and Chemical Wastes.

(f) **Electronic Waste.** This is waste from electronic and electrical devices. Think of DVD and music players, TV, Telephones, computers, vacuum cleaners and all the other electrical stuff in your home. These are also called e-waste, e-scrap, or waste electrical and electronic equipment (WEEE). Some e-waste (like TV) contains lead, mercury, cadmium, and brominated flame retardants. These are harmful to humans and the environment. It is therefore important that the right authorities ensure the proper disposal of such waste.

(g) **Hazardous Waste.** Hazardous or harmful are those that potentially threaten public health or the environment. Such waste could be inflammable (can easily catch fire), reactive (can easily explode), corrosive (can easily eat through metal) or toxic (poisonous to human and animals). It can further be explained as:-

- (i) **Ignitable.** If this waste item easily catch fire, burst into flames, irritate eyes, skin or breathing. Examples include varnish, paints or polish.
- (ii) **Reactive.** If this waste item can chemically react with another substance to explode or give off dangerous vapours. An example includes Ammonia, which can react with Chlorine bleach to produce harmful gas.
- (iii) **Toxic.** If the waste item is poisonous to humans and other living things, many pesticides and household cleaning chemicals fall in this class.
- (iv) **Corrosive.** These waste items are acidic in nature and can erode other materials. Corrosive waste can eat through metal, or cause severe burns and skin complications if they get into contact with skins.

(h) **Organic Waste.** Organic waste comes from plants or animal sources. Commonly, they include food waste, fruit and vegetable peels, flower trimmings and even dog poop can be classified as organic waste. They are biodegradable (this means they are easily broken down by other organisms over time and turned into manure). Many people turn their organic waste into compost and use them in their gardens.

(j) **Agricultural Waste.** Typically, this is waste generated by agricultural activities. These include horticulture, fruit growing, seed growing, livestock breeding, market gardens and seedling nurseries. Waste items in this group include empty pesticide containers, old silage wrap, out of date medicines and wormers, used tyres, surplus milk, cocoa pods and corn husks.

(k) **Industrial Waste.** Since the industrial revolution, the rise in the number of industries manufacturing glass, leather, textile, food, electronics, plastic and metal products has significantly contributed to waste production. Take a look at the things in your home, every item there was probably manufactured and possibly, waste was produced as a result.

(l) **Construction / Demolition waste.** Construction waste is that resulting from the construction of roads and building. Waste items include concrete debris, wood, earth, huge package boxes and plastics from the building materials and the like.

Disposal and Management of Waste

31. **Actions by Individuals.** Some steps which all individuals can take while contributing to the waste management includes the following:-

- (a) Separation of household waste into bio-degradable and non-biodegradable.
- (b) Reduce use of plastic bags and replace with paper or jute/cloth bags.
- (c) Recyclable waste such as paper, glass, cloth etc. could be segregated and disposed off accordingly.

- (d) Keep the surroundings of your house and around the house clean. Do not dump waste just outside the house on the road.
- (e) Colonies could start vermin-composting and natural composting.
- (f) What is waste for you is wealth for somebody else. There has been a tradition in India of finding an innovative use for everything –tyres, battery cases, plastic bins and what not. Think of reuse of the thing you would like to discard.

32. **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, aerobic digestion, palletisation etc.
- (h) Up gradation of the existing dump sites and Disposal of inert wastes sanitary landfills.

33. **Solid Waste Management.** Some of the highlights of the Solid Waste Management (SWM) Rules, 2016 are:

- (a) Waste segregation at source is mandatory. Waste generators have to segregate waste into three streams - Organic or Biodegradable waste, Dry waste (Plastic, Paper, Metal, Wood, etc.) and Domestic Hazardous waste (diapers, napkins, mosquito repellents, cleaning agents etc.). Further, bulk waste generators such as hotels, hospitals etc. are expected to treat organic waste either onsite or by collaborating with the urban local body.
- (b) Municipalities and urban local bodies have been directed to include informal waste pickers and rag pickers into their waste management process. This is the first time that national policy has acknowledged and included the informal sector into the waste management process.
- (c) FMCG product manufacturers that use non-biodegradable packaging for their products must put in place a system to collect the packaging waste generated due to their production.
- (d) Urban local bodies have been given a provision to charge bulk generators a user fee to collect and process their waste, additionally spot fines may be levied on user's burning garbage or throwing it in a public place.
- (e) No non-recyclable waste having a calorific value of 1,500 Kcal/kg or more should be disposed in the landfills. It should either be utilized for generating energy or can be used for preparing refuse derived fuel or it can be used for co-processing in cement or thermal power plants.

WOMEN HEALTH AND SANITATION

34. Women's health in India can be examined in terms of multiple indicators, which vary by geography, socio economic standing and culture. To adequately improve the health of women in India multiple dimensions of well-being must be analysed in relation to global health averages and also in comparison to men in India. Health is an important factor that contributes to human well-being and economic growth.

35. Currently, women in India face a multitude of health problems, which ultimately affect the aggregate economy's output. Addressing the gender, class or ethnic disparities that exist in healthcare and improving the health outcomes can contribute to economic gain through the creation of quality human capital and increased levels of savings and investment.

36. Gender is one of the main social determinants of health—which include social, economic, and political factors—that play a major role in the health outcomes of women in India and access to healthcare in India. Therefore, the high level of gender inequality in India negatively impacts the health of women. Studies have indicated that boys are more likely to receive treatment from health care facilities compared to girls.

37. Gender discrimination begins before birth; females are the most commonly aborted sex in India. If a female foetus is not aborted, the mother's pregnancy can be a stressful experience, due to her family's preference for a son. Once born, daughters are prone to being fed less than sons, especially when there are multiple girls already in the household. As girls mature into adulthood, many of the barriers preventing them from achieving equitable levels of health stem from the low status of women and girls in Indian society, particularly in the rural and poverty-affected areas.

38. **Problems with India's Healthcare System.** Women are negatively affected by the geographic bias within implementation of the current healthcare system in India. Of all health workers in the country, nearly two thirds are men. This especially affects rural areas where it has been found that out of all doctors, only 6 percent are women. This translates into approximately 0.5 female allopathic physicians per 10,000 individuals in rural area.

39. **Health Problems of Tribal Women.** The high incidence of breast lumps among Adivasi women of Adilabad in Telangana has created apprehension of more serious health impacts for this remote population. "Leave alone breast cancer or any other type of carcinoma, even routine mammarian infections were unknown among indigenous people belonging to the Gond, Pardhan, Kolam and Thotti tribe."

40. **Malnutrition and Morbidity.** Poverty and malnutrition are common issues faced by Indian women. Nutrition plays a major role in and individual's overall health; psychological and physical health status is often dramatically impacted by the presence of malnutrition. One of the main drivers of malnutrition is gender specific selection of the distribution of food resources.

41. Maternal malnutrition has been associated with an increased risk of maternal mortality and also child birth defects. Addressing the problem of malnutrition would lead to beneficial outcomes for women and children.

Breast Cancer

42. India is facing a growing cancer epidemic, with a large increase in the number of women with breast cancer. By the year 2020 nearly 70 percent of the world's cancer cases will come from developing countries, with a fifth of those cases coming from India.

43. Much of the sudden increase in breast cancer cases is attributed to the rise in Westernisation of the country. This includes westernised diet, greater urban concentrations of women, and later child bearing. Additionally, problems with India's health care infrastructure prevent adequate screenings and access for women, ultimately leading to lower health outcomes compared to more developed countries.

TREE PLANTATION

44. Tree-planting is the process of transplanting tree seedlings, generally for forestry, land reclamation, or landscaping purpose. It differs from the transplantation of larger trees in arboriculture, and from the lower cost but slower and less reliable distribution of tree seeds.

45. Because trees remove carbon dioxide from the air as they grow, tree planting can be used as a geoengineering technique to remove CO₂ from the atmosphere. Desert greening projects are also motivated by improved biodiversity and reclamation of natural water systems, but also improved economic and social welfare due to an increased number of jobs in farming and forestry.

46. Tree Plantation drives combat many environmental issues like deforestation, erosion of soil, desertification in semi-arid areas, global warming and hence enhancing the beauty and balance of the environment. Trees absorb harmful gases and emit oxygen resulting in increase in oxygen supply. On an average, a single tree emits 260 pounds of oxygen annually. Similarly, a fully-grown tree is sufficient for 18 human beings in one acre of land in one year stressing the importance of tree plantation for mankind.

47. The type of tree planted may have great influence on the environmental outcomes. It is often much more profitable to outside interests to plant fast-growing species, such as eucalyptus, casuarina or pine (e.g., *Pinusradiata* or *Pinuscaribaea*).

48. To promote the growth of native ecosystems, many environmentalists advocate only indigenous trees be planted. A practical solution is to plant tough, fast-growing native tree species which begin rebuilding the land. Planting non-invasive trees that assist in the natural return of indigenous species is called "assisted natural regeneration." Alternatively, farmer-managed natural regeneration (FMNR), involves farmers preserving trees (not replanting), and is considered to be a more cost effective method of reforestation than regular tree planting.

TRAFFIC AWARENESS

Save Yourself by Learning Traffic Signs and Road Safety Measures

49. Traffic signs are the silent speakers on the road. Be it the person behind the wheel or a pedestrian, having a sound knowledge about road safety is absolutely necessary for all before hitting the roads.

50. Traffic signs give information about the road conditions ahead, provide instructions to be followed at the major crossroads or junctions, warn or guide drivers, and ensure proper functioning of road traffic. Being unaware of road signs is akin to throwing caution to the wind. It can lead to loss of life and property. A person is supposed to be familiar (get through a written or oral test) with the traffic signs and symbols before acquiring a driving license in India.

Traffic Control Organisation

51. Road traffic control involves directing vehicular and pedestrian traffic around a construction zone, accident or other road disruption, thus ensuring the safety of emergency response teams, construction workers and the general public. Traffic control also includes the use of CCTV and other means of monitoring traffic by local or state roadways authorities to manage traffic flows and providing advice concerning traffic congestion.

52. 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

53. 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.

Causes of Road Accidents

54. Road accidents are very common in our nation and the majority of these road crashes are caused by human error. While some are relatively minor, thousands of lives are taken every year by these road accidents. Few of the causes are listed below:-

- (a) **Distracted Driving.** It becomes a larger threat every year and has been the leading cause of car accidents for the past decades. Please pay attention to the road while you are driving. That means no calls, no eating, no reading, no grooming or application of makeup, and talking while behind the wheel.
- (b) **Drunk Driving.** Drunk driving is one of the most dangerous causes of accidents in the nation and is the deadliest. If you have had anything to drink, take a taxi or give your keys to a sober friend. It is not worth the risk.

(c) **Speeding.** Although it can be tempting to push the speed limit when you are running late, speeding is the second most common cause of accidents, so you should resist the urge and stay within the legal limits.

(d) **Reckless Driving.** Changing lanes too quickly, speeding well over the limit, and acting aggressive on the roads can lead to horrible accidents. It is important to take your time and remain calm while driving to avoid needless accidents caused by simple carelessness.

(e) **Rain.** While you can't always avoid driving in the rain, the slippery, treacherous road conditions caused by heavy rains should be avoided when at all possible. If visibility is too low to drive or the roads seem particularly slick, you should pull over and wait until the storm passes.

(f) **Running Red Lights.** It may seem obvious, but it bears repeating. Red always means stop. Even if it seems like no other cars are coming, you can cause a serious accident by running a red light and you will be breaking the law.

(g) **Night Driving.** Lack of visibility makes hazards more difficult to see at night. Make sure that you are extra alert on the road at night, and use your full lights when on an abandoned road without street lights.

(h) **Tailgating.** There is never an excuse to get too close to the car in front of you, no matter how frustratingly slow they seem to be going. Keep a safe distance from other cars so that you will have time to react to sudden turns or uses of brakes.

(i) **Wrong-Way Driving/ Improper Turns.** Everyone makes mistakes, but lapses in judgement while driving a car can cause horrible accidents. Be aware of street signs warning of one-way streets or other irregularities, especially in unfamiliar areas. When people don't get in the proper lane to make a turn, use signals properly, or follow traffic signals, accidents happen. Always look out for traffic signs and obey the proper right-of-way when you make a turn.

(k) **Teenage Drivers.** Teens don't have the experience to know what to do in unsafe conditions and that causes accidents. If you have teenagers, make sure that they have had a defensive driving course, do not permit cell phone use while driving, and limit the passengers they can take with them in the car.

(l) **Drugs.** While alcohol is the culprit we usually associate with drugs, including marijuana, prescription pills and other illegal drugs also cause terrible accidents. Never drive if you are under the influence of any drug, prescribed or not.

55. **Road Safety Education.** Education about road safety is often provided in schools, colleges, workplaces, clubs and public places. However, there could be other ways to create mass awareness:

- (a) Distribute booklets and pamphlets in schools.
- (b) Show presentations on road safety, traffic signs and negative aspects of road accidents in the classrooms.
- (c) Share online content with peers.
- (d) Encourage parents to help children learn preventive measures in real time.
- (e) Educate teachers with the basic laws and regulations on the road.

56. **Celebrating Road Safety.** Every year, prominent metro cities of India celebrate the road safety week to promote road safety measures and aware people about various traffic signs. During the entire week, the transport departments of various states create awareness through community building process in schools, colleges, offices, and on roads. They also sensitize people about the outcome of drunken driving, high-speed driving, the importance of wearing a helmet for bikers and seat belts for four-wheeler drivers. They also educate about traffic and driving signals. At times, they choose themes to communicate to the masses

POLLUTION

Types of Pollutants

57. The term "pollution" refers to any substance that negatively impacts the environment or organisms that live within the affected environment. The five major types of pollution include: air pollution, water pollution, soil pollution, light pollution, and noise pollution.

58. **Air Pollution.** A major source of air pollution results from the burning of fossil fuels. Vehicle and factory emissions are common sources of this type of air pollution. The burning of fossil fuels contributes to the formation of smog, a dense layer of particulate matter that hangs like a cloud over many major cities and industrial zones. Air pollution contributes to respiratory problems such as asthma, lung cancer, chronic bronchitis, and other lung ailments. Nitrogen and sulphur oxides in the air contribute to acid rain, which is a form of precipitation with a lower (more acidic) pH than normal. Acid rain harms forests, species that live in water bodies, and degrades outdoor statues, monuments, and buildings.

59. **Water Pollution.** A major source of water pollution is runoff from agricultural fields, industrial sites, or urban areas. Runoff disrupts the water body's natural balance. For example, agricultural runoff typically includes fertilizer or toxic chemicals. Fertilizer can cause algal blooms (an explosive growth of algae), choking out other plants and decreasing the amount of available oxygen necessary for the survival of other species. Raw sewage is another type of water pollutant. When sewage gets into the drinking water supply, serious stomach and digestive issues may result, including the spread of diseases such as typhoid or dysentery. A third source of water pollution is trash. Improperly disposed of items, such as plastic bags, fishing line, and other materials may accumulate in the water and lead to the premature death of animals that get tangled within the garbage.

60. **Soil Pollution.** Soil can become polluted by industrial sources or the improper disposal of toxic chemical substances. Common sources of soil pollution include asbestos, lead, PCBs, and overuse of pesticides/herbicides.

61. **Light Pollution.** Light pollution refers to the large amount of light produced by most urban and other heavily-populated areas. Light pollution prevents citizens from seeing features of the night sky and has also been shown to impede the migration patterns of birds and the activities of nocturnal animals.

62. **Noise Pollution.** Noise pollution typically refers to human-made noises that are either very loud or disruptive in manner. This type of pollution has been shown to impact the movement of sea mammals, such as dolphins and whales and also impacts the nesting success of birds.

SUMMARY

63. Social security is of three types:-

- (a) Social Insurance.
- (b) Services.
- (c) Basic Security.

Female Foeticide

64. **Causes of Female Foeticide.**

- (a) Extreme Desire to Have a Male Child.
- (b) Unwanted Pregnancy.
- (c) Dowry System.
- (d) Poor Medical Ethics.
- (e) Inferior Status.

65. **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

66. **Causes of Dowry System.**

- (a) Economic factors.
- (b) Social factors.
- (c) Religious Factors.
- (d) Economic Inequality.
- (e) Increasing Unemployment of Males.
- (f) Parental Compulsions.
- (g) Divine Sanctions.

67. **Prevention of Dowry**

- (a) Not to offer or accept any dowry.
- (b) Educate the members of the family with law - that accepting or giving dowry is an offence.
- (c) Educate the members of the family and the neighbours to respect a woman's rights and privileges.
- (d) Encourage women to fight for their rights.
- (e) Educate the girl child to become economically independent.
- (f) Strict law enforcement on dowry.

Drug Abuse

68. **Preventive Measures**

- (a) The Government must use all the media to propagate against the habit of drug-taking.
- (b) Voluntary organizations should pay more attention to instruct addicts how to give up the vice to bring them to the main stream of public life without shame or sorrow.
- (c) Physicians should teach them how to prevent and avoid the evil and how to lead a normal healthy life.
- (d) Parents should pay more care, attention and love to their sons and daughters.
- (e) Reading of moral and religious books is also helpful to addicts.
- (f) The police must act fearlessly to act against the people involved drug traffic.

HIV / AIDS

69. **How Does HIV/AIDS Spread.**

- (a) Sexual Transmission.
- (b) Blood Transfusions.
- (c) Sharing Needles and Syringes for Intravenous Drug Use.
- (d) Mother to Child Transmission.
- (e) Skin Piercing.
- (f) Oral Route.

70. **Role of the Youth in Preventing HIV / AIDS.**

- (a) Youth can assume responsibility in preventing HIV infections by avoiding behaviour that might lead to HIV infections.
- (b) Youth may also share the right to refuse sex and assume responsibility for ensuring safe sex.
- (c) People living with HIV/AIDS have the same right to education, employment, health, travel, marriage, recreation, privacy, social security, scientific benefits etc. Hence, all should share responsibilities for avoiding HIV infection / re-infection.
- (d) The youth by creating a proper and positive peer pressure, can delay the age at first sex, avoid sex before marriage, practicing safer sex, and preventing alcohol and drug abuse. The stereotypical image of a "macho" male needs to be changed to depict responsible behaviours.
- (e) The young can also play an important role in addressing gender imbalance, which is one of the important factors for underdevelopment and HIV transmission.
- (f) Youth should also educate general public by spreading the information that HIV cannot be transmitted by the following actions:-
 - (i) Shaking Hands.
 - (ii) Sharing of Clothes.
 - (iii) Sharing of Food and Utensils.
 - (iv) Sharing of Toilets.
 - (v) Insect Bites.
 - (vi) Hugging or Kissing.
 - (vii) Working in the same office or travelling in the same vehicle.
 - (viii) Playing or swimming with the infected person.
 - (ix) Coughing, sneezing or in routine patient-care activities (bedmaking, feeding etc).

Beti Bachao, Beti Padhao

71. It is a campaign of the Government of India that aims to generate awareness and improve the efficiency of welfare services intended for girls in India. Strategies employed to successfully carry out the scheme are:

- (a) Implement a sustained social mobilization and communication campaign to create equal value for the girl child and promote her education.
- (b) Place the issue of decline in child sex ratio/sex ratio at birth in public discourse, improvement of which would be an indicator for good governance.
- (c) Focus on gender critical districts and cities.

72. The Beti Bachao campaign is also supported by the Indian Medical Association.

Mission Indradhanush

73. Mission Indradhanush is a health mission of the government of India. The ultimate goal of Mission Indradhanush is to ensure full immunization with all available vaccines for children up to two years of age and pregnant women. Intensified Mission Indradhanush will cover low performing areas in the selected districts (high priority districts) and urban areas. Special attention will be given to unserved/low coverage pockets in sub-centre and urban slums with migratory population. The focus is also on the urban settlements and cities identified under National Urban Health Mission (NUHM).

Digital India

74. **Digital India** is a campaign launched by the Government of India in order to ensure the Government's services are made available to citizens electronically by improved online infrastructure and by increasing Internet connectivity or by making the country digitally empowered in the field of technology. The initiative includes plans to connect rural areas with high-speed internet networks. Digital India consists of three core components: the development of secure and stable digital infrastructure, delivering government services digitally, and universal digital literacy.

Waste Management

75. Waste Management refers to the collection, transport, processing or disposal, managing and monitoring of waste materials. The term normally relates to all kinds of waste, whether generated during the extraction of raw materials, the processing of raw materials into intermediate and final products, the consumption of final products, or other human activities, including municipal (residential, institutional, commercial), agricultural, and social (health care, household hazardous waste, sewage sludge). Waste management is intended to reduce adverse effects of waste on health, the environment or aesthetics. All wastes materials, whether they are solid, liquid, gaseous or radioactive, fall within the scope of waste management. It also encompasses the legal and regulatory framework that relates to waste management encompassing guidance on recycling etc.

Women Health and Sanitation

76. Women's health in India can be examined in terms of multiple indicators, which vary by geography, socio economic standing and culture. To adequately improve the health of women in India multiple dimensions of well-being must be analysed in relation to global health averages and also in comparison to men in India. Health is an important factor that contributes to human well-being and economic growth.

77. Currently, women in India face a multitude of health problems, which ultimately affect the aggregate economy's output. Addressing the gender, class or ethnic disparities that exist in healthcare and improving the health outcomes can contribute to economic gain through the creation of quality human capital and increased levels of savings and investment.

78. Gender is one of the main social determinants of health which include social, economic, and political factors that play a major role in the health outcomes of women in India and access to healthcare in India.

Tree Plantation

79. Tree-planting is the process of transplanting tree seedlings, generally for forestry, land reclamation, or landscaping purpose. Because trees remove carbon dioxide from the air as they grow, tree planting can be used as a geoengineering technique to remove CO₂ from the atmosphere. Tree Plantation drives combat many environmental issues like deforestation, erosion of soil, desertification in semi-arid areas, global warming and hence enhancing the beauty and balance of the environment.

Traffic Awareness

80. **Road traffic control** involves directing vehicular and pedestrian traffic around a construction zone, accident or other road disruption, thus ensuring the safety of emergency response teams, construction workers and the general public.

81. Causes of Road Accidents

- (a) Distracted Driving.
- (b) Drunk Driving.
- (c) Speeding.
- (d) Rain.
- (f) Running Red Lights.
- (g) Night Driving.
- (h) Tailgating.
- (j) Wrong-Way Driving/ Improper Turns.
- (k) Teenage Drivers.
- (l) Drugs.

CHAPTER SS - IV

PROTECTION OF CHILDREN AND WOMEN SAFETY

PROTECTION OF CHILDREN

Introduction

1. 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

2. 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.

3. 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

4. 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.

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

6. 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

7. 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.

8. 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.

Child Abuse

9. 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.

10. 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.

11. 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 behavioural, 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.

12. **Child Abuse in 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.

WOMEN SAFETY

General

13. Safety of Women in India is a vast topic now-a-days. We cannot say that women are safe in India by seeing the last few year crimes against women especially in the national capital. Women generally feel frightened while going alone outside to the home. It is a very sad reality of the country that its women citizens are living with fear all time. Personal safety of women has been the topic of importance for every Indian citizen. In order to improve the condition regarding women safety in India, following are some points as tips for women safety:

14. **Some Tips Regarding Women Safety.**

- (a) Self defence techniques are the first and foremost thing to which each and every woman must be aware of and get proper self-defense training for their safety. They must be aware of some effective defence techniques such as kicks to groin, blocking punches, etc.
- (b) Generally, most of the women are gifted with sixth sense which they must use whenever they encounter any problem. They should at once avoid any situation which they feel is bad for them.
- (c) Escape and run is also a good way to reduce some risks of women whenever they encounter any problem. They should never go with any unknown person alone at unknown places.
- (d) Women must understand and feel their physical power and use accordingly. They should never feel weaker than men and take self-defence training.
- (e) They should be careful while communicating with someone on internet in the cyberspace.
- (f) Pepper spray can also be proved as a useful self-defence tool however it has a drawback that some people cannot be harmed through it even after full-face spray.
- (g) They must have all the emergency numbers with them and WhatsApp also if possible so that they can immediately tell to their family members and police.
- (h) Women should be very conscious while driving a car and going on any trip. They must lock all the doors of the car while travelling with own or private car.

Safety Laws for Women in India

15. There is a list of safety laws for women in India working in the field to provide safety to the women from all type of crimes against women. Some safety laws are Child Marriage Restraint Act 1929, Special Marriage Act 1954, Hindu Marriage Act 1955, Hindu Widows Remarriage Act 1856, Indian Penal Code 1860, Dowry Prohibition Act 1961, Maternity Benefit Act 1861, Foreign Marriage Act 1969, Indian Divorce Act 1969, Medical Termination of Pregnancy Act 1971, Christian Marriage Act 1872, Code of Criminal Procedure 1973, Equal Remuneration Act 1976, Married Women's Property Act 1874, Births, Deaths & Marriages Registration Act 1886, Indecent Representation of Women (Prevention) Act 1986, Muslim women (protection of rights on divorce) Act 1986, Commission of Sati (Prevention) Act 1987, National Commission for Women Act 1990, Prohibition of Sex Selection Act 1994, Protection of Women from Domestic Violence Act 2005, Prevention of Children from Sexual Offences Act 2012, Sexual Harassment of Women at Work Place Act 2013, etc.

16. Another Juvenile Justice (Care and Protection of Children) Bill, 2015 has been passed replacing the existing Indian juvenile delinquency law of 2000 (Juvenile Justice (Care and Protection of Children) Act, 2000). This act was passed by the Lok Sabha on 7th of May in 2015 and however, by the Rajya Sabha on 22nd of December in 2015. This act is passed to lower down the juvenile age from 18 to 16 years in cases of heinous offense (especially after the release of Nirbhaya's case accused juvenile).

Conclusion

17. 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.

18. Women safety is a big social issue which needs to be solved urgently by the effort of all. It is inhibiting the growth and development of the country and most importantly hurting the half population of the country in all aspects (physically, mentally, and socially).

SUMMARY

19. 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.

20. 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. Child Abuse can be of following forms:-

- (a) Physical Abuse.
- (b) Emotional Abuse.
- (c) Sexual Abuse
- (d) Child Neglect.

21. There is a list of safety laws for women in India working in the field to provide safety to the women from all type of crimes against women. Some safety laws are Child Marriage Restraint Act 1929, Special Marriage Act 1954, Hindu Marriage Act 1955, Hindu Widows Remarriage Act 1856, Indian Penal Code 1860, Dowry Prohibition Act 1961, Maternity Benefit Act 1961, Foreign Marriage Act 1969, Indian Divorce Act 1969, Medical Termination of Pregnancy Act 1971, Christian Marriage Act 1872, Code of Criminal Procedure 1973, Equal Remuneration Act 1976, Married Women's Property Act 1874, Births, Deaths & Marriages Registration Act 1886, Indecent Representation of Women (Prevention) Act 1986, Muslim women (protection of rights on divorce) Act 1986, Commission of Sati (Prevention) Act 1987, National Commission for Women Act 1990, Prohibition of Sex Selection Act 1994, Protection of Women from Domestic Violence Act 2005, Prevention of Children from Sexual Offences Act 2012, Sexual Harassment of Women at Work Place Act 2013, etc.

CHAPTER SS - V

ROAD / RAIL TRAVEL SAFETY

Introduction

1. Road/Rail accidents are man-made disasters which involve high human suffering. They impose a huge cost in terms of deaths, injuries and loss of income. A road accident, also called a motor vehicle collision (MVC) among other terms, occurs when a vehicle collides with another vehicle, pedestrian, animal, road debris, or other stationary obstruction, such as a tree or pole. Such collisions often result in injury, death, and property damage. A rail accident is a type of disaster involving one or more trains. Train wrecks often occur as a result of miscommunication, as when a moving train meets another train on the same track; or an accident, such as when a train wheel jumps off a track in a derailment; or when a boiler explosion occurs. These could be avoided with certain precautions if taken in time. Towards this, role of traffic control organization and anti-drunken driving measures play key roles. The new Motor Vehicle Act is a significant step in this direction.

Do's & Don'ts: For Road / Rail Safety

2. 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 Identification Card while travelling.
- (ii) Always use over bridge to cross the track.
- (iii) Stop vehicles when the gate is closed at the crossing.
- (iv) Pull the chain, only in emergency if required to stop the train.
- (v) Report to the railway police regarding unidentified objects or suspected persons.

(d) **Don'ts for Rail Safety.**

- (i) Do not be careless while crossing train tracks.
- (ii) Do not try to get in/ get down while train is moving.
- (iii) Do not ignore the signal at railway crossing.
- (iv) Do not sit on the footsteps/foot board while travelling.
- (v) Do not use fire while travelling.
- (vi) Do not consume alcohol during journey.
- (vii) Do not accept any eatables from unknown persons.
- (viii) Do not quarrel with railway staff and fellow passengers.
- (ix) Do not travel on footboards of moving train.
- (x) Do not bunch up to present a large target at railway platforms.

How to Plan a Journey

3. Planning a trip is not difficult, if you know the essential items, you need to bring. Even if you're just taking a short trip, it pays to be prepared when you travel. Think ahead about the conditions you'll encounter at your destination.

- (a) The first item to pack is always common sense.
- (b) Clothes and food are a necessity in order to have a fun trip. Light clothing is the best attire for summer trip and clothes such as sweaters are the more suitable for cold places.
- (c) The most important thing to bring is money. Other stuff is also needed, but these are the top things to consider when packing for a trip.
- (d) Get a physical exam. If you've recently had surgery, a heart attack, a stroke, a bone fracture or another major health problem, your doctor can advise you on how soon you may travel, especially by air. Update immunizations. Even if you're just traveling across several states, be sure your immunizations are up-to-date.
- (e) Take extras. You never know when your stay might be extended or what unexpected circumstances might happen at your destination. Pack more of your medications than you think you'll need. Take along a list of your allergies and prescription medications.
- (f) Include a pair of sturdy, comfortable shoes and clothes that are appropriate for all weather variations at your destination.
- (g) Food is very important when considering a trip. Without food it is impossible to drive safely and focus on where you are going. Choosing the right food is an important decision, because you have limited space and need to choose wisely what you are going to bring.
- (h) Carry your important documents like Identity card.
- (j) Travel in group.
- (k) Do follow security instructions and procedure.
- (l) Do not accept any eatables from unknown persons.
- (m) Collect maximum information about the destination. Always have a map and contact numbers with you.

Conclusion

4. 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.

SUMMARY

1. Do's & Don'ts: For Road / Rail Safety.

(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

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(d) **Don'ts for Rail Safety.**

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- (vi) Do not consume alcohol during journey.
- (vii) Do not accept any eatables from unknown persons.
- (viii) Do not quarrel with railway staff and fellow passengers.
- (ix) Do not travel on footboards of moving train.
- (x) Do not bunch up to present a large target at railway platforms.

NATIONAL CADET CORPS 2019

CHAPTER SS - VI

NEW INITIATIVES

Introduction

1. In the new millennia India has been blessed with twin advantages, namely the demographic dividend and availability of Information Communication Technology (ICT) to effect unparalleled transformative change in the country. The ever-improving developments in ICT coupled with technologically literate young people, India is able to leap-frog many of her development issues in one go. Governments of the day are taking advantages of this opportunity through various new initiatives bringing in substantial improvement in the social and economic condition of the masses. Few of these initiatives are as under:-

- | | | |
|-----|-------------------------------|---|
| (a) | <u>Aadhar.</u> | For unique identity of citizens and its connectivity digitally. |
| (b) | <u>BHIM App.</u> | For fast, safe and trustworthy payments. |
| (c) | <u>Make in India.</u> | To encourage manufacturing in India. |
| (d) | <u>Start up India.</u> | For encouraging new businessmen. |
| (e) | <u>Skill India.</u> | For skill training schemes. |
| (f) | <u>Mudra Bank.</u> | Loan for entrepreneurs. |

AADHAR

2. 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.

Features of Aadhar

3. Aadhar has the following features which are peculiar to it:-

- (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.
- (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 centers etc.
- (c) **Random Number.** Aadhaar number is a random number devoid of any intelligence. Person willing to enroll 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.

Why Aadhar Card is Becoming Important?

4. 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.

5. **Advantages/Benefits of Aadhar Card.** Indian Government is planning to use Aadhar not only for the identity but also for the various other important purposes. Some of the uses are:-

(a) In several places and all government departments various documentary proof is required, but, the Aadhar will reduce the burden of many identity proofs.

(b) To open a 'bank account' or to operate a current account, now it's optional 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.

BHIM APP

6. The indigenously developed payment app 'BHIM' (Bharat Interface for Money) has been named after the main architect of Indian constitution, Dr Bhim Rao 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 technology and digital transactions. It can be used on all mobile devices, be it a Smartphone or a feature phone with or without internet connection. The payments through the new system (BHIM App) can be made by just a thumb impression after the bank account is linked with Aadhar gateway. Indeed, the technology through BHIM will empower poorest of the poor, small business and the marginalized sections. The app will minimize the role of plastic cards and point of sale machines. The app will eliminate fee payments for service providers like MasterCard and Visa, which has been a stumbling block in people switching to digital payments.

7. **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.

MAKE IN INDIA

8. 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.

9. 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.

10. 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, Defence 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.

11. 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

12. **Key features of the Programme:-**

(a) Facilitate foreign direct investment and production of goods in India by Indian and foreign companies in India.

(b) Increased demand for employment in various sectors.

(c) Attract foreign currency to be invested in the Indian industrial sectors.

(d) Create a demand of skilled people in specific sectors.

(e) It aims to ease doing business in India. It has far more potential to take India ahead of the present ranking.

START UP INDIA

13. Start-up 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.

14. The Stand-up India Initiative is also planned and run concurrently with Start-up India intended to encourage entrepreneurship among SCs/STs and women communities. Start-up India will be a flagship initiative of the Government of India to develop a strong eco-system for fostering innovation and Start-ups in the country that will drive sustainable economic progress and generate huge employment opportunities. The government through this initiative aims to empower Start-ups to grow through modernization and design. The main features of Start-up 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.

SKILL INDIA

15. Skill India is a campaign launched by the Government on 15 July 2015 which aims to train over 40 crore (400 million) people in India in different skills by 2022. It includes various initiatives of the government like "National Skill Development Mission", "National Policy for Skill Development and Entrepreneurship, 2015", "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" and the "Skill Loan scheme".

16. **Objectives of 'Skill India'**. The main goal is to create opportunities, space and scope for the development of the talents of the Indian youth and to develop more of those sectors which have already been put under skill development for the last so many years and also to identify new sectors for skill development. The new programme aims at providing training and skill development to 500 million youth of our country by the year 2020, covering each and every village.

17. **Features of 'Skill India'**.

- (a) The emphasis is to skill the youths in such a way so that they get employment and also improve entrepreneurship.
- (b) Provides training, Support and guidance for all occupations that were of traditional type like carpenters, cobblers, welders, blacksmiths, masons, nurses, tailors, weavers etc.
- (c) More emphasis will be given on new areas like real estate, construction, transportation, textile, gem industry, jewellery designing, banking tourism and various other sectors, where skill development is inadequate or nil.
- (d) Tailor-made, need-based programmes would be initiated for specific age groups which can be like language and communication skills, life and positive thinking skills, personality development skill, management skills, behavioral skills, including job and employability skills.
- (e) The course methodology of 'Skill India' would be innovative, which would include games, group discussion, brainstorming sessions, practical experiences, case studies etc.

18. **Advantages of Skill India.**

- (a) Raise confidence, improve productivity and give direction through proper skill development.
- (b) Skill development will enable the youths to get blue-collar jobs.
- (c) Developments of skills, at a young age, right at the school level, is very essential to channelize them for proper job opportunities.
- (d) Every job aspirant would be given training in soft skills to lead a proper and decent life. Skill development would reach the rural and remote areas also.
- (e) Corporate educational institutions, non-government organizations Government, academic institution and society would help in the development of skills of the youths so that better results are achieved in the shortest time possible.

MUDRA BANK

19. Micro Units Development and Refinance Agency Bank (or MUDRA Bank) is a public sector financial institution in India. It provides loans at low rates to micro-finance institutions and non-banking financial institutions which then provide credit to MSMEs - Micro, Small and Medium Enterprises.

20. **Objective of Mudra Bank.**

- (a) The main aim of the Mudra Bank programme is regulate the lending and borrowing activities in the microfinance setup of India and thus make it stable to a certain extent.
- (b) These organizations primarily cater to small business units, self-help groups, retailers and individual entrepreneurs.
- (c) The initiative aims to provide crediting services and financial support to those microfinance entities that are functioning across the country.

21. **Products and Offerings.**

- (a) The Mudra Bank will provide three kinds of loans – Shishu, Tarun and Kishore.
- (b) Shishu loans are basically for the ones who are just starting out their businesses the maximum amount that will be lent under Shishu loan is Rs. 50,000.
- (c) Kishore loans are for those who are in the middle stage of their business endeavours For Kishore loan, the upper limit is Rs. 5 lakhs.
- (d) Tarun loans are for those who are looking to move on to higher levels, such as doing business expansion. Tarun loan, the maximum amount has been fixed at Rs. 10 lakhs.
- (e) The bank will determine which loan applicant falls under particular category and the loans will be provided in accordance to that.

22. **Benefits of Mudra Bank.**

- (a) The biggest potential advantage of the Mudra Bank programme is that it can help a large number of countless entrepreneurs across the country by providing financial support, which is such an important component in their existence and eventual success.
- (b) With its focus on the underprivileged section of the Indian economic hierarchy, Mudra Bank may one day replicate what Grameen Bank has done in Bangladesh.

Conclusion

23. 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.

SUMMARY

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- | | | |
|-----|-------------------------------|---|
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| (b) | <u>BHIM App.</u> | For fast, safe and trustworthy payments. |
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25. 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.

26. BHIM is a biometric payment system app using Aadhar platform, and is based on Unified Payment Interface (UPI) to facilitate e-payments directly through bank. It stresses on the importance of technology and digital transactions. It can be used on all mobile devices, be it a Smartphone or a feature phone with or without internet connection. The payments through the new system (BHIM App) can be made by just a thumb impression after the bank account is linked with Aadhar gateway.

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28. Start-up 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. The Stand-up India Initiative is also planned and run concurrently with Start-up India intended to encourage entrepreneurship among SCs/STs and women communities. Start-up India will be a flagship initiative of the Government of India to develop a strong eco-system for fostering innovation and Start-ups in the country that will drive sustainable economic progress and generate huge employment opportunities.

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CHAPTER HH - I

HYGIENE AND SANITATION (PERSONAL AND CAMP HYGIENE)

Introduction

1. Maintaining hygiene and sanitation is necessary for many reasons; personal, social, health, psychological or simply as a way of life. Keeping a good standard of hygiene helps to prevent the development and spread of infections, illnesses and bad odours. Personal and Food Hygiene are necessary to preserve and improve the health of the individual and of the community as a whole. Its study is aimed at making the cadets aware of the many preventable health hazards and to enable them to look after themselves and their community most efficiently. It seeks to develop in them the concepts of healthy living. Personal hygiene involves all aspects of the health of an individual. Responsibility for the maintenance of personal health therefore lies with the individual. Every person must remain in perfect physical, mental and social health, only then can he serve the community and the country well.

2. **Personal Hygiene.** Personal hygiene involves those practices performed by an individual to care for one's bodily health and well-being, through cleanliness. Maintenance of personal hygiene is very important in preventing disease. It deals with the practices that help in the maintenance and promotion of a person's health. Personal hygiene habits such as washing hands and brushing teeth will keep bacteria, viruses and illness at bay. There are mental and physical benefits. Practicing good body hygiene helps you feel good about yourself. 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 take up and cause illnesses.
- (c) Brush your teeth twice a day. Brushing minimizes the accumulation of bacteria in mouth which can cause tooth decay and gum diseases.
- (d) Keeping finger and toe nails trimmed and in good shape will prevent problems such as hang nails and infected nail beds. Feet that are clean and dry are less likely to contact Athlete's foot.

3. **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 foodborne 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.

4. **Important Components of Food Hygiene.** Food is a potential source of infection and is liable to contamination by microorganisms 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 medium 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.

(b) **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.

(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 faecal 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.

(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 check-ups 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.

Camp Hygiene

5. Sanitation means keeping the living area and its surroundings neat and clean. This involves removal of waste products and refuse.

6. **Cook House.** The quality of food in the Camp should be of high standard and purchased from authorised or reputed dealers. All precautions should be taken to ensure that no case of Food Poisoning occur in the Camps. A sample of food provided to cadets will be preserved for 36 hours after the meal is served.

7. **Cooking and Serving of Food.** The following points need attention:-

- (a) All preliminaries, such as, cutting, peeling and washing of food items will be done in a separate room. Proper preparation tables, cutting and chopping blocks will be used for the purpose.
- (b) The cooked food should be served hot and so timed that food is ready just a few minutes before distribution.
- (c) Regular inspection of the hygiene, sanitation and cleanliness of the cook house staff and utensils should be carried out.
- (d) Avoid over peeling, use of excessive oil, condiments, salt and sugar.

8. **Soakage Pits.** Each cook house will have soakage pit, 6 feet deep and 4 ½ feet wide. These pits will be fly-proofed, filled with lime stone/brick and covered with a top layer of earth. Waste food will be buried in refuse pits which will be located away from the cook houses.

9. **Water Points.** Water used in the Camp must be from authorised source and must be checked by the local medical authority and certified as potable. Chemical for water treatment should be procured depending on requirement. Emphasis be laid on the following,

- (a) Cleanliness of the water containers and the surroundings be ensured.
- (b) Proper drainage facilities/soakage pits to avoid stagnation of water.
- (c) Wherever possible, provision of RO plant should be ensured for drinking water.

10. **Camp Latrines.** These are of following types:-

(a) **Deep Trench Latrines.** A pit three feet wide, at least eight feet deep and of a length suitable to the requirement is constructed and wooden seats placed over it with proper partitions and curtains. Soil may necessitate reverting of sides with sand bags, bamboos or wire netting. On vacation of camp, these are filled up with soil to assist in disintegration and prevent breeding of flies.

(b) **Shallow Trench Latrines.** For camps of less than a week's duration, dig a row of trenches in parallel, each trench being 3 feet long, 1 foot wide and 2 feet deep. Each trench should be 2 feet apart. The ratio is 5 trenches for the first hundred users and three for each subsequent hundred. After defecation, the excreta are covered with loose earth with a shovel or a scoop. These trenches are filled up after 24 hours and new trenches are dug up.

(c) **Urinals.** The most common urinal used for camps is the Funnel Urinals which are constructed over a simple soakage pit.

11. DTLs of proper specifications will be constructed and covered by proper latrine frames. Latrines will be smoked every morning. The wooden frames will also be washed twice a day and treated with lime. Partition screens will be erected for each latrine seat. Night Latrines will be earmarked and lighting provided. Sufficient urinals should be provided within the camp area. These will be treated daily with creosote and lime quick. Separate latrines and urinals will be established for girl and boy cadets and proper security ensured.

Conclusion

12. Adequate sanitation, together with good hygiene and safe water, are fundamental to good health and to social and economic development. Many sanitation programs are planned and executed by government bodies, and few are successful due to the failure to convince and educate the people of the importance of sanitation and the need for an active cooperation. Education factors play a very important role because it is only through the basic understanding of the need for sanitation can the people be mobilized for its implementation. It is only when they understand the consequences of the unsanitary conditions they have that they will be willing to change their habits.

SUMMARY

13. Personal hygiene involves those practices performed by an individual to care for one's bodily health and well-being, through cleanliness. Maintenance of personal hygiene is very important in preventing disease. It deals with the practices that help in the maintenance and promotion of a person's health.

14. 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 foodborne 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.

15. Sanitation means keeping the living area and its surroundings neat and clean. This involves removal of waste products and refuse.

16. DTLs of proper specifications will be constructed and covered by proper latrine frames. Latrines will be smoked every morning. The wooden frames will also be washed twice a day and treated with lime. Partition screens will be erected for each latrine seat.

NATIONAL CADET CORPS 2019

CHAPTER HH - II

FIRST AID IN COMMON MEDICAL EMERGENCIES AND TREATMENT OF WOUNDS

Introduction

1. First aid is the assistance given to any person suffering a sudden illness or injury, with care provided to preserve life, prevent the condition from worsening, and/or promote recovery. At its most basic, first aid is the initial assistance given to a victim of injury or illness. Comprised of relatively simple techniques that can be performed with rudimentary equipment, first aid is usually carried out by a lay person until professional medical assistance arrives. There will be number of occasions on which we may be faced with a situation where, we may be required to provide First Aid to the injured, because of an accident or due to any calamity. Therefore, it is very important for all cadets to have knowledge of providing basic First Aid in common medical emergencies.

Injuries to Internal Organs

2. 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 where in important organs like heart, lungs, liver or spleen might get ruptured. The following symptoms are observed in case of internal injuries:-

- (a) Cold clammy skin.
- (b) Weak or rapid pulse.
- (c) Shallow sighing and breathing.
- (d) Face pinched and pale.
- (e) Eyes deeply sunken with dark rings around them.
- (f) Patient usually restless and anxious and may lose consciousness.

3. Recognition.

- (a) Trouble breathing.
- (b) Shallow breathing.
- (c) Tenderness at site of injury.
- (d) Deformity & bruising of chest.
- (e) Pain upon movement/deep breathing/coughing.
- (f) Dusky or blue lips or nail beds.
- (g) May cough up blood.
- (h) Crackling feeling upon touching victim's skin

4. Treatment.

- (a) Call for an ambulance.
- (b) Assist the victim into a position of comfort
- (c) Conduct a secondary survey.
- (d) Monitor patient's condition carefully.
- (e) Be vigilant, keep alert for any changes.
- (f) If a flail segment is suspected, tightly secure a bulky dressing (such as a tightly folded hand towel) to help stabilize the injury.

5. **Open Chest Wounds.** An open pneumothorax or sucking chest wound - the chest wall has been penetrated (by knife, bullet, falling onto a sharp object).

6. Recognition.

- (a) An open chest wound – escaping air.
- (b) Entrance and possible exit wound (exit wounds are more severe).
- (c) Trouble breathing.
- (d) Sucking sound as air passes through opening in chest wall.
- (e) Blood or blood-stained bubbles may be expelled with each exhalation.

- (f) Coughing up blood.

7. **Treatment.**

- (a) Assess ABCs and intervene as necessary.
- (b) Do not remove any embedded objects.
- (c) Call for an ambulance.
- (d) Lateral positioning: victim's injured side down.
- (e) Treat for shock.
- (f) Conduct a secondary survey.
- (g) Monitor vitals carefully.

8. **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.

9. **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

10. **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.

11. **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.

12. **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 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.

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

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

15. **Rabid Dog Bite.** Rabies is a very dangerous disease transmitted by a rabid dog. The disease is preventable by giving anti-rabies vaccine.

16. **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.

Asphyxia.

17. 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.

18. **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.

19. **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.

20. **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.

21. **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.

22. **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.

23. **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.

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

25. **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 newspapers.
- (c) Give artificial respiration.
- (d) Treat for shock and burns.

26. **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.

27. **Stages of Unconsciousness.**

- (a) 1st Stage Delirium – When the restlessness of body and mind are present. Patient responds to loud commands, gives maximum response to minimum stimulus.
- (b) 2nd Stage Semi- Coma- Patient responds to painful stimuli only (minimum response to maximum stimulus).
- (c) 3rd Stage
- (d) 4th Stage When the patient makes no response to any Stimulus.

28. **Causes of Unconsciousness or Coma.**

- (a) Head injury and brain Hemorrhage.
- (b) Hypoglycaemia.
- (c) Heart failure.
- (d) Physical agents such as heat strokes, electric shocks.
- (e) Epilepsy.

29. **General Rules of First Aid in Casualties of Unconsciousness.**

- (a) Make the patient lie down with head turned to one side. Pull out his tongue.
- (b) Loosen the clothing, ensure fresh air.
- (c) If breathing has stopped or is irregular, start artificial respiration.
- (d) Keep the air passage clear.
- (e) Nothing should be given by mouth. Remove false teeth, if any.

30. **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.

31. **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 passages.
- (d) Cover the patient's mouth with clean gauze and blow directly and slowly into it. (10 – 12 times per minutes).

TREATMENT AND CARE OF WOUNDS

32. **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.

33. **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.

34. **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.

35. **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.

36. **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

37. 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.

SUMMARY

38. First aid is the assistance given to any person suffering a sudden illness or injury, with care provided to preserve life, prevent the condition from worsening, and/or promote recovery. At its most basic, first aid is the initial assistance given to a victim of injury or illness. Comprised of relatively simple techniques that can be performed with rudimentary equipment, first aid is usually carried out by a lay person until professional medical assistance arrives.

39. The following symptoms are observed in case of internal injuries:-

- (a) Cold clammy skin.
- (b) Weak or rapid pulse.
- (c) Shallow sighing and breathing.
- (d) Face pinched and pale.
- (e) Eyes deeply sunken with dark rings around them.
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- (d) Wash with soap and water. Use water freely.
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- (f) If breathing fails, start artificial respiration.

41. **Rabid Dog Bite First Aid Treatment.**

- (a) Immediately wash the bite area with lots of water and soap.
- (b) Wound should be cleaned with available antiseptic.
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- (d) Dog and the patient should be kept under observation for at least 10 days.

42. Signs and Symptoms of Asphyxia.

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- (d) Partial loss of consciousness.
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- (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.

44. **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 newspapers.
- (c) Give artificial respiration.
- (d) Treat for shock and burns.

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- (d) Put the knot away from the wound.
- (e) Bandaging should not be either too tight or loose.

CHAPTER HH - III

INTRODUCTION TO YOGA

Introduction

1. Yoga is a commonly known activity for physical, mental, and spiritual disciplines which originated in ancient India. One of the most detailed and thorough expositions on the subject are the Yog Sutras of Patanjali. Various traditions of yoga are found in Hinduism, Buddhism, Jainism and Sikhism. UNO has declared 21 June as the International Day of yoga. NCC is practising, propagating and celebrating this in a big way every year.

Definition and Purpose of Yoga

2. **Definition.** The concepts and practices of Yoga originated in India about several thousand years ago. Its founders were great Saints and Sages. The great Yogis presented rational interpretation of their experiences of Yoga and brought about a practical and scientifically sound method within everyone's reach. Yoga today is no longer restricted to hermits, saints and sages; it has entered into our everyday lives and has aroused a worldwide awakening and acceptance in the last few decades. The science of Yoga and its techniques have been reoriented to suit modern sociological needs and lifestyles. Experts of various branches of medicine including modern medical sciences are realizing the role of these techniques in the prevention and mitigation of diseases and promotion of health.

Purpose

3. 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.

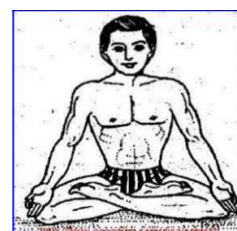
4. The characteristics of Yoga are given below:-

- (a) The Yogic system of health involves the exercise of skeletal as well as the deep-seated smooth muscles of the body.
- (b) The intra-thoracic and intra-abdominal pressure may be mentioned as special characteristics of the yoga system of health.
- (c) Little expenditure of energy and money is involved in the Yoga practices.
- (d) The rich as well as poor, and men and women of all ages can practice Yogic practices.
- (e) Every school of Yoga emphasized specific practices, but their aim always remained the same; but the highest level of integration through the control of the modification of mind.
- (f) The nature of Yogic practices is psycho-neurophysical.
- (g) All yogic practices are complementary.

Asanas

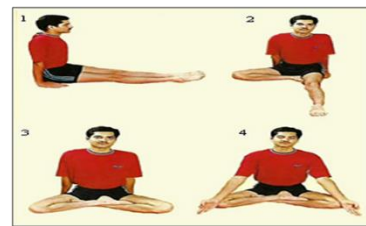
5. There are innumerable asanas. Some of the asanas useful for curing ailments and for maintaining good health are as follows:-

- (a) **Padmasana.** Sit on the asan. Spread the leg forward, 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 touch 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 asana is useful for Jaap, Dhyana and Samadhi. This asana also helps in curing diseases like asthma, hysteria and insomnia.

(b) **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 prostate 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.



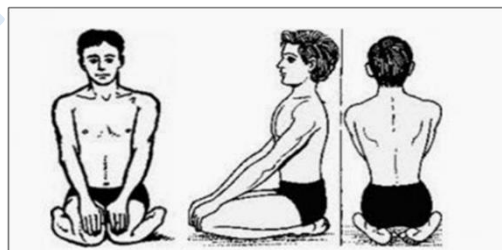
(c) **Gyan Mudra.** Sit in Padmasana or siddhasana. Put your Hands on your knees with palm facing upwards. Bend your index finger and place them at the root of your thumbs. Spread the remaining three fingers forward, all joined together. This asana is most suitable for pranayam and dhyana.



(e) **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.



(f) **Vajrasana.** 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.

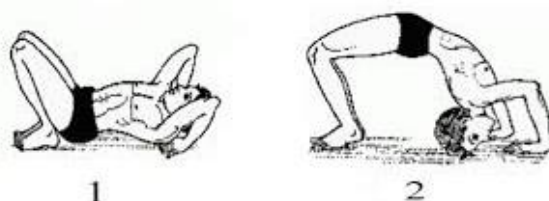


(g) **Dhanurasana.** Lie down on the chest, legs should be folded at the knees and the feet should be grasped with both the hands near the ankles. The thighs and the chest should be raised, making the body appear like a bow. This asana provides good exercise to the abdominal muscles, lower back and thighs, Timing 10-30 seconds, 4-5 times.

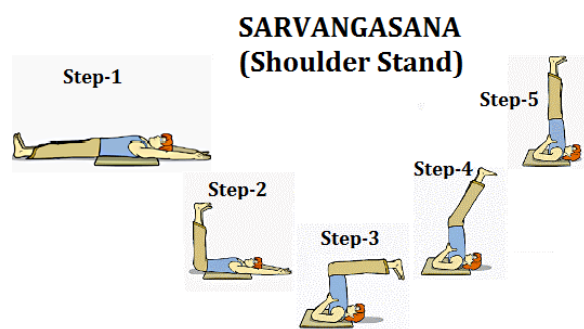


DHANURASANA (BOW POSE)

(h) **Chakrasana.** Lie down on the back. Bend the legs at the knees. Heels are close to the hips and sole touching the ground. Bend the arms at the elbows and place them on the ground on either side of the head. Place them in such a way that palms should rest on the ground and the direction of the fingers should be towards your feet. First raise your hips and waist, keeping the legs straight. Raise the back as far as possible. This asana helps in making the spine supple. Timing ½ -1 min, 1-2 times.



(n) **Sarvangasana.** Lie down flat on the back. Raise legs from the hips, push the trunk up until legs are in vertical position. The chin should press against the chest. The hands are giving support to lower ribs. Hold this position 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

6. Yoga is a subject which can be looked at intellectually and some useful and beneficial ideas imbibed. Yoga can be imbibed by adopting certain attitudes which alter the nature of the samskaras. Yoga can be imbibed by living in an ashram environment and trying to be aware of the physical, mental and spiritual dimensions at the same time. Yoga can be learnt in a classroom environment as science, as psychology, as an applied subject, with the aim of providing new understanding and insight into the life process, into areas where karmas are performed, into areas which shape the inner being in terms of awareness, inner development, the experience of harmony or balance, eventually culminating in the experience of samadhi and the fullness of wisdom, prajna.

SUMMARY

7. Yoga is a commonly known activity for physical, mental, and spiritual disciplines which originated in ancient India. One of the most detailed and thorough expositions on the subject are the Yog Sutras of Patanjali. The concepts and practices of Yoga originated in India about several thousand years ago. Its founders were great Saints and Sages. The great Yogis presented rational interpretation of their experiences of Yoga and brought about a practical and scientifically sound method within everyone's reach.

8. The characteristics of Yoga are given below:-

- (a) The Yogic system of health involves the exercise of skeletal as well as the deep-seated smooth muscles of the body.
- (b) The intra-thoracic and intra-abdominal pressure may be mentioned as special characteristics of the yoga system of health.
- (c) Little expenditure of energy and money is involved in the Yoga practices.
- (d) The rich as well as poor, and men and women of all ages can practice Yogic practices.
- (e) Every school of Yoga emphasized specific practices, but their aim always remained the same; but the highest level of integration through the control of the modification of mind.
- (f) The nature of Yogic practices is psycho-neurophysical.
- (g) All yogic practices are complementary.

CHAPTER A - I

ADVENTURE ACTIVITIES

PARASAILING

1. **Definition.** Parasailing is also known as Parascending or Parakiting. It is a recreational kiting activity where a person is towed behind a vehicle or a boat while attached to a specially designed canopy wing that reminds one of a parachutes, known as parasail wing. On land or over water the manned kite's moving anchor may be a car, truck or a boat. Parasailing just by kiting in heavy winds should be discouraged. The vehicle pulling the parasail should have enough pulling power. The parascender has little or no control over the parachute. There are six parts of a parasail. The harness attaches the person to the parasail, which is connected to the vehicle through the tow rope. The sport should not be confused with paragliding.

2. The Parasailing Equipment mainly consist of a Glider, which in its inflated form offers resistance to the wind and the air, then there is a harness which is attached to the paraglide and the pilot for safety purpose. A helmet and an extra parachute are there for the safety and the emergency landing of the pilot. VARIOMETER is the main instrument for gauging the ascent and the descent of the pilot.

SLITHERING

3. **Definition.** The literal definition of the word slithering is to slide or glide, like a reptile. This can be better explained as descending from a height, most of the times a bridge, slowly at a controlled pace and touch the surface underneath. The thrill in this sport is to see the ground coming closer and closer as you descend down and feel the wind in your hair and with no support besides a rope, which one is tied with.

4. It is also known as fast roping. Fast-roping, also known as Fast Rope Insertion Extraction System (FRIES) is a technique for descending a thick rope. It is useful for deploying troops from a helicopter in places where the helicopter itself cannot touch down. First developed by the British with UK rope manufacturer Marlow Ropes, its first combat use was during the Falkland War. The original rope was a thick nylon that could be used in a manner akin to a Firepole. The special ropes used today are braided (plaited), which results in pattern on the outer circumference that is not smooth and so is easier to grip. Originally, each person would hold the rope for the next person; however, this has been phased out.

Uses and Techniques of Slithering

5. **Uses.** Slithering is most commonly used in three situations which make landing a helicopter a potential safety hazard which are as follows:-

- (a) When ground is soft or uneven making for a dangerous landing situation.
- (b) Deployment into an urban setting with low building rooftops can be completed using a fast rope without having to find a large clearing to set down the helicopter.
- (c) A slithering deployment can be used when there is risk of fire from the opposition as fast roping shortens the time required to get the soldiers down and on to the ground, then the helicopter moved is out of danger.

6. **Techniques.** Proper technique for the sliders is essential in ensuring that an individual on the line does not deploy too fast, risking injury on landing or falling off the line altogether. Going too slowly can cause a logjam, forcing a longer deployment time. To fast rope, the soldier grabs onto the rope with both hands then steps out of the helicopter. Using both feet the soldier pinches the rope between their boots and then increases the pressure on the rope to regulate their speed.

ROCK CLIMBING

7. 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.

8. **Rock Climbing Techniques** A climbing technique is any type or combination of body posture, movement, or hold used in climbing. The Rock-Climbing techniques are as follows:-

(a) **Foot Jam.** This technique is also known as the heel-to-toe jam. It involves jamming the foot into a larger crack by twisting the foot into place, the contact with the crack being on the heel and toes.

(b) **Toe Jam in a Crack.** When the foot is too large, the toe jam is used by locking the toes into a crack and lowering the heel down.

9. **Safety Tips.** Use the following 10 tips to keep safe when you're doing 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 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.

CYCLING AND TREKKING

10. Cycling expedition refers to cycling over long distances prioritizing pleasure and endurance over utility or speed. Cycling can range from a single day ride to multi-day trips. Trekking is walking for a number of days, usually on uncharted paths, in challenging environments which are likely to be hilly, mountainous or jungle. The Himalayan routes are famous for attracting a large number of trekkers. Tours may be planned and organized by the Cadets for themselves and also for organizing rallies for various social activities to spread awareness as well as to convey a message to people in remote and far flung areas.

11. Each trek teaches oneself how to appreciate the beauty of nature, how to get adjusted with the situation and the importance of planning. A well-planned trek will allow you to enjoy it and avoid any inconvenience. A list of items which are essential for such an activity are listed below:-

- (a) Good rucksack in proper condition.
- (b) Clothing like wind cheater, woollens as per your requirements of the stay and season in which trek is going to be done.
- (c) Water, food and cooking utensils (if you are going to cook your own food).
- (d) Camera and its accessories (if interested in photography, always carry an extra pair of batteries and camera phone).
- (e) First Aid box.
- (f) Sleeping Mat or Sleeping Bag.
- (g) Oral rehydration solution (ORS).
- (h) Rope.
- (j) A good pair of shoes.
- (k) Cap (preferably of cotton).
- (l) Toiletry items.
- (m) Torch and batteries.
- (n) Marker and chalk.

Useful Tips for Trekking

12. Before setting out for a trek, following hints and tips are required to be considered during the planning phase:-

- (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 woollens 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.

SUMMARY

13. Parasailing is also known as Parascending or Parakiting. It is a recreational kiting activity where a person is towed behind a vehicle or a boat while attached to a specially designed canopy wing that reminds one of a parachutes, known as parasail wing. On land or over water the manned kite's moving anchor may be a car, truck or a boat.

14. The Parasailing Equipment mainly consist of a Glider, which in its inflated firm offers resistance to the wind and the air, then there is a harness which is attached to the paraglide and the pilot for safety purpose. A helmet and an extra parachute are there for the safety and the emergency landing of the pilot. VARIOMETER is the main instrument for gauging the ascent and the descent of the pilot.

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16. 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. Use the following 10 tips to keep safe when you're out rock climbing:-

- (a) Always Check Harnesses.
- (b) Always Check Knots.
- (c) Always Wear a Helmet.
- (d) Always Check the Rope and Belay Device.
- (e) Always Use a Long Rope.
- (f) Always Bring Enough Gear.
- (g) Always Climb with the Rope Over Your Leg.
- (h) Always Properly Clip the Rope.
- (j) Always Use Safe Anchors.

17. Cycling expedition refers to cycling over long distances prioritizing pleasure and endurance over utility or speed. Cycling can range from a single day ride to multi-day trips. Trekking is walking for a number of days, usually on uncharted paths, in challenging environments which are likely to be hilly, mountainous or jungle. The Himalayan routes are famous for attracting a large number of trekkers. Tours may be planned and organized by the Cadets for themselves and also for organizing rallies for various social activities to spread awareness as well as to convey a message to people in remote and far flung areas.

18. **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.
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CHAPTER OT - I

OBSTACLE TRAINING

Introduction

1. 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 high degree of confidence and develops the qualities of courage and will power to face all types of challenges and barriers in life.

Obstacle Course

2. 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 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.



(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.



- (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.



- (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.



- (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.



(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.



(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.



(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.



(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.



(k) **Straight Balance.** It is piece of wooden 3 inches thick, 4 inches wide and 12 ft in length, which is 12 inches above the ground level. A cadet crosses this obstacle running, keeping his arms open and balancing his body.



3. **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.

4. **Benefits.** Benefits of Obstacles courses are as under:-

- (a) Ensures physical fitness.
- (b) Ensures flexibility.
- (c) Ensures mental strength.
- (d) Coordination and balance of mind and body.
- (e) Improves risk taking ability.
- (f) Evaluating problem solving skills.
- (g) Over all team spirit.

Conclusion

5. The training in NCC is comprehensive. The basic training of regular Defence services (Army, Navy and Air force) is given to the students. The cadets receive training throughout the NCC course. Intensive training is given to cadets in the camps especially in Thal Sainik Camps. Obstacle course is one such training activity conducted that makes the NCC cadets physically fit and mentally tough. Obstacle training increases agility, courage, patience and increases their confidence.

SUMMARY

6. 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 tenure. 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.

7. **Obstacle Course.** It consists of the following obstacles.

- (a) Straight Balance.
- (b) Clear Jump.
- (c) Gate Vault.
- (d) Zig-Zag Balance.
- (e) High Wall.
- (f) Double Ditch.
- (g) Right Hand Vault.
- (h) Left Hand Vault.
- (i) Ramp.
- (j) Straight Balance.