

LESSON PLAN : COMMON SUBJECT

Ser No	Code	Subject	Remarks
1.	N – 1	Aims and Objectives of NCC	
2.	N – 3	Incentives to Cadets	
3.	NI – 3	Unity in Diversity	
4.	P – 1	Introduction to Personality Development	
5.	P – 2	Factors Influencing/ Shaping Personality : Physical, Social, Psychological and Philosophical	
6.	P – 3	Self Awareness - 1	
7.	P – 3	Self Awareness - 2	
8.	P – 3	Self Awareness - 3	
9.	P – 4	Change your Mind Set	
10.	P – 5	Interpersonal Relationship and Communication	
11.	P – 6	Communication Skills - 1	
12.	P – 6	Communication Skills - 2	
13.	P – 8	Types of Leadership	
14.	SA – 1	Basics of Social Service and its Need	
15.	SA – 2	Rural Development Programmes	
16.	SA – 3	Family Planning	
17.	SA – 4	Contribution of Youth in Nation Building	
18.	SA – 5	Contribution of Youth Towards Social Welfare	
19.	SA – 6	Drug Abuse and Drug Trafficking	
20.	SA – 7	Causes / Prevention of HIV/ AIDS	
21.	SA – 12	Right to Information (RTI) and Right to Education (RTE)	
22.	DM – 1	Civil Defence Organisation and NDMA	
23.	DM – 5	Essential Services and Their Maintenance	
24.	DM – 6	Assistance During Natural/ Other Calamities : Floods/ Cyclone/ Earthquake/ Accidents etc	
25.	E – 3	Waste Management	

Note : All Lesson plan applicable for ANO/ CTO.

LESSON PLAN : N - 1

AIMS AND OBJECTIVES OF NCC

Period	-	One
Type	-	Lecture
Code	-	N-1
Term	-	I (SD/SW)

Training Aids

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

Time Plan

2.

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

INTRODUCTION

3. During First World War, Britisher's created the **University Corps** with an aim for second line of defence and also to have a large pool of trained youth available for employment into the Armed Forces. NCC in India was conceptualised and raised before independence, mainly with an aim to groom the youth, boys and girls both, nurture them and channelise their energy towards nation building by making them responsible citizen.

4. After independence, the present day NCC came into existence on 16 Apr 1948, through XXXI Act of Parliament. NCC was formally inaugurated on 15 Jul 1948. The Girls Division of the NCC was raised in Jul 1949. On 01 Apr 1950, Air Wing was raised, with one Air squadron each at Bombay and Kolkata. The Naval Wing of the NCC was raised in Jul 1952, thus completing the true representation of all services in the Corps.

5. Today the NCC has an enrolled strength of more than 13 Lakhs cadets and it basically comprises of two divisions of all the three Services ie, the Senior Division / Senior Wing for boys / girls from colleges and the Junior Division / Junior Wing for boys / girls from schools. The Motto of NCC is 'Unity and Discipline'.

AIM

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

PREVIEW

7. The lecture will be conducted in following parts :-
 - (a) Part I - Aims of the NCC.
 - (b) Part II - Objectives of the NCC.

PART I : AIMS OF THE NCC

8. The aims of NCC are mainly three fold:-
- (a) To develop following qualities in the cadets :-
 - (aa) Development of Character.
 - (ab) Comradeship.
 - (ac) Discipline.
 - (ad) Secular Outlook.
 - (ae) Spirit of Adventure.
 - (af) Sportsmanship.
 - (ag) Ideals of selfless service among the youth of the country.
 - (b) To create a human resource of **Organised, Trained** and **Motivated** youth, to provide leadership in all walks of life and always be available for the service of the nation.
 - (c) To provide a suitable environment to motivate the youth to take up a career in the Armed Forces.

PART II : OBJECTIVES OF THE NCC

9. **Objectives of the NCC are:-**
- (a) Reach out to the maximum youths through various institutions.
 - (b) Make NCC as an important part of the society.
 - (c) Teach positive thinking and attitude to the youths.
 - (d) Become a main source of National Integration by making NCC as one of the greatest cohesive force of our nation irrespective of any caste, creed, religion or region.
 - (e) Mould the youth of the entire country into a united, secular and disciplined citizens of the nation.
 - (f) Provide an ideal platform for the youth to showcase their potential in nation building.
 - (g) Instill spirit of secularism and united India by organizing National Integration Camps all over the country.
 - (h) Reach out to the youths of friendly foreign countries through Youth Exchange Programmes (YEP).

CONCLUSION

10. The NCC has come a long way and as a organization it has assumed a very important place in the country in grooming the youths to be a leader of tomorrow. Living upto its motto i.e Unity and Disciplinell it strives in its endeavour to meet all its objectives by bringing together the vibrant youths of the entire country.

LESSON PLAN : N – 3

INCENTIVES TO CADETS

Period	-	One
Type	-	Lecture
Code	-	N-3
Term	-	I (SD/SW)

Training Aids

1. Computer Slides, Chart, Pointer, Black board & Chalk.

Time Plan

2.

(a)	Introduction	-	05 Min
(b)	Incentives by Centre	-	15 Min
(c)	Incentives by States	-	15 Min
(d)	Conclusion	-	05 Min

INTRODUCTION

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

AIM

4. To acquaint cadets about Incentives given to the NCC the Centre and State Govts.

PREVIEW

5. The class will be conducted in following parts:-
 - (a) Part I - Incentives given by the Centre.
 - (b) Part II - Incentives given by the State.

PART I : INCENTIVES BY THE CENTRE GOVT

Concession in Employment

6.
 - (a) **For 'C' Certificate Holders.** Specific vacancies in the Army, AF and Navy are reserved 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 has to clear before final selection as per the merit list. The following vacancies are reserved by each service as officers :-
 - (i) **Army.** 64 seats per year at IMA and 100 seats per year at OTA. 11

- (ii) **Navy.** 06 seats per course through Naval SSB.
- (iii) **Air Force.** 10% vacancies in all courses through Air Force SSB.
- (b) 5-10% bonus marks for recruitment in ranks in Army, Navy and Air force.
- (c) Bonus marks for employment in Para Military Forces and Department of Telecommunication.
- (d) Can apply for gazetted post in CRPF if third division degree held by the cadet.
- (e) Preference in State Services and also in private sectors.
- (f) Employment within NCC as Whole Time Lady Officer, Girl Cadet Instructor, Aero and Ship Modeling Instructor.

Financial Assistance / Scholarships

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

NCC Death Permanent Temporary

Activities Cases Disability Disability

- (a) High Risk 4,00,000/- upto 4,00,000/- upto 1,75,000/-
- (b) Other Activities 3,50,000/- upto 3,50,000/- upto 1,75,000/-

8. Other benefits provided by the CWS are:-

- (a) Scholarship to academically brilliant students.
- (b) Grant of Best Cadet Award of Rs 3500/- and 2nd Best Cadet Award of Rs 2500/- at each Group level.
- (c) Conduct sports and adventure activities.

9. **Scholarships.**

(a) **Cadets Welfare Society (CWS).** CWS awards scholarship of Rs 6000/- per cadet for 1000 NCC cadets every year.

(b) **Sahara Scholarship.** Sahara gives Rs 30,000/- for Professional and Other categories and Rs 12000/- for SD/SW.

PART II : INCENTIVES BY STATE GOVTS

10. The State-Wise Incentives given to NCC cadets are given below:-

S. No	State	Employment Benefits	Admission in Educational Institutions
1.	AP	Preference for NCC B'/C' certificate holders for recruitment in Police Service and Transport Department	<ul style="list-style-type: none"> ⌚ One seat reserved in degree and diploma courses and 5% seats for LLB courses in Osmania University ⌚ Seats in Govt. Polytechnics ,PG Degree/ Diploma Courses and Engineering Colleges ⌚ 0.25% seats in Medical Courses

LESSON PLAN : NI - 3

UNITY IN DIVERSITY

Period	-	One
Type	-	Lecture
Code	-	NI -3
Term	-	II (SD/SW)

Training Aids

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

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Importance and Fundamentals of National Unity	-	15 Min
	(c)	Relevance of NCC in Unifying India	-	15 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. India is a vast country with diversity in caste, religion, customs and traditions where people from different ethnological groups having different languages or dialects, follow different rituals in daily life and work together shoulder to shoulder. In spite of diversity in physical features and social systems, there is unity in India. It is held together by many ties like territory, language, culture, traditions, economic growth and inter-dependence

AIM

4. To acquaint the cadets about Unity in Diversity.

PREVIEW

5. The lecture will be conducted in following parts:-
 - (a) Part I - Importance and Fundamentals of National Unity.
 - (b) Part II - Relevance of NCC in Unifying India.

PART I : IMPORTANCE AND FUNDAMENTALS OF NATIONAL UNITY

Importance of National Unity

6. National unity is extremely essential for social peace and harmony. We can enjoy peace and security, if there is a mutual trust and goodwill among all the sects of people of the country. No progress can be made by the nation in any field if disruptive tendencies and divisive forces keep on destroying the very fabric of national unity.

Fundamentals of Unity

7. Some of the essentials for National Unity are as given below

- (a) **Language.** Narrow minded love towards one's own language and negative feeling towards others is a major hindrance to unity. No country can stand on the pillars of an alien language. A language, instead of dividing, should be a unifying force. A via media acceptable to all would go a long way in bringing about linguistic unity in the country. Along with regional languages one national language should be fully developed. Languages of different states should be encouraged in the educational institutions.
- (b) **Casteism.** It is felt in offices and colleges, in politics and almost in all walks of life. The feeling of belonging to an upper caste and hatred for the lower caste is not only an offence against mankind it is a threat to India's unity. The system of casteism and untouchability would eat into the very vitals of a society. Casteism should be tackled with an iron hand. There should be no communal or special constituents. The minority communities should be given their due share of advancement and communal favouritism should be sternly dealt with.
- (c) **Education.** In India about half of the total population is illiterate. An illiterate person cannot understand what is good or bad for himself or his country. Literacy is an important ingredient for unity. The pattern of education should be so oriented that it encourages love, brotherhood and unity amongst various communities. There could be exchange of teachers from one state to another and there should be no bar on the students of one state for admission into the universities of other states. It would help to cement the bonds of unity which is an essence of any nation.
- (d) **Communalism.** Communalism means discriminatory feelings of an individual against another on the basis of religion or caste. This also endangers the unity of our country. Fundamentalism is the greatest challenge to India's unity. This has to be sternly dealt with. The politicians who encourage provincialism and regionalism should be debarred from elections as members of legislative bodies. All citizens should regard themselves as Indians first and build unity between different sections of our society.
- (e) **Regionalism.** India is a vast country where regional diversities exist. The feeling of loyalty towards one's own state or region first is also a major hindrance in unity. People from different parts of the diversified subcontinent should meet under a common wing of national consciousness, forgetting the regional differences, sharing the feelings of togetherness and realise the proud feeling in themselves of being part and parcel of a common Indian diaspora.

PART II : RELEVANCE OF NCC IN UNIFYING INDIA

8. NCC creates awareness amongst youth about the diverse heritage of our country and fosters national integration despite linguistic, cultural, religious and geographical barriers. It helps cadets gain experience to live together, co-operate with each other and work in harmony with cadets of other states whom they have not known before, thus helping in strengthening unity as under:-

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

(b) **Cultural and Traditional Values.** Our country has diverse groups which have been divided on grounds of religion, caste, creed and language. NCC organises various camps and group activities where ample opportunity is given to the cadets to closely watch the cultural and traditional shows of other regions. It provides the cadets with an opportunity to appreciate each other's uniqueness and cultivate friendship.

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

CONCLUSION

9. It is the duty of each and every citizen of our country to strive to achieve total unity despite of diversity in culture, language and religion. We must remember that there should be no divisions between any religion or community. There is only one India of which, we all Indians are inheritors. We are therefore - Indian first and Indians last.

LESSON PLAN : P - 1
INTRODUCTION TO PERSONALITY DEVELOPMENT

Period	-	One
Type	-	L/P
Code	-	P-1
Term	-	1 (SD/SW)

Training Aids

1. Computer Slides, Charts, Marker Pens, Black Board, Chalk.

Time Plan

- | | | | | |
|----|-----|--|---|--------|
| 2. | (a) | Introduction | - | 05 Min |
| | (b) | Understanding Various Skills | - | 15 Min |
| | (c) | Understanding the Concept of Life Skills | - | 15 Min |
| | (d) | Conclusion | - | 05 Min |

INTRODUCTION

3. An Individual's personality is the complex of mental characteristics that makes them unique from other people. It includes all patterns of thought and emotions that cause us to do and say things in particular ways. Personality development is, developing a personality so as to create a strong positive impression about self with the targeted group. It is very important to maintain one's personality to prove in a long run.

AIM

4. To appraise cadets about Personality Development and enhancing the same through application of life Skills.

PREVIEW

5. The class will be conducted in the following parts:-
 - (a) Part I - Life Skills Vs Other Skills.
 - (b) Part2 - Define the Concept of Life Skills
 - (c) Part3 - Practical use of Core Skills in daily life.

PART I : LIFE SKILLS VS OTHER SKILLS

6. The class will be introduced to subject by activity method.

7. **Activity-Skills:**

- (a) **Step1:** Write the words 'SKILLS' in big bold letters on the flipchart Ask the participants to name a few skills they are familiar with.

(b) **Step2:** Categorize the responses as vocational, Functional, Literacy, Language, Numeric Skills, Cultural, Recreational and Life Skills:-

- (i) The difference between skilled and unskilled persons.
- (ii) Why is it necessary to have skills?
- (iii) How does one acquire skills?
- (iv) Why should the skills be enhanced?

8. Based on the brainstorming session the following will be elaborated about the various types of skills:-

- (a) Literacy Skills : Reading writing and arithmetic skills.
- (b) Language Skills : Communicating using a language in writing an speech.
- (c) Functional Skills : Filling up bank forms to deposit or withdraw money, able to read map, booking railway tickets, fix a fused bulb or leaky tap etc.
- (d) Vocational Skills : Enhancing livelihood opportunities-carpentry, tailoring. Making handicrafts, fisheries etc.
- (e) Sports Skills : Capable of playing on the field as part of a team or as a single player.
- (f) Cultural Skills : Capacity to lighten the spirits of the group he or she belongs to with activities that can break the monotony. For example, use of jokes, energizers etc.
- (g) Life Skills : Self-awareness, empathy, creative thinking, critical thinking, effective communication interpersonal relationship, decision making and problem solving, coping with stress, coping with emotions.

Part II : THE CONCEPT OF LIFE SKILLS

9. Skills are acquired through practice and patience. A Skilled person uses less time, energy and resources to do a job and produces quality results. Enhancing Life Skills enables us to adapt to situations and people and helps us to lead a healthy and positive life.

10. The class will now be introduced to definition by WHO “Life Skills are abilities for adopting positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”-WHO.

11. There are then core Life skills which helps in enhancing the personality of in individual They are as follows:-

(a) **Self Awareness:** Recognition of “self”, our character, our 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 be willing to learn more. This also helps them utilize the opportunities available to them in relation to their abilities. Self awareness is necessary for developing a positive attitude towards life.

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

- (c) **Critical Thinking** : Is the ability to analyze information and experience in an objective manner. It can help us recognize and assess the factors that influence our attitude and behavior, such as media and peer pressure influences.
- (d) **Problem Solving Skills**: Enable us to deal with problems in our lives in a constructive manner. The process of problem solving involves various steps. They are Identifying the problem exploring the available alternative and deciding on the best possible solution.
- (f) **Decision Making**: Decision Making is to choose from the varied options based on the existing knowledge of the topic under consideration keeping in mind the positive or negative consequences of each of the option.
- (g) **Interpersonal Relationship**: Ability to establish positive relationships helps us to relate in positive ways with the people we interact with. This means being able to make and maintain friendly relationships, which can be of great importance to our mental and social well being. It may also mean being able to end relationships constructively. Positive relationships help in the growth of the individuals involved.
- (h) **Effective Communication** : Is the ability to express, verbally through spoken or written language and non-verbally through gestures and body movements, in ways that are culturally acceptable.
- (l) **Coping with Emotions** : Being aware of the predominant emotion that preoccupies the mind at any point of time, knowing how emotions influence behavior, and being able to respond to emotions appropriately.
- (f) **Coping with Stress** : Means recognizing the source of stress in our lives, recognizing how this affects us physically and emotionally and acting in way that help us control our levels of stress, by changing our environment or life style and learning how to relax.

Part III : USE OF CORE SKILLS IN DAILY LIFE

9. Now the class will be introduced to the practical use of core life skills through a daily life activity.

(a) **Activity-Life Skills In Daily Life:**

(i) **Step 1-Game Kho-kho:** Inform the participants that it is time For 'Kho-kho', a popular game in rural and urban areas. Both teams of boys and girls can play this game. Randomly divide the participants into two teams and ask them to organize the game and play. Observe the process adopted by the groups (who takes the leadership, how they themselves, now they interact with each other whether they function as a team, what decisions are being made, body language used and how they carry on the game etc.)

(ii) **Step 2 - Analysis of the Game for Understanding Life Skills** : On completion of the game, initiate an interactive discussion to understand their experience in the whole process and their feelings while playing the game. The following questions may be asked:-

- (aa) Who took the lead?
- (ab) Who gave instructions?
- (ac) Was there team work?
- (ad) Was there any pressure on the team to perform? How did the team cope up with that?
- (ae) Was there a chance for the team to perform better than what they did? If yes, why?
- (af) How was the communication between the opponents? (Body language, sign language, shouting etc.)
- (ag) Was there any new technique used in the game?
- (ah) If someone got hurt, how did the others feel about it?
- (aj) Who resolved problems in the team? (A player not moving fast enough or not actively participating).
- (ak) Who cheered the team?
- (al) Who pointed out the shortcoming of the game?

(iii) **Step 3: On completion ,explain the game in terms of Life Skills :-**

- (aa) **Self Awareness:** What strength and weakness each one has – (can run very fast, very strong etc.).
- (ab) **Empathy:** Response of the team members when one of them gets hurt.
- (ac) **Critical Thinking:** Think how the opponent is planning the next move; identify the shortcomings of the game.
- (ad) **Creative Thinking:** Use a new technique to capture a player.
- (ae) **Effective Communication:** Verbal and non-verbal communication within and between teams.
- (af) **Interpersonal Relationship :** Accepting other team members as friend and being with them as a team.
- (ag) **Critical Thinking, Problem Solving and Decision Making :** When someone did not play as per team’s requirement to decide to change the strategy immediately.
- (ah) **Coping with Stress :** Stress of not being caught, not being eliminated for not following rules or for foul play, to win the game along with others.
- (ag) **Coping with Emotions :** Reaction on winning or losing the game.

13. The following story of “**Hunter and Pigenos**” will be narrated to the class and Life skills therein will be internalized through Brain Storming Session.

14. **Story of Hunter and Pigeons:**

(a) A group of pigeons enjoyed the fresh grains in a field every day. One day a hunter spotted them and decided to catch them. He spread a net in the field and waited for them to come. The pigeon were caught in the net. They realized that the hunter will take them away soon. The leader pigeon said, “We have to get out. There must be a way out. Let us think”. But they could not find a way out. The net was strong. Each pigeon tried to escape by pulling the net indifferent directions. But it is increased the fear and confusion among them more than helping them.

(b) A Young pigeon said, “Why don’t we all try and fly together instead of trying to escape individually? When we pull individually we waste our energy”. The leader pigeon was not in agreement. He said, “No it may be difficult”. But the young pigeon insisted that they try it once. The leader finally agreed when he spotted the hunter at a distance. When he said “Fly all of them lifted together and flew away with the net. The hunter arrived at the scene to see the pigeons fly away together as one group with his net.

15. **Life Skill Used by the Characters:**

- (a) **Self-Awareness:** The pigeons knew that they were in trouble and had to find a way out of the net.
- (b) **Creative by the Hunter:** Spreading grains under the net to catch the pigeons.
- (c) **Creative Thinking by the Pigeons:** Identified a creative solution of flying together.
- (d) **Critical Thinking:** The young pigeon identified that they were wasting energy and time by trying to fly individually.
- (e) **Decision Making:** The decided to fly as a group.
- (f) **Effective Communication:** The young pigeon communicated his suggestion of flying together.
- (g) **Critical Thinking:** The young pigeon identified could make suggestion to the leader without fear.

CONCLUSION

16. Life Skills help in building self-confidence and self-esteem and enable us to adapt to situations and people. Life skills are learnt from our own experience, perceptions, insight, stories, books, parents, teachers, religion, media, culture etc. Life Skills are presents in every individual. To get the best out of them we need to sharpen them regularly.

LESSON PLAN : P - 2
FACTORS INFLUENCING/SHAPING PERSONALITY :
PHYSICAL, SOCIAL, PSYCHOLOGICAL AND PHILOSOPHICAL

Period	-	Two
Type	-	L/P
Code	-	P- 2
Term	-	1 (SD/SW)

Training Aids

1. Computer Slides, Charts, Marker Pens, Black Board, Chalk.

Time Plan

2. (a) Introduction - 05 Min
(b) Understanding Various Skills - 35 Min
(c) Understanding the Concept of Life Skills - 35 Min
(d) Conclusion - 05 Min

INTRODUCTION

3. Personality is the characteristics and patterns of feelings, thoughts and behaviors, which make a person exceptional, one of a kind and exclusive to his or herself. Personality originates within an individual and remains consistent throughout life. People are different from one another is evident. Every person born is unique to his or herself. Including identical twins, they differ in fingerprints and personalities. A healthy self-image is the core determining factor of a strong personality. Your personality is your identity, it is the sum total of your inherent and acquired characteristics. It is not necessarily something you are born with, but something you definitely need to take responsibility for it is primarily you alone, who can shape your personality and create your reality.

AIM

4. The aim of this class is to acquaint the cadets about the Factors influencing/Shaping Personality.

PREVIEW

5. The class will be conducted in the following parts:-
 - (a) Part I - Physical and Social Factors Influencing/Shaping Personality.
 - (b) Part2 -Psychological and Philosophical Factors Influencing/Shaping Personality.

PART I: PHYSICAL AND SOCIAL FACTORS INFLUENCING/SHAPING PERSONALITY

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

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

8. **Self-Development:** Of the other factors, self-development is the most important factor that can influence one's personality. Self-awareness is the key; it entails believing in oneself and one's capabilities. It implies that despite one's family and environmental background or one's current circumstance, one remains in control/charge of molding his/her personality. Such a person is aware that personality is a changing, evolving process and does everything possible to enhance his/her personality.

9. **Environment:** our environment can also play a significant role on our personality. Right from early childhood through all the stages of development, our home and family our school and teachers, our friends and colleagues at work, all exert influence on the development of our personality. Besides these, the location where we live and the society we associate with, the country of our birth and the culture we have adopted, are all critical factors that influence our personality.

10. **Education:** Education falls into two categories; school smarts and street smarts. Thus, the most effective way of shaping one's personality is to have a taste of both types and experience both worlds. School smarts are the knowledge gained from school while street smarts are the learning that came from even the most unlikely sources.

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

PART II: PSYCHOLOGICAL AND PHILOSOPHICAL FACTORS INFLUENCING/SHAPING PERSONALITY.

12. A healthy self-image is the core determining factor of a strong personality. Your personality is your identify; it is the sum total of your inherent and acquired characteristics. It is not necessarily something you are born with, but something you definitely need to take responsibility for it is primarily you alone, who can shape your personality and create your reality.

13. **Past-Experiences:** Experience is one of the major determinants of personality; it could affect a person either positively or negatively. For instance a person who has harsh experiences of say, being left behind, may display characteristics of distrust and may isolate himself from others. On the other hand, good experiences can fuel us either consciously or subconsciously to be motivated to work towards achieving the same results. People respond depending upon the experiences whether good or bad.

14. **Dreams and Ambitions:** Dreams and ambitions shape our personality in a way that facilitates our goals. We start to set priorities and change the way we are in order for such priorities to be motivated to work towards achieving the same results. People respond depending upon the experiences whether good or bad.

15. **Self-Image:** Each person views himself quite different from how other people perceived him. Thus, one's self-image usually breeds personality characteristics that stick within the self-image. People who feel highly with their selves display a certain aura of confidence and make it always seem that they are a cut above the rest.

16. **Values:** Personality of an individual is greatly influenced by the values a person strongly believes in a person who adheres to high moral standards is a well-respected member of the society. He is known for his integrity and is trusted by not only his family members, but also by his colleagues and friends. The characteristics of such a person having a strong moral fiber ingrained into his character can have a significant influence on the personality of an individual.

CONCLUSION

17. In reality, you may be playing many roles i.e. husband/wife, mom/dad, son/daughter, teacher/student, boss/employee; each of these enact different aspects of your personality and require a different set of behavior and responsibilities. A combination of the roles you play each day, becomes the sum total of you personality. Developing a fine personality can be within anybody's grasp. It can be attained through systematic steps in personal development. It can be the direct result of man's positive attitude combined with all the above factors. In the final analysis, it is your skill in maintaining a balanced approach to making your life healthier and happier.

LESSON PLAN : P - 3 SELF AWARENESS - 1

Period	-	Two
Type	-	L/P
Code	-	P-3
Term	-	1 (SD/SW)

Training Aids

1. Flipchart, Marker pens, Picture of / original gift items, Copies of the stories Hunter and the Pigeons, Crocodile and Monkeys.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Understanding Various Skills	-	35 Min
	(c)	Understanding the Concept of Life Skills	-	35 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. Self-awareness sounds very simple-after all don't we know ourselves. But if we are blatantly honest with ourselves, we might become uncomfortable and experience stress since we will see our deficiencies and failure. Self-awareness is a unique human capacity. Self-awareness is the concept that one exists as an individual, separate from other people, with private thoughts. Self-awareness is a personal understanding of the very core of one's own identity. Self-awareness includes our recognition of ourselves, our character, strengths, weaknesses, desires and dislikes. It can help us to recognize when we are stressed or feel under pressure. It is often a pre-requisite for effective communications, interpersonal relationship and developing empathy for others.

AIM

4. The aim of this class is to know various dimensions of self-awareness and to know one self with help of a Johari Window exercise.

PREVIEW

5. The class will be conducted in the following parts:-
- (a) Part I - Dimensions of Self Awareness.
 - (b) Part2 - Self-realization and Self exploration through SWOT Analysis.

PART I: DIMENSIONS OF SELF AWARENESS

6. Self-awareness involves knowing ourselves and our personality and accepting oneself in spite of our imperfection. It included all aspects of our selves – our thought, emotions, likes, dislikes, strengths, weaknesses, fears, fantasies, ambitions, values, priorities, goals, desires, needs, etc. It acknowledges the fact that I may be imperfect, but still I like myself since I am a good human being and posses many qualities. To have complete self awareness one needs to concentrate on two aspects the first being how we perceive ourselves our strengths, weakness, abilities etc and secondly how others perceive us. Both the views together gives a person a complete picture about one self.

7. Every person perceives oneself in three aspects as:-

- (a) The perceive self-the way we see that part of ourselves.
- (b) The real self-the wa we truly are.
- (c) The ideal self-the way we should like to be in that area.

8. Unhappiness and poor adjustments in persons are mainly because of discrepancies between the perceived and the real or ideal self. These unhappiness and poor adjustments are due to misperceptions of self which there by leads to discontentment.

9. The following dimensions of self-awareness will be dwelt with as many people limit their self awareness to their bio-data which is usually things know by everybody. However at a deeper level there is so much inside each one of us that it has many dimensions:-

- (a) **Self Realization:** Self-realization in the ultimate of self-awareness when one realizes one self and the requirement of their existence in the world.
- (b) **Self Knowledge or Self Exploration :** This is a process through which we undo or explore ourselves. This exploration and understanding and knowledge about three important areas Physical self-knowledge about our own body Social self-knowledge about how we relate and interact with society, whether we are social, extroverts or introverts; helping nature; empathetic, etc. Inner self-knowledge about our goals, dreams, aspirations, secrets, fears, etc.
- (c) **Self Confidence :** Self-confidence builds in from self-esteem and this is possible only one is completely aware about ones abilities and limits. Success, appreciation, care, love etc, are factors that boost up the self-confidence.
- (d) **Self Talk :** These automatic thoughts can be positive or negative. Some of our self-talk comes from logic and reason. Other self-talk may arise from misconceptions that we create because of lack of information. This is the endless talks and conversations that runs through our minds through the day. This is also a strategy for raising one's self-confidence if one practices positive thinking.
- (e) **Self Motivation :** Self-Motivation is what makes an individual work towards a goal or target, not for external reasons but because of his own internal will to do it. It is an important quality required by everybody to do various activities like studying, working, earning and building relationships.

- (f) **Self Esteem** : Self-esteem or self-worth includes a person's subjective appraisal of himself or herself as intrinsically positive or negative to some degree. Developing high self-esteem would improve our self-confidence, the way we look at ourselves, what we can do for ourselves, our well-being, our relationships and our happiness
- (g) **Self Image** : Self-image is how one perceives himself-positively or negatively. Self-image is important because how one feels and thinks about himself affects the way he acts. Self-image about our body is called body image, which is very often a cause for low self-esteem. By body image one is keeping in mind both internal and external aspects of it.
- (f) **Self Control** : The ability to control your thoughts, emotions, urges, desires, fantasies, actions is called self-control. It is part of our will power, and includes delayed gratification.
- (j) **Self Purpose** : This is the ability to find a purpose for ourselves in relation to this world. What are our goals in terms of family, friendships, career, hobbies, and interests. When taken to the extreme-what are our goals in terms of our own selves in this world and universe- that is self-realization.
- (k) **Individuality and Uniqueness** : Every single human is born in this world with different qualities inherent and later they acquire some as they live and learn. This helps individuals to become unique in skills giving them an identity of their own. This describes their individuality and describes each and every person in a different manner.
- (l) **Personality** : Personality can be defined as the distinctive and characteristic patterns of thought, emotion and behavior that define an individual's personal style of interacting with the physical and social environment. Our personality has various dimensions, including our openness, conscientiousness, nature, etc. There are numerous courses available for personality development.
- (m) **Values** : Value is a concept that describes the beliefs of an individual or culture. Love, care, courage, bravery, respect, integrity and compassion, and respecting our elders are examples of values.
- (n) **Attitude** : Attitude is a mindset- the 'way' think and look at things. All of us, at one time or another express the three different types of attitudes, positive, negative and neutral. Attitude is the way you look at things. Half a glass of water may appear half empty to one and half full to another.
- (o) **Character** : This is defined as the collective qualities or characteristics that distinguish a person, including his reputation, morals and will power.

PART II : SELF-REALIZATION AND SELF EXPLORATION THROUGH SWOT ANALYSIS.

10. An interesting way to become self aware is the use of SWOT analysis. A SWOT analysis focuses on the internal and external environments, examining strengths and weaknesses in the internal environment and opportunities and threats in the external environment. The table below will give you a clear understanding.

INTERNAL	Your Strengths	Your Weaknesses
EXTERNAL	Opportunities in Your Career Field	Threats in Your Career Field

11. The purpose of a SWOT is to actively promote the identified strengths, minimize weaknesses by planning them out of existence, exploit the opportunities before the window closed and have contingency plans in place to minimize threats before they materials. While we mention about the strengths we understand – Internal positive aspects that are under control and upon which you may capitalize in planning.

- (a) Work Experience.
- (b) Education, including value-added features.
- (c) Strong technical knowledge within your field (e.g. hardware, software).
- (d) Specific transferable skills (e.g. communication, teamwork).
- (e) Personal characteristics (e.g. strong work ethic, self-discipline creativity, optimism, or a high level of energy).
- (f) Good contacts/successful networking.
- (g) Interaction with professional organizations.

12. While we are mentioning about our weakness we intend to include-Internal negative aspects that are under your control and that you may plan to improve:-

- (a) Lack of Work Experience.
- (b) Low, Marks, wrong major.
- (c) Lack of goals, lack of self-knowledge, lack of specific job knowledge.
- (d) Weak technical Knowledge.
- (e) Weak skills (leadership, interpersonal, communication, teamwork)
- (f) Weak job-hunting skills.
- (g) Negative personal characteristics (e.g. poor ethic, lack of discipline, lack of motivation, indecisiveness, shyness, too emotional).

13. The above mentioned are the internal factors which are to be include in the SWOT analysis in case of the External factors firstly it's the opportunities- Positive external conditions that you do no control but of which you can plan to take advantage.

- (a) Positive trends in your field that will create more jobs (e.g. growth,globalization, technological advances).
- (b) Opportunities you could have in the field by enhancing your education.
- (c) Field is particularly in need of your set of skills.
- (d) Opportunities for advancement in your field.
- (e) Career path you've chosen provides unique opportunities.
- (f) Strong network.

14. And further while we include threats we should mention – Negative external conditions that you do not control but effective of which you may be able to lessen:-

- (a) Negative trends in your field that diminish jobs (downsizing).
- (b) Competitors with superior skills, experience, knowledge.
- (c) Competitors who went to colleges with better reputations.
- (d) Obstacles in your way (e.g. lack of the advanced education).
- (e) Limited advancement in your field, advancement is cut-throat and competitive.
- (f) Companies are not hiring people with your degree.

15. This SWOT analysis would help an individual to not only understand oneself and their present situation but also plan for a head.

CONCLUSION

16. Self-Awareness is called the mother of all skills. It is a thinking skill, a social skill and a coping skill. It is one of the most difficult skills to master. Many great saints spend their life meditating and looking inward but only a few like Buddha actually achieve complete self-awareness. Knowing others is wisdom but knowing oneself is enlightenment- Tao Tzu. Awareness about our self is the first step towards creation. This understanding then gives us the opportunity and freedom to change those things you'd like to change about yourself and create the life you want.

LESSON PLAN : P – 3 SELF AWARENESS - 2

Period	-	One
Type	-	L/P
Code	-	P-3
Term	-	1 (SD/SW)

Training Aids

1. Computer slides, Flip charts, Marker Pens, Papers, ten strips with numbers 1-10 (each strip will have one number only), Ten (numbered from 1-10) small strips of paper with the following words written on them: Happy, Frustrated, Sad, Angry, Shocked, Shy, Guilt, Jealously, Irritated, Fearful; Four plain cards, Two face masks/signs: I have AIDS, I am HIV+ve.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Understanding Various Skills	-	20 Min
	(c)	Understanding the Concept of Life Skills	-	10 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. Empathy is an ability to be sensitive to another person's situation, to understand his/her concerns, worries, fears and needs and how they feel. Empathy works wonders when we apply it to our relationship-with our loved ones, classmates, parents, friends, cousins and colleagues. It helps us move closer to solutions, to resolve conflicts, and enhance our quality of life.

AIM

4. To internalize the concept of Empathy, an important Life skills in the cadets facilitating Personality development and to understand the difference between Sympathy. Empathy and Altruism and appreciate the importance to empathize with others.

PREVIEW

5. The class will be conducted in the following parts:-
- (a) Part I - Sympathy vs Empathy and Altruism.
 - (b) Part II - Importance of Empathizing with Others.

PART I : SYMPATHY VS EMPATHY AND ALTRUISM

6. The class will be introduced to emotions through an interesting Game.
- (a) **Step-1:** Tell the participants to shake hands with others and ask each other's names. Encourage each participant to shake hands with as many participants as possible within a minute.

(b) **Step-2:** Tell the participants to Share their feelings during the exercise by asking following questions:-

- (i) Did you feel comfortable while shaking hands with others?
- (ii) What stopped you to do this exercise?

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

(d) (**Note:** If shaking hands is not culturally acceptable just finding names and greeting in the traditional way- for example, saying 'namaste' or 'hello' may be sufficient. Modify the other steps accordingly).

7. Empathy is the ability to imagine what life is like for another person. Without empathy our communication with others will be one sided and we will be bound to face problems in relationship as well be indifferent to emotions of others. We have many relationship to nurture with: parents, brothers, sister, aunt, uncle, cousins, friends and neighbors etc.

8. The class will be open to discussion with the help of following examples to elaborate that Empathy is not Sympathy:-

- (a) Rajesh lost his pet dog in an accident:-
 - (i) His friend laughed when he heard the story. (This is lack of empathy).
 - (ii) His friend cried along with him. (This is sympathy).
 - (iii) His friend said, "I understand the loss. Let us see how we can come out of the grief". (This is empathy).
- (b) Reena was bothered that she has more hair on her arms and legs:-
 - (i) Seema said, "Only people with masculine character will have to excess hair and made fun of her". (This is lack of empathy).
 - (ii) Seema said, "I do not know why it is happening like this for you. What can we do? You know, I am also feeling bad with you, believe me". (This is sympathy).
 - (iii) Seema said, "I understand your distress. Why can't we ask our local doctor why this happens? She would be able to help us? (This is empathy).
- (c) Rakesh did not submit his complained to the class teacher. (This is lack of empathy).
 - (i) His class monitor complained to the class teacher. (This is lack of empathy).
 - (ii) His class monitor spoke on his behalf and got an extension on the submission date for Rakesh. (This is empathy).

9. **Altruism:** A movie to increase another's welfare, without conscious regard for one's self-interests. It is Self-sacrifice for the benefit of others. Empathy is feeling another's feelings but the arousal of empathy increases helping behavior and gets us closer to **pure altruism**. In this we focus more on the distress of the other person than on our own distress.

PART II : IMPORTANCE OF EMPATHIZING WITH OTHERS

10. Empathy is the ability to understand and accept others who are different from us. It is the ability to imagine what it is like for another person by putting oneself in the other person's place/situation and to understand what he or she is going through.

11. Empathy allows us to find the common ground between ourselves and others. On this ground, we are able to make decisions that benefit ourselves without hurting others.

12. Empathy encourages a positive behavior towards people in need of care and assistance, not to laugh at others who are in need or difficulty. Empathy is most effective when both parties are willing to apply it. Someone however, has to take lead. If we simply wait for others to empathise with us, it may never happen. If you are a parent, you can make efforts to understand your child first if you are the child, you train yourself to see the viewpoints of your parents first.

13. Empathy works wonders when we apply it to our relationships-with our loved ones classmates., parents, friend, cousins and colleagues. It helps us move closer to solutions, to resolve conflicts, and enhance our quality of life.

CONCLUSION

14. We can reflect empathy by caring for people and animals around us, by sharing people's grief and being with them in difficult circumstances, by assisting differently abled people, by not considering anyone as different or lower and in many other such actions, by helping any animal in pain, by not killing or hurting by not making fun or people who are different from by not considering anyone as different or lower by not mocking people who may not score high marks or lack talents, by helping those who are in need.

15. No matter what role we play in life, empathy remains the primary tools by which we come to understand and communicate effectively with others.

LESSON PLAN : P – 3 SELF AWARENESS – 3

Period	-	Two
Type	-	L/P
Code	-	P-3
Term	-	III (SD/SW)

Training Aids

1. Flipchart, Marker pens, Pictures of / original gift items, Copies of the stories-Hunter and the Pigeons, Crocodile and the Monkeys.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Understanding Various Skills	-	35 Min
	(c)	Understanding the Concept of Life Skills	-	35 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. Self-Awareness is recognition of “self”, our character, our 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 be 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.

AIM

4. The aim of this class is to create Self-Awareness in each cadet of the class and throw light on Body Image.

PREVIEW

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

- (a) Part I - Self-Awareness through Activity.
- (b) Part II - Body Image.

PART I : SELF - AWARENESS THROUGH ACTIVITY

6. The Self-Awareness class will start with an Activity Method. It is very important to let the class know each other. This will done through a “warming Up activity”.

7. **Activity - Warming Up:**

- (a) **Step – 1:** Tell the participants to shake hands with others and ask each others names. Encourage each participant to shake hands with as many participants as possible within a minute.

(b) **Step – 2:** Tell the participants to share their feelings during the exercise by asking following questions.

- (i) Did you feel comfortable while shaking hands with others?
- (ii) What stopped you to do this exercise?

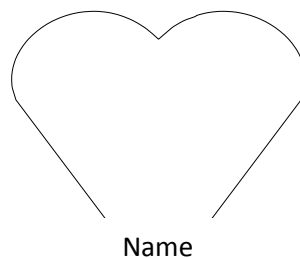
8. Discuss with the participants that in this exercise, some people would have felt comfortable and some would have been hesitant to shake hands. To know why people feel the way they felt, it is necessary to understand oneself.

9. **(Note:** If shaking hands is not culturally acceptable just finding names and greeting in the traditional way – for example, saying ‘namaste’ or ‘hello’ may be sufficient. Modify the other steps accordingly).

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

11. **Activity – Open Your Heart.**

(a) **Step-1:** Give each participant an A-4 size paper. Ask them to draw an outline of a heart. Then divide the heart into four sections-



(b) **Step-2:** Encourage them to write down the following inside the heart. Significance / Meaning of their name-in the top left section. If they do not know the meaning of their name, ask them to write their name vertically and then.

PART II: BODY IMAGE

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

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

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

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

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

13. **Tackling Poor Body Image:**

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

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

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

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

(e) **Dispel Myths Like:** “Being thin is in”, “fair & lovely”, “fair & handsome”.

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

CONCLUSION

14. 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 be 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.

LESSON PLAN : P – 4 **CHANGE YOUR MIND SET**

Period	-	One
Type	-	LEC
Code	-	P- 4
Term	-	I (SD/SW)

Training Aids

1. Computer Slides, Pointer, Charts, Black Board and Chalk.

Time Plan

- | | | | | |
|----|-----|--|---|--------|
| 2. | (a) | Introduction | - | 05 Min |
| | (b) | Understanding Various Skills | - | 10 Min |
| | (c) | Understanding the Concept of Life Skills | - | 20 Min |
| | (d) | Conclusion | - | 05 Min |

INTRODUCTION

3. Mindset is something which constantly carries on in a persons mind. It is an attitude towards someone or something. It can form a permanent impression on the mind and is very difficult to change. At times it can develop into a negative attitude leading to disaster. Mindset is a simple idea that makes all the difference. What we say to ourselves each day can be the difference between maintaining the status quo and living the life we dream of and deserve. Most of what holds you back comes from within rather than from the judgments or actions of others. If you want to start making great changes in your life then start with looking at the ways you could be holding yourself back.

AIM

4. The acquaint the cadets about Mindset and how to change it.

PREVIEW

5. The class will be conducted in the following parts:-
 - (a) Part I - What is Mindset.
 - (b) Part II - How to Change your Mindset.

PART I: WHAT IS MINDSET

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

7. Developing the right mindset is the way learning something new and strip out the most relevant information. Then you develop the beliefs that are most helpful for where you want to go or how you want to be. This belief-system is then your mindset. A good mindset will reflect reality and will help you. But not in that order, the order has to be like this.

(a) Find beliefs that are most supportive.

(b) Check if the beliefs are in harmony with (a potential) reality.

8. You want to use your mindset to make a positive change. That's why your beliefs don't necessarily have to reflect your current reality. But of course the reality you believe in should be possible. If you believe "I am a successful entrepreneur", you will act in this way too like you are NO successful entrepreneur. Adopting beliefs that seem slightly out of reach is very powerful. Because it changes your mindset and therefore how you behave. For the better. It let's you grow.

9. In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success without effort. They're wrong.

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

PARTII: HOW TO CHANGE YOUR MINDSET

11. **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 narrow down the information input to the most effective. One of the critical personal skills today is not to find information but to select the best information and avoid the rest.

12. **Role Model the Best People:** Look for the best people in your field and try to model 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 can actually improve and personalize their mindset to fit perfectly for you. It's never coping; it's taking what works for you by getting inspiration and quality input.

13. **Examine Your Current Beliefs:** Examine your mindset by looking at your 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.

14. **Shape Your Mindset with Vision and Goals:** A proactive approach to build your mindset is to clearly see where you want to go. Seeing a vision, images describing your end result clearly in your minds eye, will create a strong pull towards this end result. Then go on and break your vision into goals. It will shape your mindset to become conform with your vision. Learn adapt from your own experience and always try to look deeper for the real reasons why you get the results you are getting.

15. **Find Your Voice:** One of the most beautiful things is when you find your very own way something what you could call finding your voice. To help you find this, answer these four questions.

- (a) What are you good at? That's your mind.
- (b) What do you love doing? That's your heart.
- (c) What need can you serve? That's the body.
- (d) And finally what is life asking of you? What gives your life meaning and purpose? What do you feel like you should be doing? In short, what is your conscience directing you to do? That is your spirit.

16. **Protect Your Mindset:** One thing you have to do is to protect your mindset against 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.

17. **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.

18. **Put An End To Perfectionism:** Perfectionism is often the biggest roadblock we face. Too many people feel that if they can't deliver 100% with everything right and "just so", then they should abandon the idea completely. Learn to take one step at a time, build on things (skills, tasks, writing) and accept that it will never be perfect. It is important to look at growth over time and accept that putting something imperfect out there in the universe is better than staying safe and never attempting anything new.

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

20. **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?

21. **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 your and your actions on a day to day basis so why hand over power to them and let their potential reactions influence your actual actions.

CONCLUSION

21. Developing the right mindset is really crucial to succeed in anything. Work to make changes in the mindset areas that are acting as the roadblocks to your success.

LESSON PLAN : P – 5

INTERPERSONAL RELATIONSHIP AND COMMUNICATION

Period	-	Two
Type	-	L/P
Code	-	P-5
Term	-	II (SD/SW)

Training Aids

1. Computer Slides, Charts, Marker Pens, Black Board and Chalk.

Time Plan

2.

(a)	Introduction	-	05 Min
(b)	Understanding Various Skills	-	35 Min
(c)	Understanding the Concept of Life Skills	-	35 Min
(d)	Conclusion	-	05 Min

INTRODUCTION

3. A strong bond between two or more people refers to interpersonal relationship. Attraction between individuals brings them close to each other and eventually results in a strong interpersonal relationship. Communication is said to be the basis of every interpersonal relationship. Infact, effective communication is the key to a healthy and long lasting relationship. If individuals do not communicate with each other effectively, problems are bound to come. Communication plays a pivotal role in reducing misunderstandings and eventually strengthens the bond among individuals. A relationship loses its charm if individuals do not express and reciprocate their feeling through various modes of communication. A healthy interaction is essential for a healthy relationship.

AIM

4. The aim of this class is to know about Interpersonal relationship and the role of communication in interpersonal relationship.

PREVIEW

5. The class will be conducted in the following parts:-
 - (a) Part I - Interpersonal Relationship.
 - (b) Part II - Role of Commu9nication in Interpersonal Relationship

PART I : INTERPERSONAL RELATIONSHIP

6. **Forms of Interpersonal Relationship**: An interpersonal relationship can develop between any of the following:-
 - (a) Individuals working together in the same in the same organization.
 - (b) People working in the same team.
 - (c) Relationship between a man and a woman (Love. Marriage).
 - (d) Relationship with immediate family members and relatives.
 - (e) Relationship of a child with his parents.
 - (f) Relationship between friends.

7. Relationship can also develop in a group. Relationship of students with their teacher, relationship of a religious guru with his disciples and so on.

8. **Must Have in an Interpersonal Relationship:**

(a) Individuals in an interpersonal relationship must share common goals and objective. They should have more or less similar interests and think on the same lines. It is always better if individuals come from similar background.

(b) Individuals in an interpersonal relationship must respect each other's views and opinions. A sense of trust is important.

(c) Individuals must be attached to each other for a healthy interpersonal relationship.

(d) Transparency plays a pivotal role in interpersonal relationship. It is important for an individual to be honest and transparent.

9. **Interpersonal Relationship between a Man and a Woman:** A strong interpersonal relationship between a man and a woman leads to friendship, love and finally ends in marriage. A sense of commitment is essential in marriages and love affairs. Partners must feel attached to each other and most importantly trust each other. Famous psychologist Robert Sternberg proposed the triangular theory of love in interpersonal relationship. According to triangular theory of love following three components lay the foundation in love affairs and marriages.

(a) Passion.

(b) Intimacy.

(c) Commitment.

10. The amount of love in any relationship is directly proportional to the above three components. More the three components, stronger the relationship is.

(a) **Passion:** Passion refers to the physical and sexual attraction between two individuals. Individuals must feel physically attracted to each other for the charm to stay in relationship for a much longer period of time.

(b) **Intimacy:** The amount of closeness between two individuals in a relationship refers to intimacy. Partners must gel with each other and a strong bond between them is essential.

(c) **Commitment:** The decision of two individuals to stay together forever is called commitment. Commitment is nothing but two people deciding to be with each other life-long either by staying together or by entering the wedlock.

11. If any of the above factors is missing from a relationship, love fades away in a short span of time giving rise to troubles and sorrows.

12. **Relationship Between Friends:**

(a) Friends must be honest to each other.

(b) Stand by your friends at times of need.

(c) Avoid leg pulling, criticism and making fun of your friends.

(d) Try not to mix friendship with love as it creates problems and misunderstanding.

13. Interpersonal relationship between children and their parents, brother and sister, immediate family members or relatives revolve around trust, commitment and care.

PART II : ROLE OF COMMUNICATION IN INTERPERSONAL RELATIONSHIP

14. It is not always an individual needs to talk to express his/her feelings. Feelings can be expressed through non verbal modes of communication as well. Your body movements, gestures, facial expressions, hand movements communicate something or the other. Make sure you do not make faces at anyone. You should look happy and contented for the other person to enjoy your presence. Do not always look sad and irritated. Eye movements also have an important role to play in relationship: One can make out whether you are angry, unhappy or frustrated through your eyes only.

15. **Take Care Of Your Tone And Pitch**: Make sure you are not too loud or too soft. Being loud might hurt the other person. Speak softly in a convincing way. The other person must be able to understand what you intend to communicate.

16. **Choice of Words is Important in Relationships**: Think twice before you speak. Remember one wrong word can change the meaning of an entire conversation. The other person might misinterpret you and spoil the relationship. Be crisp. Express your feelings clearly. Do not try to confuse the other person. Being straightforward helps you in relationships.

17. **Interact Regularly**: An individual must interact with the other person regularly for the relationship to grow and reach to the next level. Speaking over the phone. SM Sing are ways of communication and staying in touch especially in long distance relationships where individuals hardly meet.

18. **Be Polite**: Never ever shout on your partner even if he has done something wrong. Discuss issues and try to sort your differences amicably. Abusing, fighting, criticizing spoil the relationship and in adverse cases might end it as well. Being rude is a crime in relationships.

19. **Try To Understand The Other Person's Point Of View As Well** : Be a patient listener. Unless you listen carefully, you will never be able to communicate effectively.

20. **Individuals Can Also Communicate Through Emails**: If you do not get the time to call your partner regularly, drop him/her a mail. The other person would feel happy and important. Emails are also an effective mode of communication at workplace. For better relations at workplace, try to communicate through written modes of communication. Be careful about the mail body and make sure they are self explanatory. Using capital letters in emails is considered to be rude and loud. Do not share any information with any of your fellow workers verbally. Mark him a mail and do keep your Boss in the loop. All the related employees must be marked a cc as well. If discussed orally, the other person might refuse later on, creating problems for you.

CONCLUSION

21. Interpersonal relationship refers to a strong association between individuals sharing common interests and goals. A sense of trust, loyalty and commitment is essential in a relationship. Individuals need to trust and respect their partners to avoid misunderstandings and conflicts in relationship. Through communication in interpersonal relationship, people reach some understanding of each other, learn to like each other, influence one another, build trust, and learn more about themselves and how people perceive them. People who communicate effectively know how to interact with others flexibly, skillfully, and responsibly, but without sacrificing their own needs and integrity.

LESSON PLAN : P – 6 **COMMUNICATION SKILLS-1**

Period	-	Two
Type	-	L/P
Code	-	P-6
Term	-	I (SD/SW)

Training Aids

1. Computer Slides, Pointer, Charts, Black Board and Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Understanding Various Skills	-	20 Min
	(c)	Style of Communication	-	20 Min
	(d)	Effective Communication	-	20 Min
	(e)	Conclusion	-	10 Min

INTRODUCTION

3. Communication is the exchange of information between people, e.g. by means of speaking, writing or by using a common system of signs or behavior. Man is a social animal, and communication is intrinsic to human nature.

4. Communication may be defined as “A process of sharing facts, ideas, opinions, thoughts, and information through speech, writing, gestures or symbols between two or more persons”. It is something that is universal and happens all the time. We are communicating all the time with others. While you are reading this, we are trying to communicate to you._

AIM

5. To understand the basics of styles and ways communication and to effectively communicate with others in an effective manner.

PREVIEW

6. The class will be conducted in the following parts:-
- (a) Part I - Understanding basics of Communication.
 - (b) Part II - Styles & Ways of Communication.
 - (c) Part III - Effective Communication.

PART I: UNDERSTANDING BASICS OF COMMUNICATION

7. Communication is conveying a message - verbally, written or through the use of signs. If we do not talk with others, then they will not know what we are thinking and they will not be able to understand us. One will feel terribly lonely this way. For some people, it is the problem of not knowing how to communicate. For others it may be that they are too afraid to talk about their problems, share their views, and let others know what is going on in their mind. In fact, without communication, our relationships with others are likely to be dominated by suspicion, guesses, misunderstandings and false assumptions. Empathy creates wonderful results only when we are willing to let others know how we feel.

8. 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 are annoyed when others may not know why! 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 improved our relationship.

9. For instance, if you are used to your mother cooking every day, and assume it is her role to cook so there is no need to feel special about it, she may increasingly find cooking a chore. Do you know each time your mother goes into the kitchen, she puts in her affection into the food by choosing the type of vegetables or ingredients you like? Do you know that each time she dished out the food; she silently hopes you will enjoy it and tell her how good it was? She may be able to tell from the way you gobble up the dal bhat, but nothing is more powerful than language at that moment if you can simply say: “Mummy, it’s delicious, I love it!” You will make her day! You can do it every day to make her feel appreciated, even though it is not in your culture, or habit.

10. There are many such moments for us to express affection, especially to family members. If you simply let those moments slip by, you will realize that the fountain will dry up one day. Relationship, like a reservoir, requires constant nourishment. Imagine what would happen to the reservoir if we keep drawing water from it but there was no rainfall to top it up. Similarly, we cannot draw affection without investing affection. By counting on relationships for granted, we will come to a crisis one day - when the reservoir has dried up. That is how things begin to fail apart.

11. We often find people harbouring grudges against each other for being unhelpful, uncaring, not showing sufficient understanding. Any times we stop talking to people for long durations because of anger. This long silence is like a time bomb, which may explode one day at the slightest provocation. We all have a part to play in triggering its explosion., if you can reduce your part, you are helping to deaden the bomb. Long silence does not help to resolve problems. On the contrary, it breeds bitterness. When our heart is bitter, we cannot be happy and loving; even though we can suppress the bitterness to pretend we are fine. If you do not begin to make a change though, the silent relationship pattern will go on from generation to generation. It will stay the same with your parents, either your future wife or husband, and children of your own.

12. We all have fears, worries, and concerns; talking with somebody we trust is an effective way to relieve ourselves of mental stress. If we can share our inner world with others, we may realize that we are not alone-other have the same problems. That makes us feel instantly better.

PART II: STYLES & WAYS OF COMMUNICATION

13. There are three styles of communications as under:-

(a) **Aggressive:** They believe that everyone should like them; I am never wrong I’ve got rights but you don’t. They have a close mind and are poor listeners. They have difficulty in seeing the other person point of view, they interrupt and monopolize. They tend to dominate and put down others. They are bossy. While communicating they frown, stare, talk loudly or have a yelling tone of voice.

(b) **Passive:** In such communication 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:** In such communication the person believes those he/she as well as others are valuable. They know that if they have rights then others also have right. They are active listeners and check on others feelings. They are action oriented, attentive, vocal expressive, good listeners, aware, supportive, persuasive, fair, open and consistent in behavior. Their expectations are realistic. They have and natural gestures. They maintain an eye contact while communicating.

14. **Ways of Communication:**

(a) **One Way Communication:** Communication from a single channel. There is no opportunity for clarifying doubts. For example, Principal announces-Saturday is a working day and student can wear colored dresses.

(b) **Two Way Communication:** Communication between two channels. Opportunity for clarifying doubts. For example, parents deciding on the duration of the vacation to a hill station after discussion with the children.

PART III: EFFECTIVE COMMUNICATION

15. Effective Communication involves:-

(a) **Verbal Communication:** One person talks and others listens to be able to react. The conversation can be informative, in the form of questions, a negotiation, and statement or open ended question, instruction, etc. And the situation can be formal or informal. In relationships, communication is usually informal. A speaker, to clear up misunderstand of what is said may ask questions to gain information and may repeat in a different way (paraphrase). Speech problem, too long sentence, mumbling, speaking too softly, hearing problems, listeners interrupting the speaker, loud external noises, etc. all hamper proper communication.

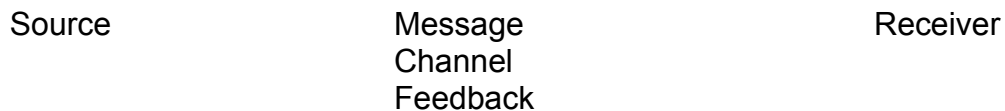
(b) **Non-Verbal Communication:** Non verbal communication is that gives meaning to what is said and may communicate both appreciation and rejection. It includes such thing as tone of voice, a nod of head, using silence, frowning, smiling, body posture, touch, shaking of the head to communicate approval or disapproval, lifting of the eyebrows to show surprise, distance between persons, playing with something in hand instead of focusing etc. The body language communicates a lot in the communication process. Body language can be easy to read, but at the same time easy to misinterpret. It is not only important to observe the non-verbal communication of others and understand how well they receive or reject the communication, but also use proper body language. React to what others say by nodding, smiling and generally showing you are listening.

(c) **Listening:** During communication, one person talks and another person listens. The listeners must give attention to all that is said, without interrupting the speaker and react later in a relevant manner. Many people may listen but know what the full message is. Some people react to 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.

16. How would we know if someone is not listening to us:-

- (a) Looks away.
- (b) Interrupts.
- (c) Looks at the watch.
- (d) Gets up to do something and returns.
- (e) Gives advice.
- (f) Talks to someone else.
- (g) Answers the phone.
- (h) Begins to do some work.
- (j) Does not stop doing work.
- (k) Says that she/he will be back in a minute and does not return.
- (l) Looks bored.

17. Components of Communication:-



18. All the components must be present for effective communication.

19. **Why is Effective Communication Important to Young People?** Adolescence being a period of immense change, communication during this transitional phase of life assumes even more importance. Young people should be equipped to effectively communicate with others more importance. Young people should be equipped to effectively communicate with others regarding their feelings and emotions or decision. Also, a young person who is in need of advice or who harbours some fears, needs to talk to others and express himself/herself.

CONCLUSION

20. The ability to effectively communicate with other people is an important skill. Through communication, people reach some understanding of each other, learn to like each other, influence one another, build trust, and learn more about themselves and how people perceive them. People who communicate effectively know how to interact with others flexibly, skillfully and responsibly, but without sacrificing their own needs and integrity.

LESSON PLAN : P – 6 **COMMUNICATION SKILLS – 2**

Period	-	Two
Type	-	L/P
Code	-	P-6
Term	-	II (SD/SW)

Training Aids

1. Computer Slides, Charts, Pointer, Black Board and Chalk.

Time Plan

2.

(a)	Introduction	-	05 Min
(b)	Understanding Various Skills	-	25 Min
(c)	Style of Communication	-	25 Min
(d)	Effective Communication	-	20Min
(e)	Conclusion	-	05 Min

ITRODUCTION

3. Overcoming the many barriers to communication is more a matter of common sense, practice and effort than any specific skill. Essentially, being an effective communicator means having the skill to recognize if and when there is a barrier to communication and being able to resolve it.

AIM

4. To understand the components and Barriers to Effective Communication and how to communicate Tactfully.

PREVIEW

5. The class will be conducted in the following parts:-
 - (a) Part I - Common Barriers to Effective Communication.
 - (b) Part II - Barriers of Communication.
 - (c) Part III - Communicate Tactfully.

Part I: Common Barriers to Effective Communication

6. No matter how good and effective a communicator one maybe, yet the fact is that one does face certain barriers, from time to time, which forces them to work on becoming even more effective in their skills to communicate. Given here the communication barriers that occur while listening, speaking and in the case of non-verbal communications.

7. **Listening Barriers:**

- (a) Interrupting the speaker
- (b) Not maintaining eye contact with the speaker.
- (c) Rushing the speaker to complete what he has to say.
- (d) Making the speaker feel as though he is wasting the listener's time.
- (e) Being distracted by something that is not part of the ongoing communication.
- (f) Getting ahead of the speaker and completing his thoughts.
- (g) Ignoring the speaker's requests.
- (h) Topping the speaker's story with one's own set of examples.
- (j) Forgetting what is being discussed.

8. **Barriers While Speaking:**

- (a) Unclear message.
- (b) Lack of consistency in the communication process.
- (c) Incomplete sentences and mumbling words and sentences.
- (d) Not understanding the receiver.
- (e) Poor eye contact.

9. **The Other Barriers Include:**

- (a) Assumptions for instance assuming others see a situation same as you or have same feelings as yours.
- (b) Patterns / reverting to type.
- (c) Language-different level of meaning.
- (d) Erroneous transition, value judgment.
- (e) Use of negative words
- (f) Perceptions-depend on mood, the receiver may misinterpret the message.

PART II : BARRIERS OF COMMUNICATION

BARRIERS OF COMMUNICATION

10. **Linguistic Barriers:**

- (a) Language/words
- (b) Ambiguous words

LESSON PLAN : P – 8 TYPES OF LEADERSHIP

Period	-	One
Type	-	Lec
Code	-	P-8
Term	-	I (SD/SW)_

Training Aids

1. Computer Slides, Charts, Pointer, Black Board And Chalk.

Time Plan

2.	(a) Introduction	-	05 Min
	(b) Types of Leadership Style	-	15 Min
	(c) Effective leadership	-	10 min
	(d) Way to develop effective ldr	-	05 min
	(e) Conclusion	-	05 Min

INTRODUCTION

3. We have already learnt about the 'Trait Theory' concept. Traits are human qualities that are of great value to the leader in winning the confidence, respect and coop of men. However, a uniform style of leadership cannot be effective at all times as the goals and the people with whom the leader has to wk will be different at different times. An effective leader, must therefore be able to carry his style of leadership if he is to get the best out of his men.

4. Leadership involves accomplishing the task with and through men under command. The need to accomplish his task should not blind him from the imp of his relationship with the men. Style of leadership refers to the manner and techniques employed to accomplish the task. This will draw comment, debate, argument and attn from subordinates, equals and superiors. The popular belief that all mil leaders are stereotyped holds no validity when a comparision is made of the personalities of successful leaders of the past.

AIM

5. The acquaint the cadets about the various Types of Leadership Styles.

PREVIEW

6. The class will be conducted in the following parts:-
 - (a) Part I - Types of Leadership Style.
 - (b) Part II - Range of Leadership Styles.
 - (c) Part III - Two Dimensional Leadership. 355

PART I : TYPES OF LEADERSHIP STYLES

7. Basically there are two styles of leadership. It must however be realised that there is a wide range of styles between the two extremes, the autocratic and democratic.
8. Autocratic Style of Leadership. The traditional autocratic style implies the total concern for mission accomplishment with little or no concern for human relations. It is based on the assumption that a leader derives power from the position he holds.
9. A military leader holds an appointment position in a formal organisation. The accountability for decisions and subsequent actions within his unit or command rests entirely with him. The higher officers in the organisation use a highly centralised and autocratic style of leadership for making decisions and seldom consult subordinates. They rely primarily on their own ability and experience.
10. The men you will command are neither lazy nor unreliable. They are loyal and hard working. Win their confidence and they will lay down their lives for you.
11. Democratic Style of Leadership. This is also known as non directive style. This stresses the concern for human relationships. In this style of leadership, you share your responsibilities with your subordinates by involving them in both the planning and execution of tasks. This style assumes that the real power of a leader is granted by the group he leads. This style also assumes that people can be basically self directed and creative at wk if properly motivated. Democratic style encourages group discussion and decisions are arrived through consensus.
12. If you delegate much of auth for decisions making and exec to your subordinates and invariably consult the views of subordinates before making key decisions, your style of leadership will be democratic.
13. To a large extent, the persuasive leader bases his skill in leadership upon his personal examples and ability

PART II : EFFECTIVE LEADERSHIP- CHARESTICS

14. There are, of course, a wise variety of styles of leadership between the two extremes of Autocratic and Democratic. An effective leader should be able to vary his style to meet the demand of the sit.
15. Studies conducted on autocratic and democratic styles have revealed results as under:-
 - (a) The group reacted favourably towards democratic leadership, by displaying enjoyment, constructive wk, and by continuing to function effectively even when the leader was not physically present on the scene of action.
 - (b) The autocratically led group on the other hand, displayed more hostility, aggression, lower morale and tended to fall apart during the leader's absence.
 - (c) The quality and qty of wk under the autocratic leader was better than it was under the democratic leader. Also the autocratic leader gets his job done speedily.

16. In essence, these studies reveal that a democratic style of leadership is gen more desirable than an autocratic one, in certain types of sits. However, in certain sits, the autocratic style has its advantages viz when adequate time is NA to accomplish msn or when the subordinates are not mature enough. An effective leaders should vary his style as per the demands of the situation and people. 356

17. Which is the Best Style. The question of whether a leaders should be exacting or easy on his subordinates has no simple answer. A democratic leader can be a hard task master at times. Similarly, an autocratic leader may by fatherly fig revealing fairness and consideration when the occasion demands. What is important is that one must be aware of the variety of styles and select the appropriate one depending on the nature of the msn, time available and the men under command.

PART III : WAY TO DEVELOP EFFECTIVE LEADERSHIP

18. Traditional mil leadership is taught to lay more or less equal emphasis on mission accomplishment and concern for men. At times, especially under the stress of comb, these two conflict each other and the leader faces the question - which is more imp. Some leaders emphasize mission accomplishment while others concentrate on welfare.

19. The square thus formed can be separated into four quadrants which is prepare as of leadership and styles. eg, a leader who is strictly msn oriented w/o concern for men would be op in the lower right quadrant of high msn accomplishment and low concern for men. On the other hand, the leader who stresses concern for men and slights msn accomplishment would be operating in upper left quadrant. However, the most desirable type of leadership style is represented in the right hand upper quadrant (high mission accomplishment and high concern for men), and the most ineffective style is represented by the left hand lower quadrant wherein leader neither cares for mission nor for men.

CONCLUSION

20. The trait principle concept gives us an insight into our behaviour and by knowing it we can cash on the strong pt. Since in the Army we are basically concerned both with msn accomplishment and welfare of men under our command, we must be aware of our style of leadership. It is not always possible to equally bal the two needs, yet we can learn to reach one through the other. eg, the concern for men during peace can pay us rich dividend for accomplishing the mission during war.

LESSON PLAN : SA – 1
BASICS OF SOCIAL SERVICE AND ITS NEED

Period	-	One
Type	-	Lecture
Code	-	SA-1
Term	-	I (SD/SW)

Training Aids

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

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Basics of Social Service	-	15 Min
	(c)	Weaker Sections of our Society	-	15 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. The term 'Social Service' is defined broadly as, the provisions made by governmental or voluntary efforts to meet income maintenance, medical care, housing, education and recreational needs and provisions, for the care and protection of recognised special groups. The origin of social service is ancient, stemming from the tenets of the Judaco- Christian teachings. The modern institutional service took shape with the impact of the industrial revolution upon family and community life , substituting as it did an industrial for an agrarian economy, urban living for rural living and creating dependence upon the wage system as a means of livelihood.

4. Social service characterises a formalised way of helping people, to help themselves. It is based on the reorganization of variations in individual capability and variations in the social structure . The objective is to help the individual to utilise his capability for his own welfare and for that community.

AIM

5. To acquaint the cadets about the Basics of Social Service, Weaker Sections of our Society and their Needs.

PREVIEW

6. The lecture will be conducted in following parts:-
 - (a) Part I - Basics of Social Service.
 - (b) Part II - Weaker Sections of our Society and their Needs.

PART I : BASICS OF SOCIAL SERVICE

7. **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.

8. **Types of Social Service Activities.** The various types of social service activities which can be undertaken are as under:-

- (a) Education.
- (b) Family Welfare, Medical Care, Family Planning and Nutrition.
- (c) Provision of Water and Cooking Fuel, Roads, Electricity and Sanitation.
- (d) Old Age Support Systems.
- (e) Employment.
- (f) Social Assistance, Social Security and Care & Protection.
- (g) Housing and Rehabilitation.
- (h) Recreation, Sports and Social activities.

PART II : WEAKER SECTIONS OF SOCIETY AND THEIR NEEDS

9. **General.** India is still divided into many endogamous groups, or castes and sub-castes, as a result of centuries of practicing a form of social hierarchy called the caste system. The traditional caste system, leads to severe oppression and segregation of the lower castes and other weaker sections and limits their access to various freedoms e.g, education and employment. After independence the constitution of India included safeguards for suppressed and other backward classes. The Indian constitution prohibits any discrimination based on religion, race, caste, sex and place of birth. But, while providing equality of opportunity for all citizens, the constitution also contains special clauses to ensure reservation, 'for the advancement of any socially and for the educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes'.

10. **Classes of Society.**

- (a) **Scheduled Caste and Scheduled Tribes.** Scheduled Castes and Scheduled Tribes are communities that are accorded special status by the Constitution of India. These communities were considered "outcastes". These castes and tribes have traditionally been relegated to the most menial labour with little possibility of upward mobility and are subject to extensive social disadvantage and discrimination. The Scheduled Caste people are also known as Dalits and the Scheduled Tribes people as Adivasis. Mahatma Gandhi used the terms Harijans and Girijan, for SC and ST respectively. According to 2001 census, population of SC and ST is approximately 16% and 8% of India's total population respectively.

(b) Other Backward Classes (OBCs). These classes are a group of sub castes which are socially and educationally backward while still having a higher status than scheduled castes or scheduled tribes. As of 2006 approximately 2300 communities are listed backwards. Central and all state governments are enjoined to ensure their social and educational development.

11. Needs of the Weaker Sections.

(a) **Education.** Education is the basic need of the weaker sections. The right approach would be to provide all weaker sections, proper primary education, to prevent them from dropping out of school and making them 'natural competitors' and to give scholarships at higher level. There is an urgent need to increase the number of educational institutes. Some measures which can contribute in this are:-

(i) At the village level, opening of schools which impart basic education coupled with the vocational skill that can be taught with the naturally available resources e.g. basket weaving, painting printing, tailoring, embroidery, pottery, music, dance, etc will help in achieving self-sufficiency. Specially trained teachers should be adequately compensated, so that talented people do not hesitate to go to villages.

(ii) Schools should also educate the villagers on moral values, hygiene, first aid, family planning, budgeting, savings etc.

(iii) Villagers must be educated on the need for educating the girl child as she is the one responsible in bringing up the future generations. She should therefore develop courage, self-confidence, competitive spirit and a sense of equality with boys.

(iv) Social evils such as the dowry system, child marriages and superstitions, should be taken up for discussion and their drawbacks be pointed out, so that they become events of history.

(b) **Employment.** Provision of land to landless and helping them in working out a life by providing softer loans for cultivations etc can take care of employment problems to some extent. Taking up of infrastructure projects will help in creating large number of jobs.

(c) Reservation in Educational Institutions and Govt Jobs. Reservations are intended to increase the social diversity in campuses and workplaces by lowering the entry criteria for certain identifiable groups who are grossly underrepresented in proportion to their number in general population. Reservation is a term used to describe policies whereby a portion of jobs, positions or academic seats are set aside or reserved for a given group. Government has taken initiatives on a large scale by providing reservations in different fields such as government jobs, educational institution and other such government aided and semi-govt institutions, to help the SCs, STs and OBCs. A certain percentage of seats are reserved for sections so that the discrimination against them can be reduced and they will be provided with equal opportunities to work and grow. The Constitution lays down that 15% and 7.5% of vacancies in government-aided educational institutes and for jobs in the government /public sector are reserved as quota for the SC and ST respectively.

Although originally supposed to last for 10 years, the reservation system has continued till date and now applies to higher education and legislative offices also. Currently 22.5% of the seats in higher education institutes under the Central Government are reserved for SC and ST, and 27% for OBCs.

12. Contribution of NCC Cadets. Our NCC Cadets are from every nook and corner of India. We must therefore utilise this huge potential of eager, helpful, energetic, educated and talented cadets, to achieve our aim of imbuing values and skills amongst the weaker sections of our society which will make themselves self-sufficient and confident. They will cease to be a drain on the resources of India and will become valuable contributors to our economy.

CONCLUSION

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

CONFIRMATION:

Que. 1 -Define civil defence?

Ans - It is a measure adopted by the civilian population, Government, local self bodies and voluntary organisationetc, during the war to minimize the effects of enemy action on men and material. It is the defence of the citizens by the citizens.

LESSON PLAN : SA – 2 **RURAL DEVELOPMENT PROGRAMMES**

Period- One
Type - Lecture
Code - SA- 2
Term - I (SD/SW)

Training Aids

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

Time Plan

2.

(a)	Introduction	-	05 Min
(b)	What is Rural Development and Its Need	-	15 Min
(c)	Rural Development Programmes in India	-	15 Min
(d)	Conclusion	-	05 Min

INTRODUCTION

3. Every country has a population which is divided into two sections, the urban and the rural. Urban people are those who live in urban areas where everything is available, particularly the basic needs like health care, education, water, electricity, telecommunication, roads, transports, railways etc. The areas where such facilities are not available at all or are not adequate, are known as rural areas. For a country to develop, it is very essential that the country progress as a whole and not only in the urban areas. As we are aware, India is one of the largest democracies in the world and fast emerging as a world power, but it has not yet reached the stage of a fully developed country, due to the huge gap between its people living in urban and rural areas.

AIM

4. To acquaint the cadets about the Rural Development Programmes in India.

PREVIEW

5. The lecture will be conducted in three parts as under:-
 - (a) Part I - What is Rural Development and its Need.
 - (b) Part II - Important Rural development Projects in India.

PART I : RURAL DEVELOPMENT AND ITS NEED

6. Rural development is a process that aims at improving the quality of life and standard of living of the people in the rural areas. It may be defined as overall development of rural areas to improve the quality of life of rural people. It is an integrated and sustainable process of improvement of the rural areas, which includes social, economical, political and spiritual development of the poorer sections of the society.

7. Rural development encompasses the following:-

- (a) Finding the ways to improve the rural lives, with participation of the rural people themselves, so as to meet the required need of the rural area.
- (b) It covers the following activities.
 - (a) Education.
 - (b) Health.
 - (c) Banking.
 - (d) Roads.
 - (e) Water and Electricity.
 - (f) Employment.
 - (g) Small Scale Industries and Agricultural Products.
 - (h) Crop, Poultry and Animal Farming.
 - (j) Rural Tourism.

Need For Rural Development

8. India is primarily an agro based economy. 70 % of the country's population lives in rural areas with no or very little facilities. In order to become a global power, we need to develop our rural areas. The need to develop rural areas can be summarized as under:-

- (a) To bridge the urban - rural divide.
- (b) To bridge the economic gap between incomes of rural - urban population.
- (c) To control or reduce mass migration of population from rural to urban areas.
- (d) To have equitable distribution of resources and development activities.
- (e) To create more job opportunities.
- (g) To empower the rural population.

9. The Ministry of Rural Development. In order to have a proper mechanism for rural development in the country, The Ministry of Rural Development has been created at the centre. It includes two departments which plan and execute its plans. These are:-

- (a) Department of Rural Development.
- (b) Department of Land Resources.

10. **Aims of The Ministry of Rural Development. These are:-**

- (a) Providing livelihood opportunities to those in need, including women and other vulnerable sections and food security to rural Below Poverty Line (BPL) households.
- (b) Providing for the enhancement of livelihood, security of households, in rural areas by providing at least 100 days of guaranteed wage employment, in every financial year, to every household.
- (c) Provision of all-weather rural connectivity to unconnected rural habitations and up gradation of existing roads to enable them to market access.
- (d) Providing basic housing and homestead to BPL households in rural areas.
- (e) Providing social assistance to the elderly, widow and disabled persons.
- (f) Providing urban amenities in rural areas for improvement of quality of life.
- (g) Capacity development and training of rural development functionaries.

- (f) Promoting involvement of voluntary agencies and individuals for Rural Development.
- (g) Restoring lost or depleted productivity of the land. This is done through watershed development programmes and initiating effective land reform measures for providing land to the landless rural poor.

PART II : IMPORTANT RURAL DEVELOPMENT PROGRAMMES IN INDIA MGNREGA

11. On 2nd Feb, 2006 'National Rural Employment Guarantee Act'2005 (NREGA) was launched and in 2010 it was renamed as the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA). It was the first ever law internationally, that guarantees wage employment in an un-precedence scale. MGNREGA aims at enhancing livelihood security of households in rural areas of the country, by providing at least one hundred days of guaranteed wage employment in a financial year, to every household whose adult members volunteer to do unskilled manual work. To start with, 200 selected districts of the country were brought under it and within three years of its launch, MGNREGA was extended to all the districts of the country from 1st April 2008.

12. Unique features of the Act include:-

- (a) Time bound employment guarantee and wage payment within 15 days.
- (b) Incentive - disincentive structure to the state governments, for providing or not providing employment, as per demand.
- (c) Emphasis on labour intensive works prohibiting the use of contractors, and machinery.
- (d) Ensure the creation of durable community, social and economic infrastructure and assets in the rural areas.
- (e) The Act also mandates 33 per cent participation for women.

13. Over the years employment opportunities under MGNREGA have increased and during 5.49 crore household were provided employment in 2010-11. The average wage paid under MGNREGA has increased from Rs 65 in 2006-07 to Rs 100 in FY 2010-11. The Programme had a high workforce participation of marginalized groups like SC/ST (52 % in 2011) and women participation was 50% in 2012. About 9.88 crore bank and post office accounts have been opened to disburse wages directly to the workers' accounts. Of the total works were undertaken, 53% constituted water conservation, 22% rural connectivity and 9% land development. Swarnajayanti Gram Swarojgar Yojna (SGSY)

14. This programme was launched in April, 1999. This is a holistic programme covering all aspects of self-employment such as organisation of the poor into self-help groups, training, credit, technology, infrastructure and marketing.

15. The objective of SGSY is to provide sustainable income to the rural poor. The programme aims at establishing a large number of micro-enterprises in the rural areas, based upon the potential of the rural poor. It is envisaged that every family assisted under SGSY will be brought above the poverty-line with in a period of three years.

16. This programme covers families below poverty line in rural areas of the country. Within this target group, special safeguards have been provided by reserving 50% of benefits for SCs/STs, 40% for women and 3% for physically handicapped persons. Subject to the availability of the funds, it is proposed to cover 30% of the rural poor in each block in the next 5 years. SGSY is being implemented by the District Rural Development Agencies (DRDAs) with the active participation of Panchayat Raj Institutions, the Banks, the line Departments, and NGOs. SGSY has been restructured as National Rural Livelihoods Mission (NRLM) and now renamed as 'Aajeevika'. Jawahar Gram SamridhiYojna (JGSY)

18. The critical importance of rural infrastructure in the development of village economy is well known. A number of steps have been initiated by the Central as well as the State Governments for building the rural infrastructure. The public works programme have also contributed significantly in this direction.

19. Jawahar Gram SamridhiYojna (JGSY) is the restructured, streamlined and comprehensive version of the erstwhile JawaharRozagarYojana. Designed to improve the quality of life of the poor, JGSY has been launched on 1st April, 1999. The primary objective of the JGSY is the creation of demand driven community village infrastructure including durable assets at the village level and assets to enable the rural poor to increase the opportunities for sustained employment. The secondary objective is the generation of supplementary employment for the unemployed poor in the rural areas. The wage employment under the programme shall be given to Below Poverty e (BPL) families.

20. JGSY is implemented entirely at the village Panchayat level. Village Panchayat is the sole authority for preparation of the Annual Plan and its implementation. Indira AawasYojna (IAY)

21. IAY is the flagship rural housing scheme which is being implemented by the Government of India with an aim of providing shelter to the poor below poverty line. The Government of India has decided that allocation of funds under IAY (Indira AwasYojna) will be on the basis of poverty ratio and housing shortage.

22. The objective of IAY is primarily to help construction of new dwelling units as well as conversion of unserviceable kutcha houses into pucca / semi-pucca by members of SC/STs, freed bonded labourers and also non-SC/ST rural poor below the poverty line by extending them grant-in-aid.

23. IAY is a beneficiary-oriented programme aimed at providing houses for SC/ST households who are victims of atrocities, households headed by widows/unmarried women and SC/ST households who are below the poverty line. This scheme has been in effect from 1st April, 1999 and since inception of scheme about 272.83 lakh houses have been constructed. December, 2000, a 100 % centrally sponsored scheme namely PradhanMantri Gram SadakYojana (PMGSY) was launched with the objective of providing connectivity by all weather roads to about 1.60 lakh unconnected habitations with population of 500 persons and above (250 persons and above in respect of hill States, the tribal and the desert areas) through good all-weather roads in the rural areas by the end of Tenth Plan Period (2007) Upto January,2012, a total of 42,531 habitations have been connected out of 63,940 habitations to be connected and works for 58,387 habitations sanctioned.

National Social Assistance Programme (NSAP)

24. The National Social Assistance Programme (NSAP) was launched in 1995-96. The NSAP then comprised of the National Old Age Pension Scheme (NOAPS), National Family Benefit Scheme (NFBS) and National Maternity Benefit Scheme (NMBS). On 1st April, 2000 a new scheme known as 'Annapurna Scheme' was launched. This Scheme aimed at providing food security to meet the requirement of those senior citizens who, though eligible had remained uncovered under the NOAPS. In February 2009 two new Schemes namely, Indira Gandhi National Widow Pension Scheme (IGNWPS) and Indira Gandhi National Disability Pension Scheme (IGNDPS) have been introduced under NSAP. The major benefits under these various schemes are as under:-

- (a) Under Annapurna Scheme 10 kgs of food grains per month is provided free of cost to the beneficiary.
- (b) Under NOAPS, Rs 75 per month was being provided per beneficiary to destitute who are 65 years of age or above. However, with effect from 01 Apr 2011, the eligibility age for old age pension under IGNOAPS has been reduced from 65 years to 60 years and the amount of pension has been raised from Rs 200 to Rs 500 per month for those who are 80 years or above.
- (c) GOI approved a pension of ` 200 per month, per beneficiary to BPL widows in the age group of 40-64 years. Consequent upon the revision in age limit under IGNOAPS .e.f. 01.04.2011, the upper age limit under IGNWPS was revised from 64 years to 59 years. Presently, widow pension under IGNWPS is provided to BPL widows in the age group of 40-59 years. It is estimated that during the year 2011-12, 29 lakh beneficiaries would be covered under the scheme.
- (d) A pension of Rs 200 per month, per beneficiary is provided to disabled persons with severe or multiple disabilities between the age group of 18-64 years belonging to BPL families, under Indira Gandhi National Disability Pension Scheme (IGNDPS).

PradhanMantri Gram SadakYojana (PMGSY)

25. In December, 2000, a 100 % centrally sponsored scheme namely PradhanMantri Gram SadakYojana (PMGSY) was launched with the objective of providing connectivity by all weather roads to about 1.60 lakh unconnected habitations, with population of 500 persons and above (250 persons and above in respect of hill States, the tribal and the desert areas) through good allweather roads in the rural areas by the end of (2007. Upto January, 2012, a total of 42,531 habitations have been connected out of 63,940 habitations which were to be connected and works for 58,387 habitations have been sanctioned.

Other Development Projects

26. Details of other rural development projects / schemes are as under:-

- (a) SampoornaGrameenRozgarYojana (SGRY) 2001. For providing additional wage employment and food security, alongside creation of durable community assets in rural areas.

- (b) National Food for Work Program (NFWP) 2004. To provide additional resources apart from the resources available under the SGRY to 150 most backward districts of the country for generation of supplementary wage employment and provision of food security.
- (c) Drought Prone Area Program (DPAP) 1974. To tackle the special problems by those in drought areas.
- (d) Desert Development Program (DDP) 1978. To mitigate adverse effects of desertification.
- (e) Integrated Wastelands Development Program (IWDP) 1990. Projects sanctioned to the areas not covered under DPAP or DDP.
- (f) Rajiv Gandhi National Drinking Water Mission (RGNDWM) 1991. To provide safe drinking water to all villages, to maintain sources of drinking water in good condition and to give special attention for water supply to SCs and STs.
- (g) Central Rural Sanitation Program (CRSP) 1986. For improving the quality of life of rural people and providing privacy and dignity to women.

CONCLUSION

27. It is very important in a large and democratic country like India, all welfare schemes and other administrative benefit reach every citizen. For this to happen, it is important that an effective administration set up is available at every level from Central Government to Gram Panchayat. Of course, honest and corrupt-free implementation of projects will decide the success of the system. As the future citizens of India, we need to be aware of the system and responsibilities of each official in the administrative set up so that we can contribute in our own way for the development of our society.

CONFIRMATION:-

Que – What is the role of NCC cadets for maintaining essential services?

Ans (a) Telephone exchange – as operators.

(b) Hospitals- as nurses and as links between doctors, nurses, patients and hospital technicians. They could also help in maintaining hospital discipline and security.

(c) First Aid Centres- establish and run these 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 relief flow 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.

LESSON PLAN : SA – 3 FAMILY PLANNING

Period- One
Type - Lecture
Code - SA-3
Term - III (SD/SW)

Training Aids

1. Computer, Projector, Chart, Pointer, Black Board & Chalk.

Time Plan

2.

(a)	Introduction	-	05 Min
(b)	Family Planning	-	15 Min
(c)	Measures to achieve Objectives	-	15 Min
(d)	Conclusion	-	05 Min

INTRODUCTION

3. The rapid growth of population is one of the major problems facing the country today. Considering that the population of the country is over 1000 million and the annual surplus of births over deaths at 15 million, the population explosion continues. Some social facts like reluctance of uneducated masses and minority groups towards adopting family planning programmes emerge as major constraints. Family planning is not only concerned with limiting the measure of children through preventive measures, but very much related with aspects of health care and better standard of living.

4. Family planning is defined as the voluntary, responsible decision made by individual and couples as to the desired family size and timing of birth. Therefore on the micro level it means children are born because they are wanted and provided for and on the macro level it contributes to the betterment of human life.

AIM

5. To acquaint the cadets about the need for Family Planning.

PREVIEW

6. The lecture will be conducted in following parts:-
 - (a) Part I - Family Planning.
 - (b) Part II - Measures to achieve Objectives.

PART I : FAMILY PLANNING

7. Factor Affecting Family Planning. The following factors affect family planning:-
- (a) Fatal infant and childhood morbidity.
 - (b) Poor physical and intellectual development of the unwanted child.
 - (c) Pregnancy wastage.
 - (d) Maternal risk of illness and death.
 - (e) Father's risk of hypertension and gastric ulcers.
 - (f) Marital risk.
 - (g) Poor nutrition.
 - (h) Environmental hazards such as overcrowding, poor water supply and atmospheric contamination.
 - (j) Increased incidents of genetic diseases.
 - (k) Mental health problems of parents as well as children due to strains caused by large family.
8. Methods of Family Planning. Family planning can be achieved by following methods:-
- (a) Vasectomy.
 - (b) Tubectomy.
 - (c) Conventional contraceptives like condoms and diaphragms.
 - (d) Oral pills.

PART II : MEASURES TO ATTAIN OBJECTIVES

9. Effective measures to be under-taken are:-
- (a) Voluntary encouragement of family planning can have positive health benefits. In small families mother takes more care of child which is necessary for healthy development.
 - (b) Stringent laws be enacted to curb the menace and the violators severely punished. Couples violating family norms should be debarred from contesting elections and their voting rights withdrawn. A massive campaign could be launched through the electronic and print media to create conducive environment.
 - (c) Take steps encouraging a two-child norm so that growing population is controlled.
 - (d) Educating women particularly in backward and rural areas be taken up with complete sincerity, which would help in eradicating this menace.
 - (e) Early marriage be strictly checked and efforts be made to raise the living standard and improve literacy rate.
 - (f) Couples adopting family planning should be given all possible assistance. In this regard, couples should be made to attend counseling sessions after marriage in which they should be made aware of the needs and benefits of family planning.

- (g) The problem can also be solved by providing basic health care facilities specially to the backward classes and such families to be given assurances that proper health care would make sure their children survive.
- (h) Involvement of religious leaders in the programme.
- (j) Development of rural areas.

CONCLUSION

10. Family planning assumes greater importance today as population has passed the one billion mark. Rapid growth of population is straining the available resources. In India resources are already scarce. There will be scarcity of land, houses and food coupled with unemployment. This will give rise to crime in the society. There is an immediate requirement to educate the masses involving religious, political and intellectual aspects to motivate them to adopt family planning if we want to see India as the economically and technologically leading nation in the world.

LESSON PLAN : SA – 4

CONTRIBUTION OF YOUTH IN NATION BUILDING

Period	-	One
Type	-	Lecture
Code	-	SA-4
Term	-	III (SD/SW)

Training Aids

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

Time Plan

- | | | | | |
|----|-----|--|---|--------|
| 2. | (a) | Introduction | - | 05 Min |
| | (b) | Contribution of Youth in Nation Building | - | 30 Min |
| | (c) | Conclusion | - | 05 Min |

INTRODUCTION

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

AIM

4. To acquaint the cadets about the Contribution of Youth in Nation Building.

CONTRIBUTION OF YOUTH IN NATION BUILDING NATIONAL INTEGRATION

5. The youth act as a catalyst in an already vibrant country aspiring to find its rightful place in the world politics and play a more effective role of a true leader. To help India realise its dreams the youth can and ought to play a leading role in bringing together the people of different states with diverse religions and integrate them emotionally, culturally and geographically, contribute in extricating society from age old stigmas of casteism, communalism, parochialism and regionalism, help preserve cultural heritage and infuse the spirit of patriotism, thus keep the country together and defeat all separatist attempts by unscrupulous elements.

Political Measures

6. Today's youth can contribute immensely to the politics of the country. If a nation does not rejuvenate its political leadership profile it would become old in thought and slow in action. The youth are the future of a nation and its future leaders. The opportunity provided at educational level to contribute to politics should be encouraged and the youth should learn and follow clean and meaningful politics which can thereafter be translated into greater national aim.

Security

7. The nation today faces grave security concerns both externally and internally. This intensifies when viewed with the fact that our country is a respected democratic country with a secular base. The terrorist, fundamentalists are a grave danger to our unity. The youth are the pulse and strength of the nation and with their alertness and their balanced approach can help in bringing stability to the nation and help in thwarting selfish designs of the enemy. The youth are a big force which if channelized correctly, can ensure and enhance the security of the country.

Social and Cultural

8. The youth are the privileged persons in the society who can contribute to development. Therefore they have a special responsibility and should actively participate in the development plans of the nation. Youth should be acquainted with the major problems facing the country. Firstly, they should study the basic problem of health, AIDS, environment, nutrition, lack of education, economic backwardness, ignorance, dowry-deaths, casteism, and superstitions /false beliefs of the masses. Our society is experiencing a constant change and faces the conflicting ideologies of the past vis-a-vis the West. Our past with a shadow of casteism, superstition and religious over tunes needs a balanced approach and the youth can play a very important role in this regard and educate the general public about the misnomers relating to superstition. The need to do away with the caste system and encourage lateral, vertical and diagonal in mingling of people to mesh them into a true Indian network. They can establish good rapport with the people so as to involve them in active participation in social work which will help to make society a better place to live in.

9. Further, the Government programmes such as 'Clean and Green' are very good opportunities for youth to join hands with their countrymen and give impetus in the process of nation building.

10. India has a National Cadet Corps (NCC), National Social Service (NSS), National Service Volunteer Scheme (NSVS) and other similar organization, which are an asset to our Nation. Apart from these measures to channelise young energy into constructive channels, following few steps can be taken.

(a) Films with social upliftment and nation building as theme would make a fair contribution in instilling a healthy and progressive attitude in the youth. Non Government Organisation (NGO) should also engage youth in such programmes which strengthen nation building.

(b) There should be integration committees, composed of representatives of various communities at village, city, district, state and national level. Youth should be engaged in such committees to contribute in society. Youth to train themselves effectively both in institutional and adventure activities, as such activities imbibe self confidence, harmony and patriotism.

CONCLUSION

11. Young men and women are the reservoirs of unbounded energy and enthusiasm. Youth should accept all the challenges faced by the country. Let the youth be put to best use. For this, their energies, skills and talents have to be properly harnessed, channelised and put to right use for the common good of the country.

LESSON PLAN : SA – 5
CONTRIBUTION OF YOUTH TOWARDS SOCIAL WELFARE

Period	-	One
Type	-	Lecture
Code	-	SA-5
Term	-	I (SD/SW)

Training Aids

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

Time Plan

- | | | | | |
|----|-----|-----------------------|---|--------|
| 2. | (a) | Introduction | - | 05 Min |
| | (b) | Contribution of Youth | - | 30 Min |
| | (c) | Conclusion | - | 05 Min |

INTRODUCTION

3. Youth constitute the most creative segment of any society. Their role and contribution are vital to all societies and more so in a country like India with wide social, cultural and other demographic diversities. Youth constitute about 34 % of the total population of India and their role and contribution towards social welfare and nation building cannot be ignored. For a better understanding of the subject it is important to first understand the basic of social welfare.

4. Social welfare has been defined by a United Nations expert group as “ Organised activity that aims towards a mutual adjustment of individuals and their social environment”. Social welfare is considered as including the attempts made by governments and voluntary organizations to help families and individuals by maintaining incomes at an acceptable level.

AIM

5. To acquaint the cadets about the Contribution of Youth towards Social Welfare.

CONTRIBUTION OF YOUTH TOWARDS SOCIAL WELFARE

6. The contribution of youth towards social welfare have been discussed in the succeeding pages:-

(a) Leadership. Youth are the leaders of tomorrow and young and vibrant youth are essential for future leadership. Support is provided to voluntary organizations to participate in youth development programmes. Youth need to involve themselves in activities which will develop creditable leadership.

(b) Community Service. Youth need to work in social welfare activities and community services. Therefore, Community Service has been developed as an integral part of the curriculum for education, instruction and training of all students enrolled in educational institution so that youth can fruitfully understand and contribute in community service.

(c) National and Cultural Integration. The youth, when organized as youth force will contribute for the promotion of national and cultural integration of the country. Fostering and developing interaction between youth from different parts of the country specially the isolated border and tribal areas will help in achieving national integration. It should be the endeavour of youth to motivate the general public to work against the separatist forces and ensure unity of the country is maintained.

(d) Education and Literacy. The Youth need to educate themselves and subsequently get into the process of providing quality education to all sections of society. They need to promote education and self development capabilities of the rural youth specially of girls and youth in backward areas.

(e) Environment. The youth must understand the importance and implications of environment on the society and the ecological wealth of the nation. They must help in improving and protecting the environment. They need to engage in afforestation programmes and cleaning of rivers and lakes and disposal of degradable and nondegradable waste.

(f) Health Care and Family Welfare. They must promote awareness and involvement in social programmes pertaining to health and family welfare. Programmes such as 'Youth against AIDS' campaign, 'Pulse Polio', 'Small Family' norm and various immunization programmes should be promoted. They must also volunteer in manpower intensive programmes at the implementation stage.

(g) Physical Education and Adventure Training. The youth must understand the importance of physical education for health and physical fitness with a view to increasing individual productivity and the value of sports as a means of recreation and with a potential for promoting social harmony and discipline.

(h) Old Age Care. Our basic social fabric and the joint family system inherently provide for old age care. However with the breakdown of the joint family system the need for old age care has increased. The youth must contribute to the wellbeing of the senior citizen of the society by taking care of their aged and provide them financial security and moral self-respect and make all efforts to ensure that they have a secure old age with adequate housing and health care.

(j) Watershed and Waste Land Development. These two are one of our major resources which need to be continuously protected and systematically proclaimed and developed and can be used for various social welfare activities. Youth has genuine potential for this nature of work. They must contribute in these programmes and ensure that these areas are protected from unscrupulous elements who may enter these areas of interests, for personal gains.

CONCLUSION

7. Our youth are the strength of the family, village, locality and the community. They are also the future of our nation. We must take all necessary steps to mobilize this most idealistic, inspired and energetic section of our society in the mission of nation building and social welfare.

LESSON PLAN : SA – 6 **DRUG ABUSE AND DRUG TRAFFICKING**

Period	-	One
Type	-	Lecture
Code	-	SA-6
Term	-	II (SD/SW)

Training Aids

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

Time Plan

2. (a) Introduction - 05 Min
(b) Types of Drugs - 15 Min
(c) Drug Abuse and Trafficking - 15 Min
(d) Conclusion - 05 Min

INTRODUCTION

3. A `DRUG` is a substance-solid, liquid or gas that brings about physical and / or psychological changes. Drugs affect the central nervous system. They act on the brain and can change the way a person thinks, feels or behaves. These drugs are known as psychoactive drugs. Drug menace is one of the most serious problems facing the world. Drug trafficking and drug abuse are considered as a greater problem than drug consumption.

AIM

4. To acquaint the cadets about the Drug Abuse and Drug Trafficking.

PREVIEW

5. The lecture will be conducted in following parts:-
 - (a) Part I - Types of Drugs.
 - (b) Part II - Drug Abuse and Trafficking.

PART I : TYPES OF DRUGS

6. Types of Drugs. There are three main types of drugs affecting the central nervous system:-

(a) Depressants. Depressants are drugs that slow down the function of the central nervous system. Depressant drugs do not necessarily make a person feel depressed. They include:-

- (i) Alcohol.
- (ii) Cannabis.

- (iii) Barbiturates, including Seconal, Tuinal and Amytal.
- (iv) Benzodiazepines (Tranquilisers), Benzos, Tranx, such as Rohypnol, Valium, Serepax, Mogadon, Normison and Eupynos.
- (v) GHB (Gamma- hydroxybutrate), or Fantasy.
- (vi) Opiates and Opioids, including Heroin.

(b) Stimulants. Stimulants act on the central nervous system to speed up the messages to and from the brain. They make the user feel more awake, alert or confident. Stimulants increase heart rate, body temperature and blood pressure. Other effects include appetite, dilated pupils, talkativeness, agitation and sleep disturbance. Mild stimulants include:-

- (i) Ephedrine used in medicines for bronchitis, high fever and asthma.
- (ii) Caffeine in coffee, tea and cola drinks.
- (iii) Nicotine in tobacco.

(c) Hallucinogens. Hallucinogens affect perception, People who have taken them may believe they see, hear and perceive things that are not really there or what they see may be distorted in some way. The effects of hallucinogens vary a great deal, so it is impossible to predict how they will affect a particular person at a particular time. Hallucinogens include:-

- (i) Dhatura.
- (ii) Ketamine.

7. Legal Drugs. These are those where laws and regulations control the availability, quality and price of the legal drugs. For example tobacco may not be sold to persons below age of 18 years.

8. Illegal Drugs. Because they are illegal there are no prices or quality controls on the illicit drugs such as heroin. This means that a user can never be sure that the drug they are taking is in fact what they think it is. The user also cannot be sure of a drug's strength or purity. Various batches of an illegally manufactured drug may have different mixtures of the drug and additives such as poisons, caffeine or even talcum powder.

PART II : DRUG ABUSE AND TRAFFICKING.

Drug Abuse

9. What is Drug Abuse. It is a patterned use of a substance (drug) in which, the user consumes the substance in amounts or with methods, neither approved nor supervised by medical professionals. Drug abuse is not limited to mood-altering or psycho-active drugs. If an activity is performed using the objects against the rules and policies of the matter (as in the case of steroids for performance enhancement in sports), it is also called drug abuse. Using illicit drugs - narcotics, stimulants, depressants (sedatives), hallucinogens, cannabis, even glues and paints, are also considered to be classified as drug abuse. Continuous and prolonged abuse of drugs may make a person an addict.

10. It was found that all the addicts either take cannabis or heroin. 72% percent of addicts are in the age group of 20-24 years, And females comprise only 2% of the addicts. 78% of addicts come from the families which are facing problems such as, loss of one or both parents or separation of the parents.

11. Drug addiction is found to be most common in peer group. The other reasons are curiosity (19.85%), pleasure seeking (12%) and mental tension (5%). Majority of addicts (84%) mention that the drug is easily available to them. Education and occupation has no significant effect on the habit. The problem of drug addiction appears to be common amongst youths (20-24 yrs). High incidents in youth may be due to their emotional immaturity.

Drug Trafficking

12. India, due to its geographical location has become a transit route base for illicit heroin, hashish and morphine from Afghanistan, Pakistan, Iran, Nepal and Burma. This area is known as Golden Crescent. Cannabis smuggled from Nepal is mainly consumed in India. Most heroin transiting through India is bound for Europe.

13. A peculiar system of supply and demand that characterizes the Indian drug market is that the user and traders are often the same. To fund drug consumption many users resort to crimes and thefts. The drug syndicates often use poor people, especially youth to carry their illicit products from one place to another, at a hefty price, which makes the youth fall for this easy money. The youth do not understand the dangers of this illegal activity.

14. The Law. Control over cultivation of opium and all matters relating to narcotic drugs and psychotropic substances are regulated by the "Narcotic Drugs and Psychotropic Substances (NDPS) Act and Rules", which provide for:-

- (a) Punishment of upto 20 yrs Rigorous Imprisonment and fine up to Rupees Two Lakhs for indulging in trafficking of narcotic drugs and psychotropic substances.
- (b) Death sentence in case of repeat of this offence.
- (c) Forfeiture of property of smugglers.
- (d) Regulating of legitimate trade and commerce of NDPS for medicinal and scientific purposes. The "Prevention of Illicit Trafficking in Narcotic Drugs and Psychotropic Substances" (PITNDPS) provides for detention of persons indulging in trafficking of narcotic drugs for 1 to 2 years by an executive order.

CONCLUSION

15. Drug trafficking and consumption has become a global menace. To eradicate this, it requires mobilisation of international communities through a comprehensive approach in combating illicit production, trafficking and consumption of drugs. Government and NGOs should.

LESSON PLAN : SA – 7
CAUSES / PREVENTION OF HIV/ AIDS

Period	-	One
Type	-	Lecture
Code	-	SA-7
Term	-	II (JD/JW)

Training Aids

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

Time Plan

2. (a) Introduction - 03 Min
(b) Causes of HIV / AIDS - 10 Min
(c) Prevention of HIV / AIDS - 15 Min
(d) Role of Youth - 10 Min
(e) Conclusion - 02 Min

INTRODUCTION

3. Few diseases have been feared as much as HIV/AIDS has been ever since human beings began efforts to prevent and control major diseases. Although a large number of health problems continue to defy human efforts to control them, none of them presents a challenge greater than the prevention and control of HIV/AIDS.

4. Globally, an estimated 38.6 million people are living with HIV, of which an estimated 4.1 million were new infections. In Asia, an estimated 8.2 million people are living with HIV including 1.2 million new infections last year. In India, an estimated 5.2 million people are living with the virus, most of whom are poor and marginalized. The patterns of HIV infection in India reflect underlying patterns of social and economic inequality, such as distribution of wealth, power, gender relations, women's status, poverty, lack of sustainable livelihoods, civil unrest and disorder, etc.

AIM

5. To acquaint the cadets about the Causes and Prevention of HIV / AIDS and the Role of Youth.

PREVIEW

6. The lecture will be conducted in following parts:-
 - (a) Part I - Causes of HIV / AIDS.
 - (b) Part II - Prevention of HIV / AIDS. 138
 - (c) Part III - Role of Youth.

PART I : CAUSES AND PREVENTION OF HIV/ AIDS

7. What is HIV/ AIDS.

(a) Although HIV and AIDS are often used synonymously, they are different. HIV (Human Immuno-deficiency Virus) is a virus that gradually destroys the body's immune system. AIDS (Acquired Immuno Deficiency Syndrome) is a condition wherein various diseases affect the body because of the body's weak natural defense mechanism – the immunity. AIDS stand for Acquired (not inborn, but passed from mother to baby), Immune (relating to the body's immune system, which provides protection from disease causing bacteria/viruses/ fungi); Deficiency (lack of response by the immune system to bacteria / viruses / fungi / cancer cells); Syndrome (a number of signs and symptoms indicating a particular disease or condition).

(b) 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.

8. How Does HIV Affect the Body. A special variety of white blood cells called T lymphocytes secrete chemicals that are necessary for destroying the disease causing germs or agents. HIV destroys T lymphocytes (also called T-cells), and thereby reduces the body's ability to fight diseases. T-cells contain a protein called CD4 on their surface. HIV first attaches itself to CD4 and then fuses with the T-cells to multiply. Fusion with T-cells destroys the T cell and several copies of HIV are produced.

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

(a) Sexual Transmission. The most common route of spread of HIV infection is through unprotected sex between two people, where at least one has HIV infection. Unprotected sex means having sex without condom. Although the risk of HIV being transmitted during one sexual act depends upon several factors, it is important to remember that even one episode of unprotected sex with an infected partner can transmit HIV. Increased number of unprotected sex increases the risk of infection. Some issues related to sexual transmission of HIV are as under:-

(i) Increased Risk for Women. Women are at greater risk of developing HIV infection through unprotected sex. This means that the risk of transmission of HIV from man to woman is higher than that from woman to man. There are five main reasons why women are at greater risk:-

(aa) The semen from the infected male sexual partner remains in the woman's vagina for a longer time, thereby increasing the duration of contact between infected semen and delicate lining of the vagina.

(ab) The surface area of the vagina is larger than the surface of tip of the penis in men, which provides greater opportunity for the virus to enter the body.

(ac) Many women with sexually transmitted infections (STIs) do not have any symptoms and therefore do not seek treatment. Presence of STIs increases the risk of HIV transmission.

(ad) The gender imbalance makes it difficult for women to exercise their sexual rights. This means that they have less control over, when and with whom, they have sex.

(ae) Women are less likely to take treatment, especially for STIs, which increase the risk of HIV transmission.

(ii) **Sexually Transmitted Infections**. Presence of STIs increases the risk of HIV transmission. People who have ulcers in the genital organs or abnormal discharge either from the penis or the vagina are at higher risk of HIV transmission. Early treatment of STIs reduces the risk of HIV infection.

(iii) **Anal Sex**. Although anal sex is more common among men, who have sex with men (MSM), some heterosexual partners also practice it. Anal sex has higher risk of HIV transmission as compared to vagina sex. This is mainly because the delicate inner lining of the anus gets easily damaged during anal sex. This damage helps the HIV to enter the body easily.

(iv) **Menstruation**. The menstrual blood of a woman with HIV infection will contain the virus. Thus, sexual intercourse during menstruation with an infected woman increases the risk of the male partner getting HIV infection.

(b) **Blood Transfusions**. As per the guidelines of the National AIDS Control Organization (NACO), it is mandatory to test blood for HIV before transfusion. The risk of transmission of HIV through tested blood is therefore very remote. The only possibilities of infection through blood are, if the blood was not tested for HIV or the HIV infection was in the *window period*. Window period is the term used for the duration between the entry of HIV in the body and the detection of its antibodies through blood tests. Window period is normally up to three months. This means that during this time, even if a person is HIV infected he/she will test negative. He/she can however transmit infection to others. **Blood donation has no risk of getting HIV infection because the needle and other equipment used for collecting your blood are safe.**

(c) **Sharing Needles and Syringes for Intravenous Drug Use**.

(i) When people inject drugs intravenously, they may draw small amounts of blood into the needle. If another person uses this needle immediately, the blood containing HIV will be injected into the second person. Thus, he/she can also be infected with HIV.

(ii) Despite several concerns about the poor sterilisation practices by some doctors, especially in rural areas, HIV infection through injections given at a health centre is not a common mode of transmission in India. This is mainly because most of these doctors, even if they are not qualified, boil them for a short time. HIV is destroyed by even short duration heat and drying. Shorter boiling time for sterilizing needles may not destroy other disease causing germs such as Hepatitis B virus. It is also important to remember that injections that are given in the muscles, under the skin or in the skin layers carry little risk of transmitting the HIV.

(iii) For several years now, rumours are periodically spread about people with HIV infection, intentionally pricking other people with infected needles in public places such as movie theatres, markets, bus-stops etc. with an intention of transmitting the infection to them. These rumours are baseless because of three main reasons:-

(aa) There should be adequate amounts of blood containing the virus on the needle before it can cause infection. A needle that has been merely 140 pricked in the body of a person with HIV is not likely to have the number of HIV necessary to cause infection.

(ab) Even if the infected person were to use needle that has been used intravenously, the virus may not be alive if the blood on the needle has dried up.

(ac) When an infected needle is pricked into the muscles, the risk of transmitting the infection is very low.

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

(i) During pregnancy, when the HIV crosses the placenta.

(ii) During delivery.

(iii) **During Breastfeeding.** Although HIV is present in breast milk, it does not mean that the baby will always be infected with it. Also, in a country such as India, the alternative to breast-feeding is bottle-feeding, which is not only expensive but also carries a higher risk of diarrhoea, poor nutrition and as a result death. Since the benefits of breast-feeding are much more than the risk of getting HIV infection, it is recommend that women with HIV infection breast-feed their babies.

(e) **Other Methods.**

(i) **Skin Piercing.** There are several cultural practices in India that involve skin piercing such as, piercing ears or nose for ornamental reasons, tattooing, etc. Although skin piercing is not currently one of the major routes of transmission of HIV infection in India, it is desirable to use sterilized equipment for prevention of infections such as Hepatitis B.

(ii) **Oral Route.** Many people believe that kissing, sharing utensils etc. with people who have HIV can transmit the infection. This is not true. HIV has not been shown to be transmitted through saliva. If the virus is ingested in the stomach, the acids in it are likely to inactivate or destroy the virus. The risk through oral route may be there only if there are cuts or wounds in the mouth or bleeding gums.

10. **How is HIV Diagnosed.** HIV is normally diagnosed through blood tests that detect antibodies to HIV. It is recommended that the tests are done only at the Voluntary Counselling and Testing Centres (VCTCs) set up by National AIDS Control Organisation (NACO). Counselling is done before and after the test in order to ensure that the person being tested is aware of all the issues related to HIV transmission, prevention, treatment, care and support. In case of a negative test result, the test is repeated after three months to rule out the possibility of the first test being carried out in the window period. Confidentiality is strictly maintained while testing for HIV. This means that no one other than the person being tested is informed about the test results.

PART II : PREVENTION OF HIV/AIDS

11. Symptoms of HIV.

(a) Most people infected with HIV are not likely to have any symptoms for about three to ten years. Few develop symptoms earlier while few others may not develop any symptoms for more than ten years. Even if a person does not have symptoms, he/she can transmit the infection to others. This is why it is recommended that anyone who has sex with a partner who is not in mutually faithful relationship should use condoms for every sex. 141

(b) A normal person has about 500 to 1500 CD4 cells per millilitre of blood. When the CD4 count decreases below 200, people with HIV can present with opportunistic infections, which are infections, that affect the body because of poor immunity. Opportunistic infections are caused by bacteria, virus, fungus and parasites. They may also get some types of cancer.

(c) When HIV progresses to AIDS, the infected person would have had unexplained weight loss of more than ten percent, unexplained diarrhoea or fever for more than one month, fungal infections, tuberculosis or severe bacterial infections.

12. **Tuberculosis.** Since tuberculosis is already one of the major health problems in India, people with HIV infection are at higher risk of getting it. Very often, tuberculosis is the first indication that a person has HIV infection. Although tuberculosis largely affects the lungs, it can affect other organs of the body also. People with AIDS are more likely to get infection in other organs of the body. One of the major concerns related with tuberculosis and AIDS is resistance of the tuberculosis bacteria to several medicines that were earlier effective for its treatment. Common symptoms of tuberculosis include cough, fever, increased sweating at nights, loss of weight and excessive fatigue.

13. HIV Prevention.

(a) HIV/AIDS can be prevented in four main ways:-

(i) Being in a mutually faithful sexual relationship. If this is not possible, then correct and consistent use of condoms for every sexual act, irrespective of the type of sex is essential.

(ii) Checking all the blood and blood products for HIV infection before transfusion.

(iii) Avoiding drug abuse, especially sharing needles and syringes for injecting drugs.

(iv) Reducing the risk of mother-to-child transmission by following recommended guidelines for preventing parent to child transmission of HIV infection.

(b) **Condom Use.** Condoms have two main advantages-they prevent infections such as sexually transmitted infections (STIs) and HIV, and also prevent pregnancy. Many people use condoms only for commercial sex. It is important to remember that anyone who is not in a mutually faithful sexual relationship should use condoms for every sex. There are some myths about the use of condoms which are not true. These are:-

(i) Some people argue that condoms do not offer complete protection. This is not true. It is only the inconsistent and incorrect use of condoms, which may lead to contracting STD or HIV.

(ii) Some people complain that condoms, especially those that are distributed free by the government, are probably not of good quality and therefore break during sexual act. These complaints are not valid, as several strict quality control methods are adopted during condom manufacturing.

(iii) A belief that condoms reduce sexual pleasure, is one of the major barriers to condom use. This is also not true. There may be a difference in the sensation in the initial stages of using condoms but most people adapt to them very soon.

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(c) **Preventing Parent to Child Transmission.** NACO has set up Prevention of Parent to Child Transmission (PPTCT) centres in all districts of the six states where HIV infection is high and in several other hospitals in other states. In these centres, pregnant women are counseled and tested for HIV. If they are positive, they are given medicines for HIV at the time of delivery and caesarean section is done to surgically deliver the baby. This reduces the risk of infection for the newborn from about 45% to less than 2%.

14. **Ethical Issues Related to HIV Infection.** Ethical issues related to HIV infection are mainly for ensuring that a person with HIV infection leads a life of dignity. HIV testing should not be done without informed consent of the person to be tested. This means that the person to be tested should have understood what test results would mean and its likely impact on his/her life. People with HIV infection have as much right to get education, employment and medical treatment from any source as everyone else.

PART III : ROLE OF THE YOUTH IN PREVENTING HIV / AIDS

15. 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 —macholl 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 can not 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. 143
- (ix) Coughing, sneezing or in routine patient-care activities (bed - making, feeding etc).

CONCLUSION

16. HIV can be transmitted from person to person only if the body fluids like blood, semen and vaginal fluids come in contact with body fluids of an HIV infected or AIDS patient. Young people, with or without HIV/AIDS, have an important role to play in actively countering discrimination against young people living with HIV/ AIDS. We require to provide a platform for people living with HIV/AIDS, so that we work together according to their interests. We also need to mobilize support of local authorities and community leaders to listen to people living with HIV/AIDS and to combat actively against their discrimination and exclusion. Setting up training programmes, to improve the integration of the young people suffering from HIV/AIDS into society, is the need of the hour.

LESSON PLAN : SA – 12
RIGHT TO INFORMATION (RTI) AND RIGHT TO EDUCATION (RTE)

Period	-	One
Type	-	Lecture
Code	-	SA-12
Term	-	III (SD/SW)

Training Aids

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

Time Plan

2. (a) Introduction - 05 Min
(b) RTI - 15 Min
(c) RTE - 15 Min
(d) Conclusion - 05 Min

INTRODUCTION

3. Government of India is continuously working towards empowering its citizen through various legislations, acts, rules, programmes and projects. Some of the most prominent ones introduced in the recent past are the famous and powerful Right to Information (RTI) and Right To Education (RTE) acts. As we are aware, it is very essential for a person to have knowledge about the subject of interest, especially related to the Government, RTI is towards this end. Similarly, literacy or lack of it is a key factor for development of any nation. Enhancement of literacy, hence, is one of the primary duties of the Governments at Centre as well as States. RTE is towards this goal so that no one is denied an opportunity to get basic education.

AIM

4. To acquaint the cadets about Right to Information (RTI) & Right to Education (RTE).

PREVIEW

5. The lecture will be conducted in two parts as under:-

- (a) Part I - RTI
- (b) Part II - RTE

PART I : RIGHT TO INFORMATION (RTI) ACT 2005

6. The Indian Parliament had enacted the “Freedom of Information Act, 2002” in order to promote, transparency and accountability in administration. The National Common Minimum Program of the Government envisaged that “Freedom of Information Act” will be made more “progressive, participatory and meaningful”, following which, decision was made to repeal the “Freedom of Information Act, 2002” and enact a new legislation in its place.

Accordingly, "Right to Information Bill, 2004" (RTI) was passed by both the Houses of Parliament on May, 2005 which received the assent of the President on 15th June, 2005. "The Right to Information Act" was notified in the Gazette of India on 21st June, 2005. The "The Right to Information Act" became fully operational from 12th October, 2005. This new law empowers Indian citizens to seek any accessible information from a Public Authority and makes the Government and its functionaries more accountable and responsible.

7. Important Provisions of the Act.

(a) RTI mandates timely response to citizen requests for government information. It is an Act to provide for setting out the practical regime of right to information for citizens to secure access to information under the control of public authorities.

(b) In order to promote transparency and accountability in the working of every public authority, the constitution of a Central Information Commission and State Information Commissions are enshrined in the act.

(c) The Act covers the whole of India except Jammu and Kashmir, where J&K Right to Information Act is in force. It is applicable to all constitutional authorities, including the executive, legislature and judiciary; any institution or body established or constituted by an act of Parliament or a state legislature.

(d) It is also defined in the Act that bodies or authorities established or constituted by order or notification of appropriate government including bodies "owned, controlled or substantially financed" by government, or non-Government organizations "substantially financed, directly or indirectly by funds" provided by the government are also covered in it. Private bodies are not within the Act's ambit directly.

(e) The Act empowers applicant citizens to:-

- (i) Obtain copies of permissible governmental documents.
- (ii) Inspect permissible governmental documents.
- (iii) Inspect permissible Governmental works and obtain samples.

8. Exemptions. The following information is exempt from disclosure:-

(a) Information, disclosure of which would prejudicially affect the sovereignty and integrity of India, the security, "strategic, scientific or economic" interests of the State, relation with a Foreign State or lead to incitement of an offense.

(b) Information which has been expressly forbidden to be published by any court of law or tribunal or the disclosure of which may constitute contempt of court.

(c) Information, the disclosure of which would cause a breach of privilege of Parliament or the State Legislature.

(d) Information including commercial confidence, trade secrets or intellectual property, the disclosure of which would harm the competitive position of a third party, unless the competent authority is satisfied that larger public interest warrants the disclosure of such information.

- (e) Information available to a person in his fiduciary relationship, unless the competent authority is satisfied that the larger public interest warrants the disclosure of such information.
- (f) Information received in confidence from foreign Government.
- (g) Information, the disclosure of which would endanger the life or physical safety of any person or identify the source of information or assistance given in confidence for law enforcement or security purposes.
- (h) Information which would impede the process of investigation or apprehension or prosecution of offenders.
- (j) Cabinet papers including records of deliberations of the Council of Ministers, Secretaries and other officers.
- (k) Information which relates to personal information the disclosure of which has no relationship to any public activity or interest, or which would cause unwarranted invasion of the privacy of the individual (but it is also provided that the information which cannot be denied to the Parliament or a State Legislature shall not be denied by this exemption).
- (l) Notwithstanding any of the exemptions listed above, a public authority may allow access to information, if public interest in disclosure outweighs the harm to the protected interests. (NB: This provision is qualified by the proviso to sub-section 11(1) of the Act which exempts disclosure of "trade or commercial secrets protected by law" under this clause when read along with 8(1)(d)).

PART II : RIGHT TO INFORMATION (RTI) ACT 2010

9. General.

- (a) Sixty-three years after independence, India Thursday, the 1st April 2010 enforced a historic Right to Education (RTE) act that promises freedom from illiteracy for this vast and diverse country. With this act, India became one of 135 countries to make education a fundamental right of every child.
- (b) The Act makes education "a fundamental right" of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools to reserve 25% of seats to children from poor families (to be reimbursed by the state as part of the public-private partnership plan).
- (c) It also prohibits all unrecognized schools from practice, and makes provisions for no donation or capitation fees and no interview of the child or parent for admission.
- (d) The RTE act requires surveys that will monitor all neighbourhoods, identify children requiring education, and set up facilities for providing it. The RTE Act is the first legislation in the world that puts the responsibility of ensuring enrolment, attendance and completion of education on the Government.

10. Main Highlights of RTE Act. Following are the key points of the legislation:-

- (a) Free and compulsory education to all children of India in the six to 14 age group.

- (b) No child shall be held back, expelled, or required to pass a board examination until completion of elementary education (up to class eight).
- (c) A child who completes elementary education (upto Class 8) shall be awarded a certificate.
- (d) Calls for a fixed student-teacher ratio.
- (e) Will apply to all of India except Jammu and Kashmir.
- (f) Provides for 25 per cent reservation for economically disadvantaged communities in all private and minority schools.
- (g) Mandates improvement in quality of education.
- (h) School teachers will need adequate professional degree within five years or else will lose job.
- (j) School infrastructure (where there is problem) to be improved in three years, else recognition will be cancelled.
- (k) Financial burden will be shared between state and central government on the basis of Sarva Shiksha Abhiyan (Education for All).
- (l) Private schools to face penalty for violating RTE.

CONCLUSION

11. The powerful Acts of Government of India, RTI Act 2005 and RTE Act 2010 have been implemented with a sole aim of empowering the citizens of India. If implemented in a proper way, these acts will have the desired effects of bringing transparency & accountability in the public offices as well as literacy enhancement, particularly in rural India.

LESSON PLAN : DM – 1
CIVIL DEFENCE ORGANISATION AND NDMA

Period	-	One
Type	-	Lecture
Code	-	DM -1
Term	-	I (SD/SW)

Training Aids

1. Computer Slides, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Civil Defence Organisations	-	15 Min
	(c)	National Disaster Management Authority	-	15 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. Civil Defence was first established in India on 24th October 1941. Two significant events took place after independence which gave a major fillip to Civil Defence in India. The first was the Chinese aggression in November, 1962 and the other was the Indo-Pakistan conflict in September 1965, when, for the first time after Independence, the nation was subjected to enemy air attacks. This led to considerable rethinking about the policy and scope of Civil Defence and as a result the Civil Defence policy, as it exists today, was evolved.

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

AIM

5. To acquaint the NCC Cadets about the Civil Defence Organisations and National Disaster Management Authority (NDMA).

PREVIEW

6. The lecture will be conducted in following parts:-
 - (a) Part I - Civil Defence Organisation and their Duties.
 - (b) Part II - National Disaster Management Authority.

PART I : CIVIL DEFENCE ORGANISATIONS

General

7. The Civil Defence Act of India was enacted by Parliament on May 1968. Today, Civil Defence' includes any measures, not amounting to actual combat, for affording protection to any person, property, place or thing in India or any part of the territory thereof, against any hostile attack, whether from air, land, sea or other places, or for depriving any such attack of the whole or part of its effect.

8. Civil Defence is a much misunderstood subject because, it is often confused with the air raid precautions taken during the war. There are many other measures necessary to deal with effects of direct and indirect raids and such measures cannot be disassociated from the Civil Defence measures. Civil Defence measures mainly consist of the following:-

(a) Protective Preventive Measures. Measures which may be taken before an air raid, such as dispersal of population and industries, camouflage, preparation of shelter, warning and training etc.

(b) Control Measures. Measures taken immediately after the raid, such as reconnaissance, reporting of damage and unexploded bombs, rescue of casualties, control of services, clearance of debris and extinguishing of fires.

(c) Restorative Measures. The measures which become necessary after an air raid include feeding, providing shelter and clothing, salvage of property, disposal of dead, disposal of unexploded bombs, control of infection and contamination, repair of damages caused to utility services etc.

CIVIL DEFENCE ORGANISATIONS

9. Civil Defence is primarily organised on voluntary basis except for a small nucleus of paid staff and establishment which is augmented during emergencies. The present target of Civil Defence volunteers is 12.49 lakhs, out of which 6.0 lakhs have already been raised and 4.8 lakhs have been trained. These volunteers are administered and trained by 68 Deputy Controllers, 17 Medical Officers and 503 Civil Defence Instructors, which are full time paid posts.

10. National Level. At the national level, the Home Ministry is responsible for the Civil Defence. It has under its direct control, the Directorate of Civil Defence, headed by a Director General - usually a senior police officer, who is responsible to advise the Home Ministry on all matters relating to Civil Defence. The Civil Defence organization basically comprises of the Home Guards, NCC and the Fire-Fighting Units. Most of the central ministries have a civil defence cell which gets activated during emergency and is responsible for rendering specialist advise pertaining to their respective ministries to the Home Ministry. In addition, The Ministries of Defence and Railways are responsible for civil defence on properties owned or managed by them.

11. The Civil Defence Corps has the following 12 services in which volunteers are trained:-

(a) Headquarters Service. This service works under control of Civil Defence.

(b) Warden's Service. It is a link between the public and the authorities. This service is responsible for organizing self-help parties, fire parties and to check light restrictions, report damages and guide homeless to the Rest Centres.

- (c) Fire Fighting Service. They detect small fires and put out the same.
- (d) Casualty Services. The functions of this service are:-
 - (i) Rendering first aid on the spot.
 - (ii) Providing transport to casualties for short distances.
 - (iii) To send various casualties for further treatment.
- (e) Communication Services. This service is responsible for:-
 - (i) Receipt and dissemination of air raid warning.
 - (ii) Provision of co-ordination and control facilities.
 - (iii) Provision of communication between warden posts, control centres through messengers or telephone etc.
- (f) Rescue Services. Their duty is to rescue the injured and personnel trapped under the debris.
- (g) Welfare Services. It is responsible to supply information about missing and dead etc. to provide shelter, food and clothing and to arrange evacuation from vulnerable areas.
- (h) Depot and Transport Services. It is this service which is responsible to send various services to the scene of the incident and provide the necessary transport required from time to time.
- (j) Salvage Service. It is responsible to salvage the damaged property and keep it in safe custody.
- (k) Corpse Disposal Service. This service is responsible for collection, identification and disposal of dead bodies.
- (l) Supply Service. This service is responsible for planning, organizing and procuring necessary equipment for Civil Defence Services and its proper storage and quick distribution of equipment at the time of need.
- (m) Besides the above noted services, the Civil Defence organisation will be required to set up Repair and Demolition Parties and make arrangements for the care of animals through appropriate existing agencies operating in the town.

12. State Level Organisation. Each State and Union Territory government has, under the overall control of its Inspector General of Police, a Director General of Home Guards and Civil Defence. As in the case of the central government, he is a senior police officer and is responsible for controlling fire departments as well.

13. District Level Organisation. In a district, the District Magistrate is the ultimate authority on Civil Defence. He is designated as the Controller of Civil Defence. He is responsible for implementation of all Civil Defence measures by the district departmental heads such as Civil Surgeon, Superintendent of Police, PWD Engineer, Publicity Officers etc. They are appointed by him as in-charge of various Civil Defence Services. He also constitutes an Advisory Committee out of the people possessing qualities of leadership and discipline who can arouse and sustain public interest in the Civil Defence Services.

PART II : NATIONAL DISASTER MANAGEMENT AUTHORITY (NDMA)

General

14. India is vulnerable, in varying degrees, to a large number of natural as well as man-made disasters. 58.6 per cent of the Indian landmass is prone to earthquakes of moderate to very high intensity. Over 40 million hectares of land (12 per cent of total land) is prone to floods and river erosion. Of the 7,516 km long coastline, close to 5,700 km is prone to cyclones and tsunamis. 10 per cent of the cultivable area is vulnerable to drought. Hilly areas are at risk from landslides and avalanches. India also has had a history of natural disasters in recent years. Thus the importance of Disaster Management in India.

15. On 23 December 2005, the Government of India took a defining step by enacting the Disaster Management Act of India, which envisaged the creation of the National Disaster Management Authority (NDMA), headed by the Prime Minister. Organisation of NDMA

16. National Level. At the national level, the NDMA, will be the apex body for disaster management, and will be headed by the Prime Minister. The NDMA is mandated to deal with all types of disasters; natural or man-made. It will be responsible for laying down policies, plans and guidelines for Disaster Management and coordinating their enforcement and implementation for ensuring timely and effective response to disasters. In addition, it will also be responsible to:-

(a) Approve the National Disaster Management Plans and Disaster Management Plans of the Central Ministries/Departments.

(b) Take such measures, as it may consider necessary, for the prevention of disasters, or mitigation, or preparedness and capacity building, for dealing with a threatening disaster situation or disaster. Central Ministries / Departments and State Governments will extend necessary cooperation and assistance to NDMA for carrying out its mandate.

(c) Oversee the provision and application of funds for mitigation and preparedness measures. NDMA has the power to authorise the Departments or authorities concerned, to make emergency procurement of provisions or materials for rescue and relief in a threatening disaster situation or disaster.

(d) Exercise superintendence, direction and control of the National Disaster Response Force (NDRF).

(e) Lay down framework of broad policies and guidelines for working of the National Institute of Disaster Management (NIDM).

17. National Executive Committee (NEC).

(a) The NEC is the executive committee of the NDMA, and is mandated to assist the NDMA in the discharge of its functions and also ensure compliance of the directions issued by the Central Government. The NEC is to coordinate the response in the event of any threatening disaster situation or disaster.

(b) The NEC comprises the Union Home Secretary as Chairperson. The Secretaries of various important Ministries/Departments of the govt and the Chief of the Integrated Defence Staff of the Chiefs of Staff Committee are members. Secretaries in

the Ministry of External Affairs, Earth Sciences, Human Resource Development, Mines, Shipping, Road Transport & Highways, and the Secretary, NDMA will be special invitees to the meetings of the NEC.

(c) The NEC is responsible to prepare the National Plan for Disaster Management based on the National Policy on Disaster Management. The NEC will monitor the implementation of guidelines issued by NDMA. It will also perform such other functions as may be prescribed by the Central Government in consultation with the NDMA.

18. State Disaster Management Authority (SDMA).

(a) At the State level, the SDMA, will be headed by the Chief Minister, who will lay down policies and plans for Disaster Management in the State. It will, inter alia approve the State Plan in accordance with the guidelines laid down by the NDMA, coordinate the implementation of the State Plan, recommend provision of funds for mitigation and preparedness measures and review the developmental plans of the different Departments of the State to ensure the integration of prevention, preparedness and mitigation measures.

(b) The State Government shall constitute a State Executive Committee (SEC) to assist the SDMA in the performance of its functions. The SEC will be headed by the Chief Secretary to the State Government and will coordinate and monitor the implementation of the National Policy, the National Plan and the State Plan. The SEC will also provide information to the NDMA relating to different aspects of Disaster Management.

19. District Disaster Management Authority (DDMA).

(a) The DDMA will be headed by the District Collector, Deputy Commissioner or District Magistrate as the case may be, with the elected representative of the local authority as the Co Chairperson.

(b) The DDMA will act as the planning, coordinating and implementing body for DM at the District level and take all necessary measures for the purposes of DM in accordance with the guidelines laid down by the NDMA and SDMA. It will, inter alia prepare the District DM plan for the District and monitor the implementation of the National Policy, the State Policy, the National Plan, the State Plan and the District Plan.

(c) The DDMA will also ensure that the guidelines for prevention, mitigation, preparedness and response measures laid down by the NDMA and the SDMA are followed by all the Departments of the State Government at the District level and the local authorities in the District.

20. Local Authorities. For the purpose of this Policy, local authorities would include Panchayati Raj Institutions (PRI), Municipalities, District and Cantonment Boards, and Town Planning Authorities which control and manage civic services. These bodies will ensure capacity building of their officers and employees for managing disasters, carry out relief, rehabilitation and reconstruction activities in the affected areas and will prepare DM Plans in consonance with the guidelines of the NDMA, SDMAs and DDMA.

21. National Disaster Response Force (NDRF).

(a) For the purpose of specialised response to a threatening disaster situation or disasters/ emergencies both natural and man-made such as those of CBRN origin, the Act has mandated the constitution of a National Disaster Response Force (NDRF). The general superintendence, direction and control of this force shall be vested in and exercised by the NDMA and the command and supervision of the Force shall vest in an officer to be appointed by the Central Government as the Director General of Civil Defence and National Disaster Response Force.

(b) Presently, the NDRF comprises eight battalions and further expansion may be considered in due course. These battalions will be positioned at different locations as may be required. NDRF units will maintain close liaison with the designated State Governments and will be available to them in the event of any serious threatening disaster situation. While the handling of natural disasters rests with all the NDRF battalions, four battalions will also be equipped and trained to respond to situations arising out of CBRN emergencies.

(c) The NDRF units will also impart basic training to all the stakeholders identified by the State Governments in their respective locations.

CONCLUSION

22. Civil Defence and Disaster management is an important activity both during peace (natural disasters) or during war. NCC with its vast trained resource can play an important role and help in both, the Civil Defence and the Disaster management.

LESSON PLAN : DM – 5
ESSENTIAL SERVICES AND THEIR MAINTAINENCE

Period	-	One
Type	-	Lecture
Code	-	DM-5
Term	-	III (SD/SW)

Training Aids

1. Computer Slides, Charts, Pointer, Black Board & Chalk.

Time Plan

2. (a) Introduction - 05 Min
(b) Type of Essential Services - 05 Min
(c) Maintaining Essential Services - 25 Min
(d) Conclusion - 05 Min

INTRODUCTION

3. The term 'Essential Services' means any public utility services, public safety or the maintenance of infrastructure and services which are necessary for the maintenance of daily life of the people and the non-availability of which would result in the infliction of grave / extreme hardship to the people.

AIM

4. To acquaint the NCC Cadets about Essential Services and their Maintenance.

PREVIEW

5. The lecture will be conducted in following parts:-
 - (a) Part I - Type of Essential Services and their Maintenance.
 - (b) Part II - Role of NCC Cadets in Maintaining Essential Services.

PART I : ESSENTIAL SERVICES AND THEIR MAINTENANCE

6. Essential services can be categorized as under:-
 - (a) Postal, telegraph or telephone services.
 - (b) Transport Services like rail, road, air and sea.
 - (c) Running of air / sea ports.
 - (d) Provision of water, electricity and sanitation services.
 - (e) Medical services and essential supplies.
 - (f) Production and supply of essential commodities.
 - (g) Running of government mint and security presses.
 - (h) Type of Maintenance Required for Essential Services

7. These services are maintained by Govt at all cost. There are very rigid acts and provisions to ensure continuity of these services since, without them life in country will go out of gear. Very strict provisions in law exist against personnel going on strike, refusing to work overtime or any other conduct which is likely to result in cessation or substantial retardation of work in maintaining these services. At district level, each district is required to prepare in advance, contingency plans to tackle the likely disturbances in continuity of these services.

8. **Medical.**

- (a) Running of medical facilities and hospitals.
- (b) Providing nursing and first aid.
- (c) Immunization of the population in relief camps.
- (d) Rescue of trapped persons and casualty evacuation..
- (e) Disposal of dead bodies and carcasses.

9. **Communication.**

- (a) Maintenance of uninterrupted telecommunication through telephone services/ telefax, mobile phones, VHF transmitters etc.
- (b) Dissemination of information, monitoring media coverage and quelling of rumors.

10. **Transport.**

- (a) Maintenance of rail/road communications with special attention to:-
 - (i) Repairing damaged rail/ road network, as it directly relates to the delivering of relief supplies by vehicles.
 - (ii) Creating diversions of bypassing damaged sections of the roads.
- (b) Extent of containers that can be moved inland.
- (c) Availability of maintenance facilities and spare parts.
- (d) Measures for security of cargo in transit.

11. **Infrastructure.**

- (a) Infrastructure of roads and bridges, communications, water and electricity supply, sewerage and essential buildings such as schools/ colleges and health centres may be required to be rebuilt/ repaired.
- (b) Housing and rehabilitation.
- (c) For economic rehabilitation, funding and various new opportunities to be created, in addition to getting the destroyed stocks replenished, for restoration of livelihood.

12. **Miscellaneous.**

- (a) Provision of Military, Para Military assistance.
- (b) Speedy establishment of Control Room and deployment of human and material resources in a short time.

PART II : ROLE OF NCC CADETS IN MAINTAINING ESSENTIAL SERVICES

13. Being qualified in First Aid, Basic Home Nursing, Signals and having developed leadership traits and learnt about Social Services, Civil Defence and Disaster Management, the cadets of NCC could assist in maintaining the following essential services and important tasks in any and every part of the country in 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 neighborhood campaigns by motivating people to create self-assistance groups.
- (f) Counter act gossip and rumors 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 relief flow from out-side and ensure maximum coverage of territory in provision of relief stores, food and water avoiding wastage and duplication of work in the same area.
- (v) Repair and restore essential services to enable rescue and relief work and for normalization of activities.

CONCLUSION

14. Maintenance of essential services during strikes or calamities an important task for the govt administration. NCC Cadets, being qualified in first aid, signals and having developed various leadership traits and social services / Civil Defence, can play an important role in maintaining the essential services.

LESSON PLAN : DM – 6
**ASSISTANCE DURING NATURAL/OTHER CALAMITIES : FLOODS/
CYCLONE/EARTHQUAKE/ACCIDENTS ETC**

Period	-	One / Two
Type	-	Lecture
Code	-	DM-6
Term	-	I / II (SD/SW)

Training Aids

1. Computer Slides, Charts, Pointer, Black Board & Chalk.

Time Plan

2.	(a)	Introduction	-	05 Min
	(b)	Effects of Natural / Other Calamities	-	10 Min
	(c)	Assistance by NCC during Natural Calamities	-	20 Min
	(d)	Conclusion	-	05 Min

INTRODUCTION

3. India is a large land form with peculiarity of varied geographical features. It has many rivers flowing through it and is surrounded by sea on its three sides and the high mountain ranges to its North. Though this makes India unique it also brings along vagaries of climatic and weather changes and other geographical phenomenon. Floods, Cyclones, Earthquakes and Tsunamis have occurred in the country from time to time. These natural disasters cause unimaginable damage to people and property, devastating lives of large number of our countrymen. It is therefore imperative that management during natural disasters be given utmost importance.

AIM

4. To acquaint the NCC Cadets about the providing of Assistance during Natural Calamities.

PREVIEW

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

- (a) Part I - Effects of Natural / Other Calamities Assistance Required.
- (b) Part II - Assistance by NCC during Natural Calamities.

**PART I : EFFECTS OF NATURAL /OTHER CALAMITIES
AND ASSISTANCE REQUIRED EFFECTS OF NATURAL / OTHER CALAMITIES**

6. The major effects of natural calamities are:-

- (a) Excessive loss of life / injuries due to burial of people.

- (b) Inundation of cities / towns / villages or the country side, displacing hundreds of people, making them homeless or migrate to safer places.
- (c) Marooning of villages / houses / people.
- (d) Destruction / Collapsing of houses / buildings in villages / towns.
- (e) Total disruption of all essential services like communications, electricity, water and health services.
- (f) Severe damage to road / rail network including damage to bridges.
- (g) Displacement / loss of domestic and wild animals.
- (h) Destruction of crop / livelihood.

Type of Assistance Required

7. The following types of assistances will be required during natural / other calamities:-
- (a) Setting up of information centres / reactivation of tele services.
 - (b) Re-establishment of road / rail communication.
 - (c) Establishment of relief camps / shelters.
 - (c) Casualty Evacuation & Rescue.
 - (d) Establishment of Medical Camp and providing First Aid.
 - (e) Establishment of Sanitation Services.
 - (f) Establishment and distribution of Relief Material including food and water.
 - (g) Carcass Disposal.
 - (h) Patrolling and Liaison.
 - (i) Searching for casualties / survivors of air crash accidents in remote areas.

PART II : ASSISTANCE BY NCC DURING NATURAL /OTHER CALAMITIES

8. The organisation for providing assistance during natural / other calamities will be the existing organisation of NCC. To carry out disaster rescue and emergency relief operations readily with utmost speed, the state ADG/DDG will be the decision maker, who will act autonomously, keeping DG NCC informed. The executors will be the Group Commanders/ Unit Commanders who will maintain close liaison with the DDMA authorities.

Method of Providing NCC Assistance

9. Immediately on receiving any requisition for providing NCC assistance from the district authorities, the CO Unit / Group Commander will take following actions :-
- (a) Muster adequate number of SD/JD cadets along with the ANOs and PI Staff. All means of communication should be used for collection of cadets. The ANOs must ensure that their cadets are collected in the shortest possible time.
 - (b) Organise various action groups of strength 20-30 cadets under an ANO and a PI Staff.
 - (c) Carryout proper briefing of the cadets about the impending task.
 - (d) Allocate and handover the action groups to the various agencies for providing assistance.

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

- (a) **Traffic Control Group.** This group provides assistance to traffic police.
- (b) **Relief Group.** This group provides assistance to collect and distribute relief materiel such as food supply, cloth, kerosene, diesel, utensils etc and coordinate all the relief requirement of the other action groups.
- (c) **Shelter Management Group.** This group will be employed for establishment or looking after shelters and safe houses providing the evacuees' food, water and medication requirements. This group can also coordinate with the government authorities to ensure that health and nutrition facilities are available for the extra vulnerable groups, like women and children.
- (d) **Evacuation and Rescue Groups.** The members of this group have to be physically strong (both SD and SW), and should be trained in basic evacuation and rescue method. The members of this group should coordinate with state government to get facilities for rescue and evacuation in terms of rescue training. Rescue infrastructure and equipment.
- (e) **First Aid Medical Groups.** There should be equal number of JD/SD and JW/SW cadets in this group. Those with some knowledge of nursing will be preferable. The members will have to go through intensive training and drills for first aid medical reasonability.
- (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 undisputed 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 psychotically and physically able to carry out this task and should have been medically protected. They will be imparted appropriate training for carrying out this task. If possible the Civil Defence Volunteers, members from the NSS\boys Scouts can be included in this group.

11. **Miscellaneous.**

- (a) **Command and Control.** The overall command and control of the operation rests with the Group Commander. The Group Commander constantly provides feedback to the ADG / DDG who will be monitoring this from the directorate. Group Commander is to nominate a unit to coordinate the operation with one or more flood/cyclone control liaison officers. Telephonic communication will be severely affected in the event of floods. Therefore it is imperative that alternate source of communications are identified and included in the operation.

(b) **Honours and Incentives.** Undertaking task in the event of the natural / other calamities is voluntary and organisation driven. It is a service performed outside call of one's duty and therefore it requires due recognition. It is encouraging and stimulating to the NCC volunteers to be recognised by the media during their dedicated work. Therefore the 149

liaison officer must be in constant liaison with the local and national press and electronic media and wide coverage must be given.

CONCLUSION

12. Natural / other calamities which occur without much notice, cause excessive damage to people and property. However, if we are well organized and prepared, then the losses in human lives can be reduced by providing timely assistance to the needy.

LESSON PLAN : E – 3 WASTE MANAGEMENT

Period	-	One
Type	-	Lecture
Code	-	E-3
Term	-	II (SD/SW)

Training Aids

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

Time Plan

2.

(a)	Introduction	-	05 Mins
(b)	Types of Waste	-	15 Mins
(c)	Disposal and Management of Waste	-	15 Mins
(d)	Conclusion	-	05 Mins

INTRODUCTION

3. Waste Management refers to the collection, transport, processing or disposal, managing and monitoring of waste materials. Waste materials usually relate to materials produced by human activity and the process is generally undertaken to reduce their effect on health, environment or aesthetics. All wastes materials, whether they are solid, liquid, gaseous or radioactive, fall within the gamut of waste management.

AIM

4. To acquaint the cadets about Types of Waste and its Management.

PREVIEW

5. The lecture will be conducted in following parts:-
 - (a) Part I - Type of Waste.
 - (b) Part II - Disposal and Management of Waste.

PART I : TYPES OF WASTE

6. Waste material can be of following types :-
 - (a) **Solid Waste.** 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 infectious waste.
 - (iv) Electronic wastes such as TV's, refrigerators and computers.

- (b) **Liquid Waste.** This can be classified into following types:-
(i) Chemicals released by industries.
(ii) Waste water released by households through the sewer lines.
- (c) **Radioactive Waste.** These are 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.** Municipal solid waste consists of household waste, construction and demolition debris, sanitation residue and waste from the streets. This garbage is generated mainly from the residential and commercial complexes. This waste comprises of :-
(i) Organic waste such as vegetable and fruit peels, leftover foodstuff, etc.
(ii) Paper.
(iii) Cotton and Woollen clothes.
(iv) Wood.
(v) Plastic Bags.
(vi) Tin, aluminium 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 testing of biologicals. It may include Soiled Waste, Disposables, Anatomical Waste, Discarded Medicines and Chemical Wastes.
- (f) **E-Waste.** Electronic waste or E-waste as it is popularly called, is a collective terminology for the entire stream of electronic wastes such as Used TV's, Refrigerators, Telephones, Air Conditioners, Computers, Mobile Phones etc.
- (g) **Hazardous Waste.** Sources of hazardous waste mainly include industries like textile, tannery, petrochemicals, pharmaceuticals, pesticides, paint and dye, petroleum, fertilisers, asbestos, caustic soda, inorganic chemicals and general engineering industries. Hazardous wastes contain heavy metals, cyanides, pesticides, complex aromatic compounds (such as PCBs), and other chemicals which are toxic, reactive, corrosive or have a serious damaging effect on the environment.

PART II : MANAGEMENT OF WASTE

Actions by Individuals

7. Some steps which all individuals can take whilst contributing to the waste management may include:-
(a) Segregation of household waste into bio-degradable and non-biodegradable.
(b) Reduce use of plastic bags and replace with paper or jute/cloth bags.
(c) Recyclable waste such as paper, glass, cloth etc could be segregated and disposed off accordingly.

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

Actions by Civic Bodies

8. The major functions of civic body may include the following :-
- (a) Prohibiting littering of street.
 - (b) Organizing house to house waste collection.
 - (c) Conducting awareness programs to disseminate information to public.
 - (d) Providing adequate community storage facilities.
 - (e) Use of colour code bins and promotion of waste segregation.
 - (f) Transport of wastes in covered vehicles.
 - (g) Processing of wastes by adopting an appropriate combination of composting, anaerobic digestion, Pellatisation etc.
 - (h) Up gradation of the existing dump sites and Disposal of inert wastes in sanitary landfills.

CONCLUSION

9. Management of waste is an essential and an inescapable requirement today. We as individuals also have to play our part in handling our household waste and help the government in addressing this major problem.