

R E P O R T
OF
THE COMMITTEE
FOR

**COORDINATION AND INTEGRATION OF SCHEMES
OPERATING IN THE FIELD OF PHYSICAL EDUCATION,
RECREATION AND YOUTH WELFARE**



सत्यमेव जयते

**MINISTRY OF EDUCATION
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CHAPTER I

INTRODUCTION

The Committee for Coordination and Integration of Schemes operating in the field of Physical Education, Recreation and Youth Welfare was constituted on the 26th May, 1959/5th Jaistha 1881 (Saka) by the Ministry of Education, Government of India. The text of the letter intimating the appointment of the Committee is reproduced below :

*No. F. 24-1/59-PE-2
dated the 26th May, 1959*

“Whereas, in pursuance of the recommendations of the Estimates Committee of the Lok Sabha, the Central Advisory Board of Physical Education and Recreation and other bodies, it has been considered necessary to examine the question of coordination and integration of different schemes and programmes in the field of Physical Education, Recreation and Youth Welfare, it is hereby resolved, that a Coordination Committee (hereinafter referred as the Committee) shall be established forthwith.

2. The terms of reference of the Committee shall be as follows :
- (a) to evaluate the respective merits and to define the role of various schemes for Physical Education, Recreation, Character-building and Discipline, operating in educational institutions;
 - (b) to recommend measures for the proper coordination of approved schemes in order to avoid duplication and wastage of resources;
 - (c) to examine ways and means of developing the most useful schemes and activities for the promotion of Physical Education, Recreation, Character-building and Discipline among students.

The Committee shall consist of the following :

- (i) Dr. Hriday Nath Kunzru, *Chairman*
Member of Parliament
- (ii) Shri Mahavir Tyagi,
Member of Parliament
- (iii) Shri Asoka Mehta,
Member of Parliament
- (iv) Shrimati Ammu Swaminadhan,
Member of Parliament
- (v) Shri P. N. Kirpal,
Joint Secretary (Now Secretary)
to the Government of India,
Ministry of Education, New Delhi
- (vi) Shri H. C. Sarin,
Joint Secretary to the Government of India,
(Now Additional Secretary)
Ministry of Defence,
New Delhi

- (vii) Shri A. A. A. Fyze,
Vice-Chancellor,
Jammu and Kashmir University,
Srinagar (J & K State)
- (viii) Shri G. D. Sondhi,
Ex-Honorary Adviser to the Government of India,
Ministry of Education,
Subathu (Simla Hills)
- (ix) Shri P. M. Joseph,
Principal,
Lakshmi Bai College of Physical Education,
Gwalior (M. P.)

The Committee shall further be empowered to coopt not more than two persons as and when necessary and for such period as the Committee may deem necessary.

The Committee after the completion of its assignment shall submit its report to the Ministry of Education”.

Shri A. A. A. Fyze attended the first meeting but later on tendered his resignation on the 26th September, 1960. Shri R. R. Singh, Joint Educational Adviser, Ministry of Education was appointed as an additional member on the 5th January, 1961. Shri R. R. Singh did not attend any meeting. Shri R. K. Kapur, Joint Educational Adviser, Ministry of Education was appointed as a member of the Committee on 10th April, 1961 in place of Shri R. R. Singh.

Shri C. S. Nayar, Under Secretary, Ministry of Education was appointed as the Secretary of the Committee. On his transfer from the Ministry, Shri P. M. Joseph was appointed as Member-Secretary.

The Committee met 19 times. At the first meeting of the Committee held on the 20th July, 1959, the Committee decided on a method of procedure to collect the necessary data to enable the members to study the working of the different schemes in the field of physical education and youth welfare. The schemes selected were Scouting, the National Cadet Corps, the Auxiliary Cadet Corps, the National Discipline Scheme, the Labour and Social Service Camps and the organisation of physical education in schools. It was agreed to issue a questionnaire (*see Annexure I*) to all the universities, colleges, high and higher secondary schools and vocational and technical institutions with a view to collecting data regarding numbers in different fields of activity, facilities provided, leadership available and also to elicit the views of Heads of these institutions regarding the usefulness of and the contribution made by each of these schemes.

The Committee also decided to interview persons connected with selected educational institutions and the different activities in order to get their points of view and suggestions. It was further decided that the Committee should visit a few selected places in order to see these activities in actual operation.

In pursuance of these decisions, 11,000 copies of the questionnaire were issued to which 2,400 replies were received. A total of 90 witnesses were interviewed by the Committee both in Delhi and in other places during the course of their visits. (For a list of the witnesses, please *see Annexure II*). The places visited by some members were Gwalior, Bombay, Madras, Chandigarh, Amritsar, Ambala, Calcutta and Lucknow. In each of these places, a

CHAPTER II

OBJECTIVES, ORGANISATION AND WORKING OF THE VARIOUS SCHEMES

1. Physical Education

Physical education is accepted as an essential and integral part of education all over the world. It is promoted not only because of its value in programmes of physical fitness but also because it contributes to essential physical skills and, when properly organised and conducted, develops social qualities and personal character. At one time physical education consisted mostly of drills, physical training exercises and gymnastics but today it includes different kinds of games and play activities. With its acceptance by all concerned as an integral part of education and with the new knowledge of play habits and play preferences of children, youth and adults, physical education now demands specially trained leadership. Today in the advanced countries of the world, professional courses in physical education cover a period of three or more years.

Training of Teachers.—In our country there are, at present more than 50 colleges of Physical Education to train teachers. Almost every state in the Union has a college run by the state government concerned. Both men and women are trained at these centres. The annual turn-over of these colleges is about 3,000 teachers of whom about 2,500 are men and 500 women. Two types of courses are available at these institutions, both covering a period of one academic year. The Diploma Course is open to those who possess a university degree, while students who have only passed the high school qualify for entrance to the Certificate Course. Those who get the Diploma secure appointments in universities, in affiliated colleges, in large high schools and as Inspectors and Organisers of physical education under the State Education Departments. Certificate holders are appointed in middle and high schools.

In order to get more intensive training in physical education, several students go to the U.K., the U.S.A., Denmark, Sweden and Germany. Many of these are now holding positions of high responsibility in this field.

Realizing the need for a large number of highly qualified persons, the Government of India established in 1957 a National College of Physical Education at Gwalior. This college offers a three-year course leading to a degree in Physical Education and is affiliated to the Vikram University. The products of this college are expected to provide high grade leadership which is becoming increasingly necessary in the country. In addition to the college at Gwalior, the Punjab Government College of Physical Education at Patiala has started a degree course under affiliation to the Punjab University.

Refresher and short-term courses are conducted for in-service training of physical education and other class-room teachers in several states.

While the number of training institutions and their turn-out has increased, it is generally felt that the quality of the product is still far from satisfactory. This, we gathered, is due to inadequate facilities and poor staffing as well as the indifferent quality of the material that comes for training and the crowded syllabus that has to be covered in one academic year.

In addition to theory subjects, the practical programme at these colleges comprises games like football, hockey, basketball and kabaddi, and activities like gymnastics, drill, athletics, aquatics, eurhythmics, camping and a variety of other programmes suitable for different age-groups.

Physical Education in Schools.—Throughout the country, physical education of some sort is included as a part of the school curriculum from the primary to the secondary stage. In several universities also it is compulsory in the first two classes for those who are not in N.C.C.

At the primary stage, class teachers conduct physical education activities. Where physical education is offered as one of the subjects in the Primary Teacher Training Colleges, the trained primary school teacher is competent to attend to this work.

In the middle and high schools, specially trained certificate or diploma holders are usually put in charge of this work. It has been recommended in the "National Plan of Physical Education and Recreation" that, at this stage, one trained teacher should look after 250 pupils. Calculated according to this scale, there is a shortage of qualified persons in our schools to the extent of over 25,000 teachers. This shortage is partly made good with the assistance of class-room teachers, and here and there by "pupil leaders" who are given some elementary training by the physical education teachers themselves.

The Union Ministry of Education has prepared and published separate graded syllabi in physical education for boys and girls from the first to the eleventh standard. These have been recommended by the Ministry of Education to be used in states where graded syllabi do not exist and as a guide to the states which have their own syllabi. The syllabi prepared by the Ministry cover the following :

1. Developmental (Physical training) exercises with and without apparatus. (Dumb-bells, Indian Clubs etc.)
2. Indigenous exercises such as Yogic Asanas, Dands, Baithaks and Suryanamaskars.
3. Simple squad drill and marching.
4. Story plays, mimetics and singing games for children.
5. Simple rhythms and folk dances; lazim.
6. Gymnastics, tumbling, stunts, pyramid building and malkhamb.
7. Combatives such as Lathi, Fari Gadka, Wrestling, Judo and Jambia,
8. Simple group games and relay games.
9. Games using skills and play patterns of major games (lead-up games)
10. A variety of major games—Football, Hockey, Basketball, Volleyball, Throwball, Kabaddi, etc.
11. Athletics
12. Aquatics

In the schools, physical education lessons are taken during the regular time-table. Usually, instruction is given separately to each class consisting

of 40 to 50 pupils. The length of the period varies from 30 to 45 minutes. Where facilities for physical education exist, three to five lessons are generally provided in a week for the lower classes, the frequency being lessened in the upper classes. The activities taught during these periods are generally adjusted to the space and equipment available at the schools.

In addition to these classes within the time-table, a few schools arrange "Games for All" at which attendance is compulsory for the entire body of students. The last period of the day is used for this purpose and, quite obviously, such programmes are possible only at schools where necessary facilities are available.

Many schools organise supervised games and sports after the school hours. The supervision is done by the physical education teacher with the help of interested class teachers and is recognised as a part of the physical education programme. During these after school sessions, inter-class and inter-school matches are organised. In some schools, coaching and training of the school teams and special instruction for talented pupils is also provided during such sessions.

Some of the handicaps in the way of an effective programme of physical education which came to our notice are :

1. Lack of playgrounds and equipment and of properly qualified teachers as well as of teachers with sufficient initiative.
2. Shortage of finance. There is little or no grant from the management or the government for promoting sports.
3. Insufficient recognition of the need and importance of physical education.
4. The low quality of physical instructors.

From certain witnesses we gathered the impression that the after-school programme of games was being adversely affected in their schools by the introduction of N.D.S., A.C.C. and N.C.C. However, training under N.D.S., A.C.C. and N.C.C. is now being given, for the most part, during the school hours only and those interested have free time for games after the school hours. We also gathered that in many schools where facilities for physical education do not exist, these programmes are naturally being used as substitutes for physical education.

Organisation.—There is a Central Advisory Board of Physical Education and Recreation appointed by the Ministry of Education which considers problems pertaining to physical education in the country and tenders advice to Government. Nominees of all the state governments are represented on this Board. Several new schemes and activities promulgated by the Central Government have emerged from the advice given by this Board. While each state government is free to follow its own pattern of physical education, considerable direction and assistance have been extended by the Centre to the states.

The organisational set-up in the states comprises a Deputy Director or an Assistant Director or a State Inspector of Physical Education at the top with Regional and/or District Inspectors (Organisers) of Physical Education under his control. Some of the physical education officers in the states are women.

The Committee was told that these Inspectors visit schools, gymnasia (akharas) and clubs, observe the working of physical education and sports, give advice, and as far as possible ensure maintenance of proper standards with regard to staff, playgrounds, equipment and programmes.

In the universities, the growing practice is to have a Director of Physical Education who organises programmes for those attending the university and who also coordinates the physical education activities of the affiliated colleges. The major part of these programmes consists of sports, games, athletics and aquatics. Inter-collegiate tournaments in different games are organised by the university. There is also a well-developed scheme of Inter-University Sports Competitions which are held under the auspices of the Inter-University Sports Board in which almost all the universities take part. The Director of Physical Education in a university usually assists in selecting and training the university team and in acting as its manager at the Inter-University Sports.

Finance.—Physical education is treated as a part of general education. In the total grants paid to a school or college funds for physical education, are not separately earmarked. Educational institutions generally charge from the students a sports fee varying from Rs. 3 per student to Rs. 12 per student per year. In some states this is treated as a separate fund (called the Gymkhana Fund) and its accounts are separately maintained. All expenses incurred on physical education are met from this fund, a major part being spent on equipment, uniforms and travel expenses of the school elevens. Apart from the fees collected from students, the school administration has to incur a per capita expenditure of Rs. 5 to Rs. 6 per student for providing the services of qualified physical education teachers, according to the scale recommended in the "National Plan for Physical Education and Recreation". In public schools, the per capita expenditure on physical education is substantially higher than in other schools.

2. Scouting and Guiding

Scouting came to India in 1909 and was a projection of the movement in England. The Boy Scouts Association of India which was meant for European and Anglo-Indian boys was founded as a branch of the mother association and was intended only for European and Anglo-Indian boys. This naturally caused resentment to the nationalist leaders of the country who, under the guidance of Mrs. Annie Beasant, founded the Indian Boy Scouts' Association in Madras in 1916. Two years later, the Seva Samiti Boy Scouts Association was founded at Allahabad with Pandit Madan Mohan Malviya as its Chairman. The following extract from the Diary of E. S. Montague, Secretary of State for India (1917 to 1922) will give some idea of the exclusiveness of the British sponsored movement :

"Dec. 10, 1918—I told the Viceroy also about a conversation I had with Frank Carter about the Boy Scouts. Here again with our customary folly in these days, we are laying up trouble for ourselves. The Baden Powell Organisation absolutely refuses to have Indians in it. The Indians are demanding Boy Scouts because of their new Military desires and ambitions. It is obviously impossible to refuse them. So we have to recognise a separate organisation. At the moment when we are complaining of the divorce between the two races, at the moment when we have a chance, by proper organisation, to keep the future generations together, we are making it impossible by these absurd segregations. We are losing the chance of bringing boys together".

In 1921, Baden-Powell toured the country at the invitation of the Indian Government and was impressed by the strength of the Indian feeling in the matter. As a result of his advice, the Imperial Headquarters of the Boy Scouts Association saw the wisdom of opening its doors to the Indian boys also. As a consequence, the Indian Boy Scouts Association was merged with the Boy Scouts' Association of U.K., while the Seva Samiti Boy Scouts' Association retained its separate entity on account of some fundamental differences, regarding the first promise of loyalty to the king which made no mention of duty to the country and the acceptance of the provincial governors and the viceroys as the ex-officio Chief Scouts for the provinces and the country respectively.

The years between 1921 and 1938 saw the growth of a number of Scout and Guide organisations in the country most of which were confined to particular regions. In 1938, however, as the result of a number of conferences which counselled amalgamation, only three organisations remained in the field, *i.e.*, (1) the Boy Scouts' Association of India which catered to the needs of boys only, (2) the Girl Guides' Association of India which confined its activities to girls and (3) the Hindustan Scout Association (the new name for the Seva Samiti Boy Scouts' Association) which could look to the needs of both boys and girls.

As the existence of even these three organisations was not conducive to a harmonious development of the movements, immediately after Independence, the then Education Minister, Maulana Abul Kalam Azad, took steps to get them merged into a single association. This was effected in two stages. The Boy Scouts' Association and the Hindustan Scout Association was amalgamated into the Bharat Scouts and Guides in 1950, and the Girl Guides Association was merged into this organisation in 1951. This unified organisation has since been responsible for the conduct and growth of the movement throughout the country and is the only internationally recognised Scouts and Guides Association in India at present. It is a non-official voluntary organisation and is non-political, non-sectarian and non-communal in character.

Upon joining the movement, every boy or girl has to take a promise as follows :

Cubs/Bulbuls.—I promise to do my best

- (1) to do my duty to God and my country; and
- (2) to keep the law of the Cub/Bulbul pack, and to do a good turn every day.

Scouts/Guide/Rover/Ranger.—On my honour I promise that I will do my best

- (1) to do my duty to God and my country,
- (2) to help other people at all times, and
- (3) to obey the Scout/Guide law.

The Scout/Guide law enjoins upon its members the virtues of

- (1) Trustworthiness
- (2) Loyalty
- (3) Helpfulness

- (4) Friendliness
- (5) Courtesy
- (6) Kindness to animals
- (7) Obedience
- (8) Cheerfulness
- (9) Thrift, and
- (10) Purity.

The movement lays great stress on the observance of the Scout promise and Law and organises the training of boys and girls in such a manner that they are frequently reminded of them and are required to practise them. For example, the first Scout Law enjoins adherence to truth. The games that form part of a Scouts' training invariably put him on his honour in this respect. Another Scout Law enjoins reverence to God. This is inculcated through camp life and nature study which stimulate a feeling of wonder at the miracles of creation and thereby instil reverence for the Creator. Yet another Scout Law requires every scout to look upon every other Scout as his brother, irrespective of creed, colour or nationality. This attitude is inculcated through camps, rallies and jamborees which provide opportunities for living and working together, unmindful of all distinctions.

The organisational expenses of the movement are of a minimal kind. Except for a skeleton staff, which gives its entire time to the movement at various levels, the Scouters and Guiders take to this work as a labour of love.

There are, at present, 40,592 such Scout and Guide leaders in the country and a vast majority of them are school teachers. Since younger teachers often leave the profession for improved financial prospects elsewhere, the movement constantly faces the problem of bringing in new recruits. Except for some occasional help from their educational institutions, the boys and girls who are in the movement bear most of their expenses themselves. The annual charges for the simplest uniform, camp outings etc. varied from Rs. 10 to Rs. 15 per year. To this have to be added the common expenses for the unit which work out to about Rs. 5 per head per year. As the number of Scouts and Guides during 1961-62 was 5,11,137 and 98,131 respectively, the total amount spent by them from their own pockets was in the neighbourhood of a crore of rupees that year. Expenditure on Scouts and Guides from Government grants comes to about Rs. 2 per head.

3. The National Cadet Corps and the Auxilliary Cadet Corps

During the last war, despite the University Officers Training Corps (UOTC), it was difficult to get an adequate number of suitable young men as officers for the Armed Forces. The applicants were lacking in essential qualities of initiative, self-confidence and self-reliance. In 1947, the Government set up a Committee under the Chairmanship of Shri H. N. Kunzru to consider the establishment, on a fully national basis, of a Cadet Corps Organisation which may comprise both school and college students. The Committee felt that for the full development of character and leadership, the requisite training should start when the cadets were young and impressionable. It is, therefore, recommended the abolition of the U.O.T.C. and the formation of a National Cadet Corps, consisting of a Senior, a Junior and a Girls Division.

Organisation and Administration.—The scheme is operated by the Ministry of Defence in collaboration with state governments through the Directorate General of National Cadet Corps, which is an integrated office composed of officers of the three Armed Services.

For effective administration, each state has a Directorate which is commanded by a Regular Officer of the rank of Brigadier/Colonel or equivalent, depending on the strength of the cadets in the state.

The various units of the Senior Division in each Directorate are commanded by Regular Service Officers of the rank of Lt. Colonel/Major/Captain or equivalent and they have a complement of Regular Service Instructors to help, train and administer each unit.

Advisory Committee.—A Central Advisory Committee, presided over by the Defence Minister advises the Central Government on matters connected with the Constitution, training and administration of the Corps.

A State Representatives' Conference attended by the Education Secretaries of all states annually confers on matters affecting the Cadet Corps as a whole as well as on specific problems of individual states.

A State Advisory Committee, presided over by the State Minister of Education and comprising both educationists and services personnel reviews matters connected with the N.C.C. in the state.

Training.—The object of all training in the N.C.C. is to achieve the following aims :

- (a) to develop character, comradeship, ideals of service and capacity for leadership in young men and women;
- (b) to provide service training to young men and women so as to stimulate interest in the defence of the country;
- (c) to build up a reserve of potential officers to enable the Armed Forces to expand rapidly in a national emergency.

Training which is usually given in school/college hours or in camps can roughly be divided into four parts.

The first part deals with general service training, consisting of drill with and without arms, weapon training, route marches, physical training and public speaking. Opportunity is given to cadets to command and control.

The second part deals with service subjects like fieldcraft, section and platoon leading, message writing, map reading, seamanship, airmanship etc.

The third part is intended to develop personality, character, comradeship and ideals of service, and consists of instruction on citizenship, first aid, hygiene and sanitation, as well as debates. Cadets also attend camps when they live, learn and work as a community under strenuous conditions.

The fourth part of training comprises man management, practical administration and leadership by permitting the cadets to organise training, administration and camps under the guidance of N.C.C. officers and regular staff.

Training is carried out by :

- (a) Service Officers (Junior Commissioned Officers and Non-Commissioned Officers);
- (b) N.C.C. Officers on the staff of colleges and schools;
- (c) Under Officers, etc. from amongst the cadets.

A cadet is trained for 252 periods of 40 minutes each in a year, out of which 132 periods are spent in camps. A cadet should have 75% attendance of scheduled periods of training and should have been to a minimum number of camps before he can appear for N.C.C. Certificate Examinations.

Apart from normal training in the units and in the Training Camps, selected cadets and N.C.C. Officers from the Senior Division are given training in various courses like those in mountaineering and advanced leadership and special camps.

A number of All-India Shooting Competitions are held every year under each Directorate.

Expenditure.—The Ministry of Defence bears all expenditure on (a) pay, allowances etc. of the permanent training staff (Armed Forces personnel); (b) unit equipment, mechanical transport and maintenance thereof; (c) uniforms for the cadets and replacement thereof; (d) annual practice ammunition; and (e) 50 per cent of the Camp expenditure.

State Governments bear the expenditure on (a) pay and allowances of civilian employees; (b) office contingencies, accommodation, furniture and office equipment; (c) petrol for mechanical transport; (d) Pre-Commission and Refresher Training of N.C.C. Officers; (e) Outfit allowance and honorarium for N.C.C. Officers, refreshment and other allowances to cadets, etc., and (f) 50 per cent of the expenditure on camps.

Broadly speaking the ratio of the Central Government (Ministry of Defence) expenditure to the State Government expenditure is 3 : 2.

The initial and recurring costs per capita vary with different types of units. The 1962-63 the total per capita cost was as follows :

Units	Initial Rs.	Recurring Rs.
(a) <i>Junior Division Troops</i>		
Army	112	93
Navy	256	142
Air	189	143
Girls	129	95
(b) <i>Senior Division Units</i>		
Army	404	252
Navy	820	556
Air	512	931
Girls	296	255
(c) <i>N.C.C. Rifles</i>		
Boys	138	85
Girls	59	61

N.C.C. Senior Division.—This is open to all students who are under 26 years of age and are studying in universities/colleges. It is divided into Army, Navy, Air Wings for boys and separate Senior and Junior Divisions for girls.

The Army Wing has technical units of Armoured Corps, Artillery, Engineer, Signals, Medical and E.M.E. The Naval Wing has Naval and Medical Units, while the Air Wing has flying and technical Units.

Training is imparted during college session in Units and in Annual Training Camps. Out of 360 total training periods (excluding camps), 316 periods are given on military subjects. Two examinations are conducted viz. Certificate 'B' after first year of training and Certificate 'C' after completion of two years of training in the N.C.C. In the past N.C.C. Certificate 'C' holders who took a university degree were allowed a special entry into the Indian Military Academy. The selected candidates were given an exemption of six months in training at the Indian Military Academy and did only 18 months training. On the average nearly half of those selected for Commissions in the Army other than through the N.C.C. entry have been from the N.C.C. Percentage of such candidates selected for various courses of the National Defence Academy and the Indian Military Academy are given below :

*National Defence Academy Courses
Through UPSC*

Course commenced in	Percentage of NCC cadets of the total number admitted to these courses
January 1958	45.4
July 1958	52.4
January 1959	42.0
July 1959	51.9
January 1960	51.9
July 1960	52.1
January 1961	42.7
July 1961	45.6
January 1962	52.5
July 1962	48.0

*Indian Military Academy Courses
Through UPSC*

Course commenced in	Percentage of NCC Cadets of the total number selected for admission in the IMA	Percentage of NCC Cadets taken through the special NCC entry of the total number of Cadets selected for admission in the IMA
January 1958	60.5	19.9
July 1958	37.0	13.5
January 1959	59.5	12.0
July 1959	33.3	10.6
January 1960	69.8	20.0
July 1960	41.1	22.3
January 1961	38.5	18.8
July 1961	33.8	12.7
January 1962	34.5	22.9
July 1962	27.6	21.5

After the Emergency, a large bulk of those selected for Commission in the Army are Emergency Commission Officers and the period of training for them is six months. Permanent Commissions during the Emergency would be given only to (i) those coming up through the N.D.A. entry; (ii) the special entry for other Ranks and (iii) those selected from among O.T.U. cadets and N.C.C. Officers who graduate from Purandhar. About 20% of permanent regular commissions other than through N.D.A. would ordinarily go to O.T.U. and Purandhar Academy candidates. A large number of candidates have been selected for emergency commissions since the beginning of the Emergency. Nearly half of them are *ex-N.C.C.* cadets.

N.C.C. Junior Division.—This is open to students of the age-group 13—18½ who are studying in schools. The Junior Division is also divided into Army, Navy and Air Wing though they have no technical units. The duration of training is normally two years. Out of 300 periods of total training (excluding camps), 245 periods are devoted to military subjects. Two examinations are conducted, *viz.*, Certificate A1 after 1st year and Certificate A2 after 2nd year of training.

N.C.C. Strength—N.C.C. Girls Division.—The Senior Wing Troops are raised in colleges/universities and students of the age of 15 plus are eligible for joining it. The Junior Wing Troops are raised in schools and are open to students between the ages of 13 and 18½. The Senior Wing Course like the boys is of 3 years' duration and that of the Junior Wing lasts for 2 years. Glider Training is imparted to Senior Wing Girl cadets in places where facilities are available.

On 31st July 1963, the strength of N.C.C. was as follows :

N.C.C. Senior Division	..	141,200
N.C.C. Junior Division	..	197,500
N.C.C. Girls Division (Senior)	..	12,300
N.C.C. Girls Division (Junior)	..	31,400
		<hr/>
		TOTAL 382,400

N.C.C. Rifles.—To satisfy the increasing demand from colleges for cadet corps units, "N.C.C. Rifles Units" were raised with effect from 25th February 1960. Enrolment to these units is confined to boys and girls from colleges and equivalent institutions. N.C.C. Rifles are organised in separate battalions of 12 companies each, for boys and girls. The N.C.C.R. battalion HQ is commanded by a Major assisted by a whole-time administrative officer. Each company consists of 200 cadets commanded by an N.C.C. Officer who has under him a Junior Commissioned Officer and 2 N.C.Os. seconded from the Army to help him in command, training and administration of the units. Each company is further divided into three platoons of three sections each. Platoons are commanded by Cadet Under Officers and Sections by Cadet Corporals.

The training given to the boys of N.C.C.R. is on the same lines as that of the Senior Division N.C.C.(Boys) of Infantry; the main points of difference between the training of N.C.C. and N.C.C.R. are as follows :

(a) N.C.C. Rifles are not authorised automatic weapons and mortars.

- (b) Formerly, one camp in three years was authorised, but since the emergency six whole-day exercises are authorised per year to cover the basic time taken on exercises in training camps of the N.C.C.
- (c) As Platoon Commanders, the senior cadets of N.C.C. Rifles have responsibilities of training (which in N.C.C. Units are normally entrusted to N.C.C. Officers as Platoon Commanders).

These above measures have considerably reduced the cost of N.C.C. Rifles training. Before the Emergency the strength of N.C.C. Rifles was approximately three lakhs. Since the Emergency, universities have decided to extend this training to all able-bodied undergraduate boys from July 1963 except those who are in the N.C.C. On 31st July 1963, the strength of N.C.C. Rifles was 771,400.

Officers Training Units (N.C.C.).—The Officers Training Units (N.C.C.) were started in 1959, with the specific aim of training specially selected N.C.C. cadets, who have decided to make the Armed Forces their career.

The scheme covers a total of 750 cadets. As the O.T.U. training course is for a period of three years, 250 cadets are required to be enrolled each year, and the same number of cadets are expected to complete their training every year.

O.T.U. training is for a period of three years. Each year's training comprises 192 periods, conducted during the academic session in colleges and 288 periods during the annual training camp of six weeks duration. For Engineer and Medical Cadets, however, there is an annual camp for three weeks and during this period they receive 144 periods of training.

To be eligible for selection for the I.M.A. and O.T.U. cadets must be graduates and must possess Certificate 'D' of the O.T.U.

Auxiliary Cadet Corps.—The Auxiliary Cadet Corps came into existence in 1952 as a supplement to the Junior Division of the N.C.C. with 'Service to the Country' as its motto. The movement has the following objectives in view :

- (a) to build up the youth mentally, morally and physically and to make them good and disciplined citizens by developing their character and capacity for leadership;
- (b) to develop in them a sense of patriotism;
- (c) to develop team spirit, corporate life and self-confidence and train them for social service; and
- (d) to teach them the dignity of labour.

The scheme is open to all boys and girls in the age-group 13 to 16 in secondary schools.

The basic unit of the Auxiliary Cadet Corps is a platoon of 60 students with one teacher in command. This is divided into three sections, each commanded by a Corporal who is a student. The Platoons are affiliated to Senior Division N.C.C. Units for administration and supervision of training.

The training itself is divided into two parts—basic and supplementary. Basic Training includes practical citizenship, physical training, team games

without equipment, drill, field craft (Girl Cadets in third year take advanced home nursing in place of field craft), home nursing, first aid, sanitation and hygiene.

The periods required for training are 260 in the first year, 275 in the second year and 290 in the third year. Each period is of 20 minutes' duration. Forty per cent periods of training are devoted to military subjects.

The supplementary programme envisages development of hobbies, arts and crafts and other cultural activities. The cadets are also given elementary weapon training and firing practice with .22 rifles. These are conducted outside school hours. Short week-end and term-end camps are also encouraged.

In addition, the cadets participate in social and labour service camps run in community development areas and NES Blocks. The duration of these camps is 10 to 14 days. The frequency of camps entirely depends on financial grants given by the Centre.

Teacher instructors are selected from the school staff and besides uniforms get an honorarium of Rs. 100 per year. When in camp, they are paid conveyance charges and incidentals in addition to free food. The duration of the training period of these instructors is three weeks. A nucleus of regular J.C.Os. and other ranks is provided to assist these teachers.

The Ministry of Defence defray the expenditure on the service instructional and supervisory staff at an estimated annual cost of Rs. 5 per cadet. The state governments meet the expenditure on one set of uniform per cadet in two years and the cost of training teachers, their honorarium and miscellaneous expenditure the total estimated at Rs. 9 per cadet per year.

On 31st July 1963 the strength of the A.C.C. was 1,280,640 covering 12,283 high and higher secondary schools in the country.

4. National Discipline Scheme

The National Discipline Scheme was inaugurated by the Ministry of Rehabilitation in July, 1954 with the immediate objective of combating indiscipline among students and other youngmen in the refugee camps and colonies. From being an experimental measure in Kasturba Niketan, New Delhi, it was introduced in other refugee colonies and was gradually extended to the refugee institutions of Bombay, West Bengal, Madhya Pradesh and (the then) Saurashtra. Encouraged by the results, the scheme was extended in 1957 and was made to cover non-refugee students as well.

The aims and objectives of the scheme are :

- (a) to make the younger generation healthy in mind and body and to instill in them a sense of patriotism, self-reliance, tolerance and self-sacrifice. The scheme tries to inculcate among the students a spirit of nationalism, a sense of India's cultural unity and a consciousness of good citizenship;
- (b) to develop in the students human values which are lacking at present and to build in them a desire to serve the country disinterestedly.

The above objectives are sought to be realised through a five-pronged programme comprising (i) physical training, (ii) mental training, (iii) administration, (iv) organisation and (v) cultural development. While the physical training programme is intended to develop physique and promote good health, the mental training programme is directed towards shaping the child's conduct, character and personality, with a pronounced bias in favour of nationalism. Through the programmes of "administration" and "organisation", the scheme seeks to create a climate for the growth among children of qualities like self-reliance, self-help, leadership and fellowship. Through the cultural activities, the trainees are made familiar with a cross-section of India's folk-songs and dances, in order to enable them to know people from different parts of the country, their mode of dress and their way of life. In this way an attempt is made to bring out the unity of India's culture in the midst of a rich diversity.

The scheme is operated through the Directorate of N.D.S. working under the Ministry of Education. The Directorate is headed by a Director-General who is assisted by a Director and two Deputy Directors at the headquarters and by four Regional Directors working in different parts of India. The training of students is carried out by N.D.S. Instructors who are appointed from the headquarters at Delhi. The Instructors are paid from the Central Government funds and are also ultimately controlled from the Centre. It is understood that the Government of India have recently decided that local control over the N.D.S. Instructors should fully vest with the heads of educational institutions concerned. There is a graded supervisory staff to ensure the proper working of the scheme. To give the movement the right direction from time to time, the Government of India, it is learnt, is contemplating the setting up of a National Board, on which would be represented eminent educationists, besides representatives from the Ministries of Education and Defence.

At present, the scheme is confined to children in the age-group 11-16. If a school chooses to introduce this Scheme, it becomes obligatory for all boys and girls in that school to join it with the exception of those who are already in N.C.C. (Junior), A.C.C. or Scouting and Guiding. On an average, within the school time-table, three periods for classes VI-VIII, and two periods for Classes IX-X are set apart per week for this work. Time for games and sports is usually devoted outside the school hours. There is one instructor provided for every 300-400 pupils. The uniform consists of Salwar, Kamiz, a Kurta and Dupatta for girls and shirts and shorts for the boys. The school is free to choose its own colours for the uniform, which is normally provided by the pupils at their own cost. Some aid, however, is given to poor and needy students.

Till recently, the syllabus of the scheme was ungraded, the students being made to go through the same exercises etc. every year throughout the five-year training period. The physical training syllabus has now been revised and graded along the lines of the Physical Education Syllabus as given in the National Plan of Physical Education and Recreation. The syllabus for mental training was framed only in 1961.

In the beginning, the National Discipline Schemes Instructors were generally drawn from *ex-Indian National Army* and *ex-Army* men. Now they are recruited from the open market through the Employment Exchanges. The minimum academic requirement for direct recruits is Matriculation. The Instructors are given training for 6 months at Sariska

(Alwar) or Indore before they are posted to schools. The N.D.S. instructors' training syllabus covers child psychology, theory and practice of various games and sports, physical education and recreation, Indian culture, social reconstruction and uplift, civics, cultural heritage, national unity, nutrition and diet, and first aid. Refresher courses are arranged for in-service Instructors.

The entire scheme is financed by the Ministry of Education, while the State Governments of Maharashtra and Punjab share a part of the expenses incurred in promoting the scheme. Over 13 lakh pupils in 1960 schools were covered by the scheme in 1962-63. With the Central Government expenditure amounting to Rs. 64.62 lakhs in 1962-63, the cost per pupil per annum came to Rs. 4.99 nP.

5. Labour and Social Service Camps

The scheme of Labour and Social Service Camps was introduced in 1953-54. The objectives of this scheme are to provide the youth of the country with an opportunity to practise the art of self-expression, and to teach them dignity of labour and the importance of social service. The camps are held in rural areas so that the youth gets acquainted with the villagers and their problems.

The Ministry of Education gives grants for such camps to the following organisations :

- (i) Bharat Sewak Samaj
- (ii) N.C.C. Directorate
- (iii) Universities
- (iv) State Governments
- (v) Bharat Scouts and Guides

However, in actual practice 90 per cent of the camps are held by the first two agencies mentioned above.

The Bharat Sewak Samaj claims to select sites for its camps in consultation with the District and Community Development Officers and Gram Panchayat Samities. Camps are held separately for boys and girls. The normal strength of a camp is between 50 and 100 inmates comprising students and non-students, as well as a few teachers. The proportion of non-student youth, if admitted, does not normally exceed 20 per cent of the campers while the proportion of teachers and social workers is usually about 10 per cent.

The Bharat Sewak Samaj have stated that the following are the types of camps organised by them :

- (a) *Senior Camps*.—They are further sub-divided into (i) District Boys Camps (ii) District Girls Camps (iii) Inter-State Camps (iv) International Camps.

Boys of 16 years and above and girls of 15 years and above can join these camps. In Winter and Autumn the duration of the camps is between 10 and 21 days, and in Summer the duration for boys' camps is between 21 and 30 days while those for girls is between 14 and 20 days.

- (b) *Junior Camps* are organised for boys in the age-group 13 to 16. The duration of the camps is between 10 to 16 days in Autumn and between 14 and 16 days in Summer.
- (c) *Local Student Camps* are open to students of the same Tehsil. The age limits for boys and girls are 13 to 16 and 14 to 16 respectively. The duration of the camps is between 10 and 16 days.
- (d) *Rural Youth Camps* are organised for non-student youth in the age-group 13 and 30 and the duration of the camps in two weeks.
- (e) *Organisers' Training Camps* are meant for giving training to the camp organisers. The age limit of the trainees is between 22 and 45 years and the duration of the camps is between 10 and 30 days. The number of trainees per camp is between 30 and 50.

The programme of the various camps is said to consist of Prabhat Pheri—Group singing through the village, Flag hoisting, National Anthem, Physical Training, *Shramdan* for boys and environmental hygiene for girls, hobbies, handicrafts (for girls), village contacts, social education, youth clubs, childrens' games, cultural programme and group discussions.

The labour projects undertaken for boys are construction of roads, digging of wells etc. while the work for girls consists of teaching first aid to village women, home nursing etc. Besides these, the campers are given lectures on such topics as differences between town and village life, India and her place in the comity of nations, economic condition of India.

The follow-up action in the case of the projects completed at these camps is generally entrusted to the Block Development Officers or the Panchayats.

Various committees to look after the management of the camp are formed in each camp. The group leaders are chosen from amongst the campers.

The Central Government rate of grant per camper per day is Rs. 1.75 nP. (Rs. 1.25 nP. for food, Re. 0.25 nP. for incidentals; Re. 0.13 nP. for Central organisation and Re. 0.12 nP. for Regional Camp Committee's expenses). Apart from it, travelling expenses are paid at the rate of Rs. 2 per camper, Rs. 8 per teacher and Rs. 10 per visiting instructor. Local students' Camps and Rural Youth Camps are half-grant camps towards which the Central Government contributes Re. 1.00 per camper per day. The rest of the expenditure is met by donations and contributions.

A.C.C. Camps.—The duration of the A.C.C. camp is 10 to 14 days depending upon the availability of funds and the size of the selected project. Projects are chosen in consultation with the Community Development authorities and as far as possible are planned in rural areas. Not more than 2 A.C.C. camps are held per district. These projects include the construction or improvement of roads, construction of wells, soil conservation work, flood relief work, etc. Girl cadets engage themselves in literacy as well as hygiene and sanitation drives. Cadets in the third year of A.C.C. are preferred for these camps. Tools and implements are provided by the Project Officer and the work is divided on a group-task basis.

The daily programme of work includes P.T. and Drill, lectures on citizenship, games and cultural programmes, besides social service. The output expected of a cadet is 40-50 cubic ft. on the average and the A.C.C. authorities say that this average is generally maintained.

Reoriented Scheme of Labour and Social Service Camps.—The scheme of Labour and Social Service Camps has been reoriented in April, 1963. The question whether these camps cannot be run on the basis of self-sufficiency is engaging the attention of government. During the period May-July, 1963 a total amount of Rs. 4,17,269 has been sanctioned to the Bharat Sevak Samaj, Regional N.C.C. Directorate and the Gram Sahyog Samaj for holding 103 pilot project labour and social service camps. In these camps, the beneficiaries of the work projects have undertaken to pay for the value of manual work done by the campers. Though full grants are released initially, the intention is to find out what part of the maintenance cost of the campers can be met from the amounts realised as payments towards the work project executed.

The evaluation of the Pilot Project camps is being done with the assistance of the Directorate of Public Instruction and Block Development Officers concerned.

A statement showing the year-wise position of the Camps held by various Organising Agencies and the amount spent thereon is appended to the Report. (*please see Annexure IV*).

6. Campus Work Projects Scheme

The scheme was introduced on a small scale in the year 1953-54 with a view to promote physical and recreational amenities of an extra co-curricular nature.

The object of the scheme is to provide with the aid of *Shramdan* by the students much-needed physical and recreational amenities in educational institutions. The educational institution applying for the grant should have its own building. It should also have land for the contemplated project. Educational institutions must have a standing of at least three years to be eligible for the grant and must at least be secondary schools. The applications are recommended by the state governments/universities.

Under the scheme, it is essential that the institution should contribute at least 25 per cent or more of the total estimated cost of the project. The cost of voluntary labour to be rendered should also be at least 5 per cent of the total estimated cost. Grants for various types of projects are restricted to the ceilings indicated below :

Project	Ceiling Prescribed
	Rs.
(a) Recreation Hall-cum-Auditorium	35,000
(b) Swimming Pool (25 metres)	30,000
(c) Gymnasium	25,000
(d) Small Stadium for spectators round the sports arena	25,000
(e) Open-air theatre	15,000
(f) Pavillion	10,000
(g) 400 metres oval Cinder Track for track events	10,000

A total grant of Rs. 1,70,12,825 has been paid up to the year 1962-63 for 788 projects under the scheme. Of these, 429 projects have been completed so far and the remaining 322 projects are in progress at present. Thirtyseven of the sanctioned projects could not be started by the institutions and they had to refund the grants paid to them for the purpose.

In the third Five Year Plan, a provision of Rs. 120 lakhs has been made for the scheme. This amount includes a commitment of Rs. 50 lakhs as a spill-over for incomplete projects.

A statement showing the grants paid under the scheme from year to year is appended to the Report. (See *Annexure V.*)



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CHAPTER III

EVALUATION OF ACHIEVEMENTS OF VARIOUS SCHEMES

1. Physical Education

In the "National Plan for Physical Education and Recreation", physical education is described as "education through physical activities for the development of the total personality of the child to its fullness and perfection in body, mind and spirit". Its immediate objective is the development of physical fitness. In striving for such fitness, physical education activities also promote some of the essential qualities of citizenship in a democracy.

Physical education has been long recognised as an essential part of education and in most of the states it has been made compulsory at the secondary school stage. Some states have introduced it as an examination subject in the lower standards and this, it was reported, evoked improved response from pupils as well as the parents and has led to the provision of better facilities by school managements. It is, however, nowhere an examination subject in the final class of the school in any state.

In primary schools, physical education is imparted by the class teachers themselves. The activities at this stage consist of various kinds of children's games, simple exercises, mimetics and rhythmic activities. In secondary schools, physical education is imparted by trained physical education teachers and consists of various forms of physical exercises, games and sports.

Physical education the world over is accepted as part and parcel of education. The chief merit of physical education appears to lie in the fact that there is no rigidity about its curriculum, and that it can easily be adapted to suit local conditions and requirements. It starts from the earliest stages of education and provides a variety of graded activities to suit different age-groups, taking into account the facilities commanded by the institutions which are by no means uniform. Physical Education also promotes among the participants a desire for achieving self-improvement.

The question has often been asked if physical education provides a programme of different forms of physical activities and sports including squad drills, marching and P.T. exercises and aims at the development of physical fitness as well as desirable personal and social qualities among the participants, and how is it that movements like A.C.C. and N.D.S. have been able to push their way into schools, seriously affecting the place of physical education? In answering this question we must bear in mind that physical education has suffered from lack of finance, facilities and quality leadership. It has also suffered from the traditional but unfortunate belief, that it consisted only of tables of exercises and its only aim was the development of physical fitness. Its educational and recreational opportunities and values are little recognised. It has also to be mentioned that movements like A.C.C. and N.D.S. were government sponsored and government financed and school authorities, therefore, readily accepted them.

In spite of difficulties experienced, it is pertinent to point out that physical education has made encouraging progress over the years as can be :

1. There is now a greater awareness of the need for schools with playgrounds and well organised programmes of physical education than to be the case twenty or thirty years ago.
2. More physical education colleges have been established in recent years. Several of them are affiliated to universities and better qualified teachers are coming out of these in large numbers. These teachers find ready employment in educational institutions.
3. Grade and progressive physical education syllabi have been worked out by Central and State Governments which are now being followed in schools in most states of the country.
4. Participation in games and sports in educational institutions, as a part of physical education and under the guidance of physical education teachers, is on a larger scale than it used to be in the past. Useful coaching in different sports is given by physical education teachers.
5. Physical Educationists are organising and conducting the National Physical Efficiency Tests thus serving thousands of students and other youths all over the country.
6. Physical Educationists are taking a leading part in the organisation of many inter-school and inter-collegiate tournaments and athletic meets. The organisation of the National School Games Championships is entirely in the hands of Physical Educationists.

In assessing the progress of physical education, the operation of the following limiting factors should not be lost sight of :

- (i) The physical education teacher is at the lowest rung of the school hierarchy. Till recently, physical education used to be in the hands of discharged military personnel.
- (ii) Adequate facilities for physical education especially play-fields are lacking in many schools, as observed by the "Ad-hoc Enquiry Committee on Sports" set up by the Ministry of Education.
- (iii) The schemes like National Discipline Scheme tend to be introduced in schools which command the requisite facilities. Incentives are offered to school authorities, teachers and pupils to join these schemes. Pupils who join these are exempted from physical education.
- (iv) Even the trained physical education teachers are mostly matriculate certificate holders. Better human material is not generally attracted to the profession because of low status and poor sale-price.

We have no doubt that physical education is one of the important bases on which should rest schools for improving the nation's physique, and this base must be strengthened considerably. We have noted that the Central Advisory Board of Physical Education and Recreation has been making recommendation from time to time to raise the status of physical education and to make it more effective in our schools. These recommendations are not always carried out as speedily in the states as they should be, and the Committee would therefore like to emphasize greater regard being paid to the improvement of physical education than has been the case so far.

We must not lose sight of the fact that activities like A.C.C. and N.D.S. which are so popular now have a very large substratum of physical education. Even so, it has not been possible to implement fully the graded syllabi prepared by the Ministry of Education because of lack of facilities, inadequate leadership and lack of needed support from state authorities. Participation in games and sports is at present largely confined to institutions where facilities exist and there is a very urgent need for the provision of more playing fields all over the country.

It has been brought to our attention that a proposal is under consideration to make physical education an examination subject at the secondary stage. Intelligently worked out and properly implemented, this can improve the status and effectiveness of physical education. In countries like U.S.A. and U.S.S.R., some school systems have laid down standards of achievement for different classes which have proved valuable incentives to pupils. We would, however, advise caution in working out and implementing a scheme of examination in physical education since, if it is not properly conceived and enforced, it is likely to adversely affect academic standards and take away that sense of spontaneity and joy which are characteristics of good physical education.

2. Scouting and Guiding

Unlike N.C.C., A.C.C. and N.D.S., Scouting was not started in the country by any Department of Government. It is a wholly voluntary movement, international in character. Its chief features are as follows :

- (i) It takes into account the physical, mental and social development of the child. It has a progressive programme of training and activities to suit different age-groups.
- (ii) The movement has an element of individual emulation in it. The scout endeavours to acquire various proficiency badges; in this endeavour, he does not compete with others but seeks to pull himself up.
- (iii) The scout takes some noble pledges and is impelled to act on these. He develops character by doing things.
- (iv) Camping is an essential feature of Scouting. The Scout has to cook his own food, clean his own utensils and keep his own tent clean. He thus becomes self-reliant. He learns and develops a spirit of social service.
- (v) The scout is taught to be observant and he is always prepared to help.
- (vi) Through the cultural programme the scout is helped to enrich his living and to find expression for his creative abilities.
- (vii) The scout acquires self-discipline by reasoning about every thing he does or is required to do and this helps him throughout his life.
- (viii) Scouting also caters to the needs of the physically handicapped. This is a significant enlargement of the scope of its activities.
- (ix) Scouting offers a unique programme of adventure and responsibility for boys and girls of the higher age groups through the Sea, Air and Mountain branches of the movement. There is a

great deal of scope for extending these branches, if adequate financial and other assistance were available.

- (x) (a) The extent and incidence of the movement cannot be judged merely by the strength of its membership. The movement is voluntary, and depends on the number of leaders which it can attract to its service. Hence, in an establishment, not more than one group is generally opened at a time. While in the case of A.C.C. or N.D.S., particularly in N.D.S., wherever any programme is introduced in a school, the majority of the boys and girls in that school are involved.
- (b) It will not be a fair assessment of the scout and guide movement to say that it is not popular among the boys and girls of the higher age-group. By and large, the heads of the educational institutions *do not* encourage students of Classes IX, X and XI to continue their scout activities and as the movement is voluntary it suffers from the lack of official patronage which is not the case with other movements.

We have given some consideration to the question why scouting has not been able to make a more telling impact upon the student world. The following reasons suggest themselves to us :

- (i) Lack of finance has led to organisational deficiency in spreading the movement, especially in rural areas.
- (ii) Children of the lowest economic strata who are also in schools now consequent on the expansion of educational facilities, find it difficult to join the movement because a scout is required to fend for himself, provide his uniform, pay his fare to the camp-site and meet his camp expenses.
- (iii) There is dearth of leadership, as the teachers from whom the scout masters are drawn are often lured away by the out-of-pocket and other allowances offered by schemes like N.C.C. and A.C.C.
- (iv) The movement has also suffered because of competition from other government sponsored schemes like the N.C.C., the A.C.C. and the N.D.S.

While the progress achieved by scouting from the point of view of over-all coverage is not quite satisfactory in recent years, witnesses examined by the Committee have been unanimous in the view that scouting as a movement is highly beneficial for students. With the emphasis placed on citizenship training, it promotes among its members a spirit of mutual help and group responsibility. It also seeks to develop a sense of international fellowship and broad outlook. We are, therefore, of the view that scouting has considerable potentialities and that it should receive full support at all levels of education as a desirable extra-curricular activity.

It is in our view necessary to take certain positive measure to foster this movement, as it would be unfortunate if scouting were to fade out or function but in an indifferent manner. Adequate grants should be given to the Bharat Scouts and Guides to enable them to employ more staff to overcome organisational deficiencies. The movement requires to be buttressed not only by a better administrative structure at the National and State Headquarters, but also by a cadre of whole-time field organisers functioning at district level.

Grants to the Bharat Scouts and Guides would also be necessary for the implementation of their training programme. Every state should have at least one fully equipped centre for training scout masters. These centres should also be availed of for conducting refresher courses and advanced training. We suggest that the state governments should extend substantial financial assistance in establishing such centres. The expenditure on the training of teachers at these centres must also be eligible for grants on cover-the-deficit basis. The Central Government should also assist liberally all the training programmes of scouts and guides.

In order to provide for a regular flow of adequate leadership, we also recommend that scouting may be a subject of study in the normal and basic schools, so that every teacher who has the necessary aptitude can serve as a qualified cub-master.

To facilitate children from poor families to participate in the movement, needy scouts and guides may be provided uniforms out of the games fund of the schools. Similarly, they may be paid the actual camp expenditure, including fares to and from the camp-site.

Honorarium.—The teachers from whom the scout masters are drawn are not, as a class, economically strong. Because schemes like the N.C.C. and the A.C.C. offer some allowances to the teachers, the best of them are generally attracted by these activities. The scout masters, however, do not get any allowances. This is so not only in India but in most of the countries of the world as well. This is a tradition that deserves respect. However, in India, the scout movement suffers from a special disability because the scout masters in educational institutions prefer to get attached to Government sponsored youth movements like the A.C.C. which offer honoraria to them. While the scout master in an institution can be made a Leader in the A.C.C., by executive orders the A.C.C. Leader is not at present allowed to continue to act as a scout master. Quite obviously this leads to a depletion of well trained and experienced leaders from the scout movement, which is naturally weakened thereby. In order to stop this leakage, it is recommended that remuneration to the scout leaders may be paid on the same basis as it is paid to the Leaders in other youth movements.

At the collegiate level, scouting will be attractive only if it takes up programmes that have in them an element of adventure. In this connection, we strongly recommend that steps should be taken to encourage mountaineering and hiking because they offer exhilarating experiences which have a very wholesome impact on the character of the participants. Mountaineering has developed its own highly specialised technique. We recommend that each year, the organisation should depute some scouts and guides from the colleges for training in mountaineering at the Himalayan Mountaineering Institute, Darjeeling. Financial assistance should be extended to the organisation for this purpose and it would be money well spent.

If the measures indicated above are earnestly implemented, we have no doubt that scouting as a movement will come into its own again and help in preparing the coming generations for meeting effectively the obligations and responsibilities of democratic citizenship.

3. National Cadet Corps

Though at first sight the N.C.C. appears to be military in character, the movement is essentially educational and was recommended to be so by the Kunzru Committee (1947).

Opinion among the heads of educational institutions, both at college and at school levels, is generally in favour of the N.C.C. The scheme is reported to have made the students who participated in it, self-disciplined, self-reliant and upright. Witnesses orally examined by the Committee also testified to the fine work done by the N.C.C. though a few of them were not enthusiastic about it and were opposed to having it at the school stage.

The criticism offered was that the N.C.C. interferes with academic work and, therefore, leads to a dilution of the academic standards. It was also suggested that the claim that the N.C.C. training builds up character was somewhat exaggerated, because character building was really the end product of education.

We have given careful thought to these objections. From the mass of evidence before us we are convinced that the N.C.C. has made the students disciplined and self-reliant and has brought about a noticeable improvement in their health. As for the maintenance of educational standards, we feel that this really is the business of the educational authorities and it is for them to ensure that the N.C.C. training in colleges and universities does not adversely affect either the studies or other co-curricular activities.

We recommend that at the college level the N.C.C. should receive the fullest measure of support and encouragement. In implementing this scheme, however, every precaution should be taken to maintain the authority of the heads of educational institutions. The Committee were assured that instructions had been repeatedly issued by the N.C.C. Directorate to the effect that the authority of the headmaster or the principal should not be interfered with in any way.

It came to our notice that at the S.N.D.T. University students who passed G.I and G.II courses of the N.C.C. were exempted from a paper in the mother-tongue. In the Universities of Bombay, Marathwada, Poona and Saugor, successful N.C.C. cadets are granted concessions in the matter of qualifying marks required for passing. We are strongly of the view that such concessions are not justified academically and that they introduce an extraneous element in the popularity of the N.C.C. and should, therefore, be withdrawn as far as possible wherever they exist.

We have to consider whether it is necessary to foster the N.C.C. both at the school and at the collegiate stage. A few of the witnesses that we examined thought that at the school stage, where the purpose of education is to prepare the students generally for the business of living, the introduction of specific activities with a military bias was likely to cause harm. It was urged that freedom for self-choice and self-direction rather than obedience to commands and doing things in pre-determined ways should be the prevailing pattern at this stage. On the other hand, we noted that the Junior N.C.C. was popular wherever it was introduced and was instrumental in bringing to the N.C.C. Senior a number of well qualified and suitably trained cadets. On balance, therefore, a majority of the Committee are in favour of retaining the N.C.C. Junior in the schools.

Under the N.C.C., in addition to military training, certain items of social service are also undertaken in camps. We have heard it said that this is wasteful and that N.C.C. training should be made more intensively military without any admixture of social service activities. We are however of the view that it is difficult to disentangle the educational from the military aspects

of training without doing violence to the concept of the N.C.C. as defined in the Act. We, therefore, feel that the existing pattern should continue undisturbed.

The present emergency has generated a tremendous enthusiasm for military training among the people. Taking advantage of this, university authorities have made N.C.C. training compulsory at the collegiate stage. We, however, are not prepared to go so far. It is possible that in a particular situation conscription may have to be introduced in the entire country, but in the absence of such an emergency, we do not wish to see the voluntary character of the N.C.C. destroyed.

The Committee, however, do feel concerned at the high cost of training under this programme and they would, therefore, like the question of the reduction of the operating costs to be examined by the appropriate authority. They would, however, like it to be borne in mind that while this was being done, the scope of the activities comprehended under the N.C.C. as well as its efficiency should not be allowed to go down.

Lastly, we wish to observe that not all the cadets under the N.C.C. training go in for the 'C' Certificate. Only 70 per cent of the trainees do so and, of these, about 30 per cent do not pass the examination. Only about 49 per cent of the eligible cadets thus succeed in getting the 'C' Certificate. We realise that this Certificate is obtained in the third year, when the cadets have to work hard for their final university examinations but we shall be happy if the Central Advisory Committee of the N.C.C. can take appropriate measures to increase the percentage of successful trainees.

4. Auxiliary Cadet Corps

The genesis of this scheme indicates that it came into existence in 1952, mainly to meet the pressing demand for more units under the N.C.C. (Jr. Dn.) which could not be fully met owing to financial considerations. The scheme seeks to give training in physical education and citizenship to a much larger body of students than could be covered under the N.C.C. A comparison of the aims and objects of the N.C.C. and A.C.C. shows that whereas the N.C.C. lays stress on both citizenship training and on preparing the students for military service, the A.C.C. lays maximum stress on citizenship training, and has only a very diluted military programme.

Of the witnesses examined by the Committee some spoke in favour and some against the A.C.C. as it operated in the schools. The main points of criticism may be summed up as follows :

- (i) Most of the activities covered under the A.C.C. can be easily covered by a good programme of education.
- (ii) A.C.C. teachers are trained in camps of 2/3 weeks duration which is much too short a period for adequate training.
- (iii) The ultimate control of the Ministry of Defence over a programme which has limited military value does not appear to be justified.
- (iv) This scheme creates an inferiority complex among teachers and students because those who fail to join the N.C.C. (Jr. Dn.) are put in the A.C.C. in the same school.
- (v) The A.C.C. uniform is not attractive enough.

It has been brought to our notice that the following steps have been taken recently to improve the scheme :

- (a) There has been a pooling of the instructional staff of the N.C.C. and the N.C.C. Rifles to give a far greater proportion of instructors to A.C.C. Cadets than was the case before. It is now possible to provide one instructor for about 125 cadets as against one to about 500 cadets previously.
- (b) The A.C.C. Units are now reorganised as A.C.C. Companies and Platoons, thus bringing them into line with regular Army organisation. This will provide a large number of appointments to the cadet as Platoon and Section leaders and their seconds-in-command, thus giving them ample opportunities to develop their administrative qualities.
- (c) Certain changes in the A.C.C. Officers' and Cadets' uniform have been introduced to make it more attractive and to bring in line with N.C.C. in order to give them a sense of pride and of belonging to a corps. Most of the states have agreed to provide adequate funds for this purpose.
- (d) In addition to a pre-commission training of 2/3 weeks, A.C.C. teachers also attend Refresher Course of 10 days every year.

Even so, the A.C.C. Programme has proved itself popular within the ambit of its objectives, which are rather limited when compared to the objectives of the N.C.C. This is evidenced from the fact that several states have been seeking steadily to increase the strength of cadets under the A.C.C. In fact, in the States of Madras and Rajasthan training in A.C.C. has been made compulsory by the State Governments concerned. While we are opposed to any scheme being made compulsory, the fact that certain state governments have made A.C.C. compulsory indicates the value set by them upon such training. Of special note in the A.C.C. programme are subjects like first aid, field craft, and home nursing which fill up certain gaps that exist in our educational system.

We are separately recommending that at the school stage there should be an integrated character-building programme which is part of the educational system. The experience gained in regard to the working of the A.C.C. for over a decade will naturally prove valuable in giving shape to the proposed integrated programme. With the introduction of such programme, training in A.C.C. will become superfluous. The scheme would then have to be given up, and the services of teachers employed in this work could be availed of for organising the new programme, after giving them such reorientation as might become necessary. We do not, however, recommend the winding up of the A.C.C. before an adequate introduction of such a programme, as that would create a vacuum which we would like to avoid. Considering the fact that the requisite number of trained teachers to cover all school students is not available at present under any scheme, it is recommended that the A.C.C. may be permitted to continue for the time being. The eventual objective should, however, be to absorb the A.C.C. in the proposed Integrated Programme.

5. National Discipline Scheme

The National Discipline Scheme has been undergoing frequent changes during the period of the Committee's work. It is, therefore, very difficult to

evaluate it at a single point of time. The strength and weakness of the scheme lay in the drive initially imparted to it by a single person. The scheme, at its inception, was inevitably influenced by the experience of its first organiser, the late Shri J. K. Bhonsle. A former officer of the Armed Forces, he also had an opportunity to play a notable part in the activities of the Azad Hind Fauj. His first efforts at the organisation of the N.D.S. were made among the children of refugee families after the partition of the country where indiscipline was rife. The main emphasis of the scheme is on inculcation of discipline and on patriotic citizenship. The aims are sought to be achieved more through a programme of external exercises and patriotic exhortations, than through internal training which is the natural medium of education. A graded programme of training, so essential to education, was introduced after considerable delay, while the Committee was sitting. In the earlier period, the main effort was to infuse spirit among students; only later was attention turned to mental training. While their 'mental training' programme has certain attractive features like evocation of a proper appreciation of India's rich and varied cultural history and a proper understanding of the National Flag and the National Anthem, there are other parts of the programme that are generally beyond the abilities of an average N.D.S. instructor to impart. Nor can certain feature of the scheme, as it is, be considered satisfactory.

The scheme is wholly financed by the Central Government and is under the unified control of the Director General to a greater extent than is usually the case in educational activities. Perhaps to enhance the impact of the scheme, it is usually extended to a school as a whole. The Instructor of the scheme is under the Central Command of the Directorate, with the head of the school exercising little control, beyond initiating the annual confidential report on his/her work. These characteristics, among others, have no doubt imparted a certain dynamism to the scheme; but they have also caused serious doubts among certain educationists regarding its educational soundness. To allay such doubts the scheme has been undergoing progressive changes from time to time. Such an electric approach, while it has given the scheme a certain flexibility, has tended to keep a distinctive image for it diffused.

The National Discipline Scheme has ardent supporters and fervent critics. Both the ranks, in their enthusiasm or disapproval, have not been able to keep track of the periodic changes made in the scheme. The eventful years in which the scheme has worked have been rich in lessons. Some of them beckon to the future and some offer warnings. We have tried to benefit from both kinds of lessons in recommending separately that there should be, at the school stage, a single integrated programme which should be built into the educational system. The good points of the National Discipline Scheme, as of the A.C.C., will no doubt find a place in the integrated programme, after the introduction of which N.D.S. training in its present form would be rendered superfluous. Existing N.D.S. personnel would have to be suitably accommodated in the new programme when it comes into being.

Until such time as the Integrated Programme is evolved and introduced, the National Discipline Scheme, like the A.C.C. may be permitted to be continued, subject, however, to the following conditions :

- (i) Participation in the scheme for students should be voluntary, not compulsory.

- (ii) The syllabus on 'mental training', should be suitably modified as the present syllabus does not appear to have been carefully worked out educationally or with reference to the capacity of the N.D.S. Instructors to impart such training.

State Governments should also be invited to share a part of expenditure on the N.D.S. so that they may take a keener interest in its development.

6. Labour and Social Service Camps

In the labour and social service camps, as they are organised at present, the campers are required to devote about 4 hours per day to manual labour. The main emphasis appears to be on hard work rather than on the educational value of these camps. It has been found that generally there is little follow-up of the work done and, in several kinds of cases, the projects become unserviceable soon after their completion. For instance, the approach roads constructed by the campers or the trees planted by them disappear not long after the campers leave the camp. This creates disappointment in the community and the material value of the work undertaken becomes nil. There is no real or meaningful coordination between the community and the campers. On the administrative side also, in the case of voluntary organisations, the Ministry of Education had recently sent a team to observe the conduct of the reorientated camps and the report presented by them revealed the fact that there was poor advance planning, poor execution and a general attitude of carelessness about the management of these camps which was quite discouraging.

After considering the various aspects of the Scheme, the Committee makes the following recommendations :

- (i) In proper hands and under proper control, the camp movement can lead to a development of character and personality. It is, however, essential that the organisation and control of these camps should be vested in educational organisations. Outside agencies should be excluded from managing these camps.
- (ii) Strict control should be kept on the financial aspect and proper accounts should be rendered to the Ministry of Education by the appointed time.
- (iii) In matters of organisation, the main emphasis should be placed on the educational values of camping. Considering the age of the campers, the social service component of these camps is not of very great value. Social service is undoubtedly useful, but need not be unduly stressed in these camps.
- (iv) For boys and girls in the age group 13—16, manual work in the camps should not be of more than 2 hours' duration per day. Boys and girls above 16 years of age may be asked if physically strong to do about 3 hours' manual work each day.
- (v) Wherever possible, schools should adopt a nearby village for social service. This will create an abiding interest among the students, establish collaboration between the students and the villagers and make follow-up action feasible.

7. Campus Work Projects Scheme

We are fully in favour of this scheme which is directed towards improving facilities for recreation in educational institutions. It also inculcates among

the teachers and students a sense of dignity of labour. The completed project gives the participants a sense of pride and joy in its fulfilment.

(1) Considering the needs of a large number of educational institutions in the country, we feel that more funds should be provided for increasing the number of projects under the scheme. We are given to understand that during the Emergency, this scheme has been suspended temporarily due to shortage of steel, cement, etc. We are, however, of the view that the scheme should be revived as early as possible but the institutions which have been allotted the projects should be instructed to use steel and cement to the minimum and to make use of substitute building materials to the maximum.

The Committee are further of the view that even in the case of campus works projects there must be proper planning and preparation before the work is undertaken. It is also suggested that this work must be conducted under proper technical supervision.

(2) We feel that the allocation of funds under Labour and Social Service Schemes needs pruning and the amount so saved may be diverted to the Campus Works Projects.



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CHAPTER IV

SUGGESTED POLICY FOR THE FUTURE

We have so far examined the various character-building schemes in operation and have recorded our views on them. It now remains for us to suggest, in the light of our evaluation, what we think should be done in future to achieve a measure of integration and co-ordination with regard to the implementation of character-building programmes in our schools and colleges.

We must, however, make it clear that character-building is a slow process in which the home, the school and the society all exert their influence in varying degrees. Unfortunately, many parents in India are illiterate and, therefore, contribute little to the formation of their children's character. Besides, they live in congested or remote areas where even the elementary civic amenities are not available. In the schools, the students receive instruction in overcrowded classes where individual contacts with the teacher are hardly possible. Migration from villages to towns and the disrupting initial impact of industrialisation on society also create stresses and strains for them. At the same time, notwithstanding its many handicaps, the school today is required to play a much greater part than before in the development of character, making good the deficiencies of the environment at home and in society.

It is now recognised that formal class-room instruction is not complete in itself. A sound educational system not only provides for increasing the pupils' knowledge, but also for developing their physical fitness and moral integrity. It also promotes nationalism and a sense of social justice—qualities which eventually prepare them for the democratic way of life.

If the above statement of objectives is accepted, it can be seen that none of the character-building schemes now in operation by itself fills the bill entirely. Schemes like the N.D.S., the A.C.C. and Physical Education no doubt make their distinctive contributions but they all have their limitations as well.

Our recommendations regarding the future pattern of character-building programmes are based on the fundamental concept that education is and should be the responsibility of educationists and that all the activities carried on in educational institutions must necessarily come under the full control of the heads of such institutions. However, where certain activities (like the N.C.C.) have also a military content, we concede that ultimate direction and control may have to vest in a military agency. Even in such cases, in matters of organisation and discipline, the military personnel implementing the scheme at school or college should have strict instructions to deal, as far as possible, only with the heads of educational institutions.

Integrated Programme

We recommend that at the school stage it is necessary to introduce an Integrated Programme to give our educational system a graduated scheme of character development for a democratic way of life. Such an Integrated

Programme should be of a high standard and should be woven into the fabric of the educational system. It should be so designed as to develop the qualities of character mentioned earlier and no expenditure should be spared to develop its essential characteristics. Broadly, it should comprise a basic curriculum compulsory for all and an optional curriculum. The basic part should include a minimum programme of Physical and Cultural activities so that, on the one hand, all students get physically developed and, on the other, are afforded opportunities to participate in programmes designed to promote discipline and a sense of patriotism. In the optional part, opportunity should be provided for students to branch out in different directions, like scouting, mountaineering, sports and games, dance, drama and music, hobbies of various kinds, social service, workshop activities etc. At least one of these optional items should be made compulsory, the choice being given to students to select according to their aptitude. The details of such a programme would have to be worked out very carefully in consultation with the state governments and recognised leaders in the field of education. The programme would naturally be directed and implemented by the educational authorities. Minimum facilities at least should be provided in all schools to make the adoption of this programme possible.

Once such an Integrated Programme is evolved and built into the country's educational system, it will no longer be necessary to continue as separate schemes the existing programmes under Physical Education, the A.C.C. and the N.D.S., as the best features in these schemes would be reflected in the new Integrated Programme. Other character-building schemes should thereafter be permitted to function only on a voluntary basis, and that too to the extent that they cover fresh ground not touched by the Integrated Programme. This restriction is necessary to avoid wastage arising out of duplication.

It might well take some time before the details of the proposed programme could be worked out and built into the country's educational system. Every effort should be made to expedite the introduction of the Integrated Programme. We were told that a scheme had been prepared seeking to integrate the National Discipline Scheme and Physical Education and also containing the good features of the A.C.C. We suggest that the scheme should be vetted by an expert body on which a representative of A.C.C. should also be included so that the programme as envisaged by us is prepared and implemented at an early date. In the meanwhile pending the introduction of the Integrated Programme, there should be no further expansion of the N.D.S. and the A.C.C.

At the collegiate level, we feel that training in N.C.C. should be fostered and encouraged, as such training gives the country a potential corps of military officers, whose services would be invaluable in an emergency. It is not, however, necessary in our view to make N.C.C., training compulsory at any stage.

Besides facilities for training in the N.C.C., college students should also be given maximum facilities for participation in games and sports. Increased participation in sports and games is recommended mainly for its educational and recreational value, but it will also have an indirect advantage in leading eventually to achievement of higher national standards in sports. These standards cannot be expected to show any real improvement unless the youth in our educational institutions get opportunities to develop their talents and

skill. In the national sports of advanced countries university students figure prominently, while in our country universities have yet to make their impact felt in the world of sport.

In order to avoid any possibility of misunderstanding, we would like to clarify the point that even after the implementation of the Integrated Programme suggested by us, there should be full opportunities for students at all levels to take the Scouting/Guiding as an extra-curricular activity on a voluntary basis. Scouting/Guiding is not incompatible with training under the N.C.C. or any of the other existing schemes or under the suggested Integrated Programme. It is necessary to make this point clear, as the officers incharge of certain schemes seem to have an erroneous impression that participants in their scheme cannot at the same time take to Scouting/Guiding.

We hope that the implementation of the programme suggested by us will give education a new richness and meaning.



CHAPTER V

MISCELLANEOUS

In this Chapter, we propose to make certain recommendations of a general nature which might assist in the building up of character and discipline.

Uniforms

We recommend that all school children should have smart uniforms. The school uniform gives a sense of belonging to the child. It also prevents a manifestation of class distinctions. We are, however, conscious of the fact that the general economic standard of our people is rather low and that it may not be possible for all the schools to compel their pupils to wear uniforms. In such cases, the children may have a common belt or a badge as a sign of belonging to a particular institution.

Recreation and Social Service

Every attempt should be made to make education a joyful venture, and a venture that develops competence, skill and responsibility. To this end, a creative programme of recreation will be found most helpful.

Working with hands and feet in conjunction with their brains will give the students a sense of competence and self-mastery. To achieve this objective, we suggest the setting up of small-scale workshops in a few big urban and rural schools. Besides competence and skill, workshop activity will also give scope for the development of creative abilities. In addition to workshops, there should be a generous encouragement of hobbies.

Students should also be led to work for their institutions, in small ways first, and later on in bigger enterprises. For instance, they can be assigned tasks, such as polishing furniture and in particular their desks, keeping the school building and hostel rooms free of cobwebs and litter, weeding the school garden, etc.

From smaller kinds of work the students can be inducted into bigger and somewhat more exacting tasks, e.g. digging for their swimming pool, or carrying bricks and material for building their open-air theatre, levelling the play-grounds etc.

Such pursuits will lead students through projects of self-interest to projects of group-interest and will thereby help to develop in them the spirit of social service through interesting and voluntary activities. At a later stage, students can also be encouraged to work for the betterment of their neighbourhood in towns and in villages.

One of the best ways of rendering social service is through ventures which will provide joy and recreation to the neighbourhood. Students should be encouraged to hold periodic camp-fires, songs and dance shows and even simple dramatic plays, in neighbouring mohallas or in nearby villages. Older students can produce magic-lantern and documentary cinema shows, on health, better agriculture and balanced diet, for these people.

Such ventures will be joy-giving to the participants and to the spectators, and help in relieving the drabness of life, particularly in rural areas. In our opinion this is likely to be a better way of bringing about close contact between the urban and rural people than through the labour service camps.

There is much need of fostering an appreciation of natural beauty in the people. Development of such a sense will lead to local pride and will help to keep the villages and town-streets clean and neat. To this end, it is suggested that students should be led to take interest in the preservation and development of nearby 'beauty spots'. In any neighbourhood there are bound to be some old buildings, or a group of trees, or a water-spring. Batches of students can be assigned to look after such spots.

Much mutually beneficial social results will follow, if, in addition to playing games in their schools, the senior students are allowed to hold periodic games and sports matches in villages, for the villagers.

Hiking

Students should also be encouraged to go on hikes. In order to provide them with food and accommodation at moderate rates, it is necessary to have a net-work of youth hostels in the country. The Youth Hostel Movement has come to India only recently but it seems to be gathering momentum. The Government of India is helping the state governments and other well-established organisations to construct such hostels. We would suggest that a chain of these hostels be established at places which attract tourists generally so that the hostels may be kept full for the greater part of the year.

Tours

Small parties of students should also be taken on tours to different parts of the country. Such tours, however, should be well planned and the teacher-in-charge should make himself familiar beforehand with the history, archaeology and industry, etc. of the regions to be visited. To prevent such tours from turning into mere sight-seeing jaunts, students should be asked to keep diaries. These diaries should be periodically examined and those who have maintained them well should be complimented. Such tours will help national integration.

Camping

Camping can be very useful in teaching students the importance of performing chores, exercising responsibility and maintaining neatness and sanitation. Camping sites should be established at suitable places. A very useful booklet on camping, has been published by the Youth Welfare Section of the Ministry of Education.

Youth Festivals

The more our youth from various parts of the country are brought together in a happy atmosphere, the more will national integration be strengthened. We, therefore, commend projects like the Inter-University Youth Festival and the Inter-Varsity and Inter-State Sports meets.

The proposal to start an Inter-State Industrial Workers Festival, though not directly related to youth in educational institutions, is also to be welcomed, as it will bring about integration among young men engaged in industry. Students can help in running festivals of this kind.

Inter-village festivals, in which students should take a large part, are also commended.

Creative Expression

Creative-expression on constructive lines is one of the best antidotes to indiscipline. In our homes and education, 'dents' predominate and there is not enough of 'dos'.

School and college magazines and wall news-sheets should form a normal part of every school's programme. This will enable students to learn expression, cultivate style and unburden their minds.

Responsibility

The best way to develop a sense of discipline in the students is to train them in the art of discharging responsibility.

There are many ways of doing this, such as, appointment of monitors in class-rooms, of prefects in hostels, of supervisors of general cleanliness, of leaders in campus-work projects and in camping and hiking tours. Working turn by turn in these capacities, students will develop leadership qualities and imbibe the spirit of responsibility. Their sense of self-respect will also be developed, for instead of being ordered by outside officers, or even by their own teachers, they will be self-ordering and self-directing.

Though full freedom cannot be given to students in matters of disciplinary correction, much can be safely made over to them. Even if the students commit mistakes, the process of devolution should be kept going,—human beings learn best by their own mistakes and not through being ordered or sermonised.

We would go further and suggest that minor cases of breaches of discipline, good manners and behaviour should be made over to special committees of senior students, nominated by the Head of the institution. For more serious breaches, not involving moral turpitude, and for the consideration of students' complaints regarding time-tables, tuck-shops, food in hostels, or requirements of sports facilities, etc. there may be set up mixed Committees of equal numbers of staff and students with the Head of institution presiding. The allocation of cases between the first committee and the second, should be done by the Head. Cases of moral turpitude or very serious breaches of decency etc. should be decided by the Head and the school or college staff council. All decisions of the Committee are to be recommendatory and the Head must be the final authority.

Morning Assemblies

Many schools have morning assemblies where the students meet for a few minutes. We recommend that such assemblies should be held in every school and that the school's work should begin with the singing of the national anthem followed by other community songs. Such community singing has great value in developing a corporate spirit and a sense of India's cultural unity. The songs should be carefully chosen so that they do not offend the religious susceptibilities of any section. The headmasters or senior teachers may address the students for a short while after the community singing is over. The tenor of such addresses should be to inspire the students to develop moral strength and a spirit of social service.

National Flag

Each child should also be taught to respect the National Flag. He should not only be taught how to salute, hoist and lower it, but should also have an understanding of what the Flag stands for.

Honour Rolls

We suggest that three kinds of Honour Rolls be set up in all institutions : for academic work, for sports and for general good work and conduct.

Cases of special good behaviour or courageous action should be specially mentioned at the periodic student and staff meetings.

Tutorial Groups

One of the main causes of indiscipline is that the teachers, particularly at the collegiate stage, do not have enough contact with their students. Very few colleges and universities in India have the 'tutorial' system. Through tutorials, not only can the students be helped to develop deeper intellectual interests and better perception of values; the tutor can also act as a moral guide to the students when they are confronted with difficult problems. In order to ensure the success of the tutorial system, a tutor should not be entrusted with the care of more than 6-8 students at a time.

Another method by which the spirit of comradeship as well as healthy competition can be aroused is to divide the school (both residential and non-residential) into a convenient number of groups or 'houses'. The boys take pride in belonging to a 'house'. Each 'house' will have a captain or captains for various group activities. These 'houses' should organise inter-house debates, discussions and elocutions, literary competitions, team games and athletic meets. The 'houses' should also be encouraged to organise art exhibitions.

Double Qualifications for Teachers

As contact between students and staff is needed for ensuring harmony, goodwill and discipline we suggest that the training of teachers in training colleges should not be merely for the teaching of class-room subjects, but should also include training in either sports, or music, or drama or crafts. Each teacher must have dual qualifications. This will obviously necessitate a longer course of study in training colleges, but we think it would be highly desirable.

1. Sd/- H. N. Kunzru
2. Sd/- Asoka Mehta
3. Sd/- Prem Kirpal
4. Sd/- Mahavir Tyagi
5. Sd/- H. C. Sarin
6. Sd/- G. D. Sondhi (Subject to my note appended)*
7. Sd/- R. K. Kapur
8. Sd/- P. M. Joseph
9. Sd/- Ammu Swaminadhan (Shrinati)

*Annexure VI

CHAPTER VI

SUMMARY OF RECOMMENDATIONS

1. Integrated Programme

(a) At the school stage, there should be an Integrated Programme woven into the fabric of the educational system and consisting broadly of a basic curriculum compulsory for all and an optional curriculum. The basic curriculum should include a minimum programme of physical and cultural activities. The optional part should consist of activities like scouting, mountaineering, sports, dance, drama, music, hobbies, social service, workshop activities etc. One of the optional subjects must be compulsory, the choice being left to students. The content of such an Integrated Programme should be worked out by a body of experts in the field of education, in consultation with the state governments.

(b) No expenditure should be spared to develop the essential characteristics of the programme which should cover all schools.

(c) Once such an Integrated Programme is introduced (every effort should be made to expedite its early introduction) existing programmes under Physical Education, the A.C.C. and the National Discipline Scheme should no longer be continued as separate schemes. The scheme already prepared by the Ministry of Education for an Integrated Programme should be vetted by a body of experts on which the A.C.C. should be represented.

(d) The services of the Instructors working under old schemes should be availed of in implementing the new Programme, after giving them such reorientation as might become necessary.

(e) Pending the introduction of the New Integrated Programme the National Discipline Scheme and the A.C.C. may continue but should not be allowed to expand.

(f) The continuation of the National Discipline Scheme even in the interregnum should be made conditional on the satisfaction of the following conditions :

- (i) Participation in the scheme for students should be voluntary and not compulsory.
- (ii) The syllabus on 'mental training' should be suitably modified as the present syllabus does not appear to have been carefully worked out educationally or with reference to the capacity of the N.D.S. instructors to impart such training.

State governments should also be invited to share a part of the expenditure on the N.D.S. so that they may take keener interest in its development.

(g) After the introduction of the Integrated Programme, extraneous character-building schemes should be allowed to flourish in schools only on a voluntary basis, and that too to the extent that they cover fresh ground not covered by the Integrated Programme.

2. National Cadet Corps

(a) At the collegiate level, training in N.C.C. should be encouraged as such training gives the country a potential corps of military officers. The training in N.C.C. at any stage should be imparted only on a voluntary basis. In implementing this scheme, every precaution should be taken to maintain the authority of the heads of educational institutions.

(b) The concessions granted to N.C.C. cadets by various Universities in the matter of qualifying marks or exemptions from papers are not justified academically and should be withdrawn as far as possible wherever they exist.

(c) While the N.C.C. existing pattern should continue undisturbed, the high cost of training under this programme should be reduced as far as possible without affecting its efficiency.

(d) Besides the facilities given to them for training in the N.C.C., college students should also be given the maximum facilities for participation in games and sports.

3. Scouting and Guiding

(a) Even after implementing the suggested Integrated Programme there should be full opportunities for students at all levels to take scouting/guiding as an extra-curricular activity on a voluntary basis.

(b) Adequate grants should be given to the Bharat Scouts and Guides to enable them to employ more staff to overcome organisational deficiencies and to implement their training programme. Every state should have at least one fully equipped centre for training scoutmasters.

(c) In order to provide for a regular flow of adequate leadership, scouting should be a subject of study in the normal and basic schools.

(d) There must be provision for supplying free uniforms and for meeting the camp expenditure from the school funds in respect of the poor and needy scouts.

(e) In order to stop the depletion of well trained and experienced leaders from the scout movement, remuneration to the scout leaders may be paid on the same basis as that on which it is paid to the leaders in other Youth Movements.

(f) To make scouting attractive in colleges steps should be taken to encourage mountaineering and hiking. The organisation should depute each year some scouts and guides from colleges for training in mountaineering at the Himalayan Mountaineering Institute, Darjeeling. Financial assistance should be extended to the organisation for this purpose.

4. Labour and Social Service Camps

(a) The organisation and control of the Labour and Social Service Camps should be vested in educational organisations. Outside agencies should be excluded from managing these camps. Strict control should be kept on the financial aspect and proper accounts should be rendered to the Ministry of Education by the appointed time.

(b) In matters of organisation, the main emphasis should be placed on the educational values of camping. Considering the age of the campers, the social service component of these camps is not of very great value. Social service is undoubtedly useful, but need not be unduly stressed in these camps.

(c) For boys and girls in the age group 13-16 manual work in the camps should not be of more than 2 hours' duration per day. Boys and girls above 16 years of age may be asked if physically strong to do about 3 hours' manual work each day.

(d) Wherever possible, schools should adopt nearby villages for social service. This will create an abiding interest in social work among the students, establish collaboration between the students and the villagers and make follow-up action feasible.

5. Campus Works Project Scheme

More funds should be provided for increasing the number of projects under the Campus Works Project Scheme. The scheme temporarily suspended during National Emergency should be revived as early as possible. Allocations for Labour and Social Service Camps should be pruned and the amounts so saved should be allocated to the Campus Works Projects Scheme.

6. Miscellaneous

(a) All school children should have smart uniforms. If, for any reason, it is not possible to arrange for uniforms for all, the students may at least have a common belt or a common badge as a sign of belonging to a particular institution.

(b) Small labour and social service undertaking within the school campus should be encouraged. Full opportunities should be provided for educational institutions for organising creative programmes of recreational activities and for this purpose small scale workshops should be set up in a few big urban and rural schools.

(c) Hobbies should be encouraged, students should also be led to work for their institutions in small ways first and later on in bigger enterprises.

(d) Students should be encouraged to hold periodic camp fires, songs and dance shows and even simple dramatic plays in neighbouring mohallas or in nearby villages. Older students can hold magic lantern and documentary cinema shows, on health, better agriculture and balanced diet to these peoples.

(e) Students should be led to take interest in the preservation and development of nearby 'beauty spots'. Batches of students can be assigned to look after these spots.

(f) Morning assemblies should be held in every school and the school's work should begin with the singing of the National Anthem, followed by other community songs.

(g) Each student must be taught how to salute, hoist and lower the National Flag. He should also have an understanding of what the Flag stands for.

(h) Three kinds of Honour Rolls should be set up in every educational institution—for academic work, for sports and for general good work and conduct. Cases of special behaviour or courageous action should be specially mentioned at periodic student and staff meetings.

(i) To inculcate a sense of discipline and a sense of responsibility in students they may be given a chance, by rotation, to act as monitors, prefects and supervisors etc. For disciplinary corrections of a minor nature, special committees of senior students should be nominated by the head of institution to look into such matters.

(j) The 'Tutorial system' should be introduced in all colleges under which the tutor acts as a moral guide to students when they are confronted with difficult problems. For the success of this system a tutor should not be entrusted with the care of more than 6-8 students at a time.

(k) To encourage the spirit of comradeship and healthy competition, each school should introduce the 'house system' and organise art exhibitions, inter-house debates, discussions, literary competitions, team games, etc.

(l) Training colleges should not merely give training for the teaching of class room subjects but also include training in either sports, or music, or drama or crafts so that each teacher has dual qualifications.

(m) Educational tours should be encouraged but teachers should take care to ensure that the tours are made purposeful and not converted into mere sight-seeing jaunts. The students should be asked to keep diaries of the places visited and those with well maintained diaries should be complimented.

(n) A net work of youth hostels should be set up to encourage students to go on hikes. These hostels should be at places which attract tourists.

(o) Projects like Inter-University Youth Festivals and the Inter-University and Inter-State Sports meets should be encouraged. Inter-village festivals, in which students should take a larger part are also commended.

ANNEXURE—1

MINISTRY OF EDUCATION, GOVERNMENT OF INDIA
NEW DELHI-2

SUBJECT :— *Evaluation of Schemes in the Fields of Physical Education, Recreation, Youth Welfare, Character-building and Discipline.*

Dear Headmaster/Principal,

The Government of India have constituted a Committee under the chairmanship of Pandit H. N. Kunzru to :

- (i) evaluate the respective merits and to define the role of various schemes for Physical Education, Recreation, Character-building and Discipline, operating in the educational institutions;
- (ii) recommend measures for the proper co-ordination of approved schemes in order to avoid duplication and wastage of resources; and
- (iii) examine ways and means of developing the most useful schemes and activities for the promotion of Physical Education, Recreation, Character-building and Discipline among students.

2. In this connection I am sending you a Questionnaire for completion and return. The intention in sending the Questionnaire is to derive the maximum possible information which may help the Committee in reaching its conclusions.

3. The Questionnaire, attached herewith, is meant to assess, as regards actual results, the value of the scheme mentioned in it. These schemes are meant to form character, impart discipline, foster the spirit of social service and to develop the individual physically, mentally and morally. In assessing these, it is particularly requested that fullest care be given to distinguish between the external and immediate characteristics, such as smartness in dress or uniform, in drill and marching, standing guard, etc., and the inner and permanent essentials of good character, such as self-discipline, uprightness, thoughtfulness, and the social spirit, which the schemes may promote. The evaluation should, therefore, note particularly the following points :

1. Are all the objects, external and internal, of the training sought to be given, realised in actual practice ?
2. If so, are the results likely to persist when the students have entered life ?
3. Are the results commensurate with the amount of money and effort spent on each of these schemes ?

4. Part I of the Questionnaire deals with Scouting and Guiding, National Cadet Corps, Auxiliary Cadet Corps and the National Discipline Scheme. The objectives of these four Schemes are explained in the appendix to the Questionnaire. If anyone or more of these schemes are in operation in your institution—and I am sure that at least one of them will be in operation in every High School/Higher Secondary School or College in this country—you may kindly fill up Part I of the Questionnaire in full. If none of these four schemes are in force in the institution, please fill up only items 1, 2, 3, 4 and 6 of the Questionnaire.

5. Part II of the Questionnaire deals with Physical Education and Recreation and will have to be completed in full by all institutions. I may mention for your information that Physical Education and Recreation includes activities like games and sports as well as formal physical instruction or training. I am making this clear in order that there may be no impression that games and sports are something separate from Physical Education and Recreation.

6. Part III of the Questionnaire deals with the Labour and Social Service Scheme. The Questionnaire is fully explanatory and may be filled in, if your institution has held any Labour and Social Service Camps during the last three years or if the students of your institution have participated in any Labour and Social Service Camp during the last three years, or if your institution has received any grants under the Campus Works Project Scheme of this Ministry.

7. Part IV of the Questionnaire deals with Youth Welfare activities, which lie outside the scope of Parts I to III. Co-curricular activities like dancing, music, debates, etc. figure in this part of the Questionnaire. I am sure that every institution in the country will have some information to furnish on the points raised in this part of the Questionnaire.

8. Apart from the actual information asked for, what we require are your personal views and evaluation based on your experience. The information furnished by you will be treated as confidential and will not be disclosed to any outside agency. I hardly need to say that the Questionnaire will bring results of value only if the Headmasters and Principals will freely write what they think. The replies may be succinct, brief and unequivocal. If you consider that the space given for reply under any item is not sufficient, you may attach a separate sheet of paper and give your reply on it.

9. In regard to government institutions we are separately writing to the state governments to issue general instructions permitting the heads of institutions to reply to the Questionnaire confidentially and to return it direct to the Government of India.

10. The completed Questionnaire may kindly be returned to the following address before the 2nd February, 1960.

"The Under Secretary (PE-2),
Ministry of Education, Government of India,
New Delhi-2".

11. Since the Committee has to submit its report at an early date, we have to work quickly and it is hoped that you will very kindly adhere to the above time limit. We look forward to your kind co-operation and help in completing the above enquiry.

Yours sincerely.

C. S. NAYAR

*Secretary, Committee on the Co-ordination and
Integration of Schemes in the Fields of Physical
Education, Recreation and Youth Welfare.*

To

All Headmasters/Principals of High Schools/Higher Secondary Schools/Technical and Vocational Schools/Colleges.

**COMMITTEE ON THE COORDINATION AND INTEGRATION OF SCHEMES
IN THE FIELDS OF PHYSICAL EDUCATION, RECREATION AND
YOUTH WELFARE**

QUESTIONNAIRE

*(To be completed by Headmasters of High Schools, Higher Secondary Schools
Technical and Vocational Schools and Principals of Colleges)*

PART I

**SCOUTING AND GUIDING, NATIONAL CADET CORPS, AUXILIARY
CADET CORPS AND NATIONAL DISCIPLINE SCHEME**

1. Name of Headmaster/Principal
2. Name of Institution
3. Location with name of District and State
4. Nature of Institution
(whether High School/Technical/
Vocational/Higher Secondary School/
Intermediate College/Degree College)
and number of grades or classes up
to which instruction is imparted.

5. If any one or more of the four schemes are in operation in the institution, please complete the table below :

Sl. No.	Name of scheme and when introduced	Number of members of staff engaged as instructors or associated with the scheme		Total expenditure incurred in respect of scheme during academic year, 1958-59			Number of hours of training per week					
		When introduced in institution	On full time basis	On part time basis	Total	Contri- bution by students	Contri- bution from school funds	Contri- bution from other sources <i>i. e.</i> Govt. grant etc.	Total	Within school hours	Outside school hours	Total
1	2	3	4	5	6	7	8	9	10	11	12	13

(i) Scouting and Guiding

(ii) National Cadet Corps

(iii) Auxiliary Cadet Corps

(iv) National Discipline Scheme.

6. Total strength of pupils in the institution	Boys	Girls
TOTAL :		
7. Duration of training camps attended by trainees, if any, during the academic year 1958-59.	No. of students participated	Expenditure incurred
(a) Scouting and Guiding (b) National Cadet Corps (c) Auxiliary Cadet Corps (d) National Discipline Scheme.		
8. Is the staff engaged for physical education in the institutions associated with the working of the schemes mentioned above? If so, please give full details.		
9. Does the operation of the scheme in the institution interfere with :		
Scouting and Guiding National Cadet Corps Auxiliary Cadet Corps	National Discipline Scheme	Remarks
(a) Normal instructional programme (b) Games, sports, dramatics, etc.		
10. What is the impact of the scheme on the development of character of the trainees? Has it made them more self-disciplined, self-reliant, upright, responsible and public spirited than children who are not receiving training? Has it made them disciplined? Has it led to change in their habits?		
(a) Scouting and Guiding (b) National Cadet Corps (c) Auxiliary Cadet Corps (d) National Discipline Scheme		
11. As a result of the introduction of the scheme, has discipline in the institution as a whole improved?		
(a) Scouting and Guiding (b) National Cadet Corps (c) Auxiliary Cadet Corps (d) National Discipline Scheme		
12. If you have experience of more than one of the schemes, please compare them from the point of view :		
(i) inculcation of discipline, (ii) good citizenship, (iii) Sense of responsibility and self-reliance (iv) development of energy and initiative, and (v) intelligence.		

PART II

PHYSICAL EDUCATION AND RECREATION

13. (a) Number of physical education staff in institution other than those engaged on schemes in Part I.

- (i) Part-time
(ii) Whole-time

- (b) Educational and professional qualifications of each member of the physical education staff.

14. Number of students participating in physical education (excluding schemes in Part I).

15. Number of hours per week in which physical education is imparted. Please also indicate to what extent it is within or outside school hours.
- | | Boys | | Girls | |
|--|---------------------|----------------------|---------------------|----------------------|
| | Within school hours | Outside school hours | Within school hours | Outside school hours |
| | | | | |

16. No. of hours per week devoted to games and sports.

	Boys		Girls	
	Within school hours	Outside school hours	Within school hours	Outside school hours

17. Programme. Please estimate the proportion (approximate) of the total time given yearly to each of the following physical education and sports activities, excluding activities detailed in Parts I, III and IV of the Questionnaire.

	Boys	Girls
(a) Physical instruction and training	%	%
(b) Games and sports	%	%
TOTAL :	100	100

18. Please specify the playground area actually available and its distance from school/college buildings.

19. Please state whether institution is a testing centre where tests under the Government of India's National Physical Efficiency Drive are given.

20. What other amenities are available? (e.g., Swimming Pools, Gymnasiums; Courts, Stadia, Pavilions etc.)

21. Please state :
- (a) Total amount of expenditure incurred on games during the academic year 1958-59.
 - (b) Games fees charged per student and the total amount collected during the academic year 1958-59.
 - (c) Income from sports programme from sources other than games fees.
22. Is there sports coaching in your institution? If so, for what games and for what periods per week? Please give your comments regarding quality of coaching.
23. Is there a feeling that physical education (i.e., formal physical instruction, games and sports etc.) occupies too large or too small a part in the educational system?
24. Is any weight given to proficiency in physical activities including sports while evaluating the scholar's work?
25. Is physical training (physical instruction) compulsory and if so up to what level and to what extent?
26. Is sports compulsory and if so to what extent?
27. Do classroom teachers organise sports/physical activities or are these left entirely to the physical education teachers?
28. Does physical education (including sports) improve character and discipline?

PART III

LABOUR AND SOCIAL SERVICE CAMPS AND CAMPUS WORK PROJECT

29. Has the institution held any Labour and Social Service Camp during the academic year 1958-59 with or without a grant from the Government of India? (The Labour and Social Service Camps are held in rural areas to enable students perform manual labour or social service for village communities. The items of work undertaken are construction of roads, building of bunds, culverts etc., digging of wells, desilting and repair of tanks and ponds, levelling of grounds for sports and games, formation of soak-pits, manure pits, sanitation drive, construction of village meeting places, and plantation of trees, for boys, and teaching of first-aid to village women, home nursing, care of the sick, child

care, principles of health and hygiene, sewing and tailoring, sanitation work and cleanliness of homes and surroundings, construction of parks, flowers and kitchen gardens and diet and dietetics, for girls).

30. Has the institution participated in any Labour and Social Service Camp held by any other organisation, e.g., Bharat Sevak Samaj, Bharat Scouts and Guides, N. C. C. Directorate (for A.C.C./N.C.C. Cadets) or the state government during the academic year 1958-59 ?
31. If the reply to items 29 or 30 is in the affirmative, please give the following details in a separate sheet for each camp attended.

Organisation who held the camp	Location of the camp, its district and state	Duration of the camp with dates	No. of students who participated in the camp age-group-wise 13-16.... 17-21.... 22-25....	How many of these had already participated in earlier camps and how many times ?	Work done by the campers (if data is available)	Whether the work was useful to the village community, and if so, how (if data is available)
--------------------------------	--	---------------------------------	--	--	---	---

32. After their participation in these camps :
- (a) have the students shown any improvement in :
- sense of discipline
 - energy and initiative
 - self-confidence and self-reliance
 - intelligence and general ability
- (b) What do the participants in the camps think of them ?
33. The objective of the camps is to bring the youth into contact with village life and conditions, to enable them to learn the dignity of manual labour and to do labour or social service for the village communities. On the basis of your knowledge of the students who have attended the camps, how far, in your opinion, has this objective been achieved ?
34. Some camps are held for 21 to 30 days while the majority are held from 10—20 days. What in your opinion should be the duration of the camp ?
35. Do you think that the camp organisers are efficient and up to the mark ? Should non-students be allowed to attend camps ?

36. Have you visited any camp? Do you think it was a success? If so, please give your impressions as to whether it was a successful venture.
37. Do you think the Labour and Social Service Camps are serving any useful purpose? Should they be modified and if so in what direction?
38. Has your institution constructed any Campus Work (Swimming Pool, Gymnasium, Recreation Hall-cum-Auditorium, Open-air Theatre, Pavilion, Stadium, Cinder Track) with the aid of grant-in-aid from the Ministry of Education, to which the students/staff contributed voluntary labour? If so, please specify the work, its total cost, and the cost of voluntary labour contributed by students/staff.

PART IV

OTHER YOUTH WELFARE ACTIVITIES

39. Is there any Students' Union, Club or Society in your institution? If so, are the office bearers elected or nominated?
40. (a) What are the various co-curricular activities organised by the Union etc., i.e., in the fields of dramatics, dancing, music, debates etc.?
(b) In case there is no Union, Club or Society organising these activities, through what agencies are the students developing these activities? What are the avenues for the students to develop these activities?
(c) What are the sources from which the activities of the Union etc. and other agencies are financed?
41. Do the teachers take an active interest in the organisation and the activities of the Union, Club or Society?
42. Are specialised services for vocational guidance and counselling available to the students in your institution? If so, please give details.
43. Whether during the past three years, the students of your institution have gone on educational tours? If so, please give the number of students and teachers who participated in the tours.
44. Have your students taken any part in hiking or mountaineering? If so, please give details.

45. During their tour or hike, did the students have the opportunity to avail themselves of the services of a Youth Hostel ?
46. Whether in your opinion, more Youth Hostels are needed to meet the requirements of the touring youth ?
47. Do the students of your institution take part in inter-school, inter-collegiate, and inter-university, district/state cultural festivals, competitions in dance, drama, music etc. ?
48. Is there any workshop or hobby centre in your institution ? If so, please furnish the nature and details thereof.
49. Do you have any specially trained teachers in your institution to guide the co-curricular activities of the students ?
50. Do the cultural activities referred to in items 40(a) and 47 above interfere with the studies of the pupils ? Do you think there is too much or too little of these activities ?
51. Do you suggest any further extra moral cultural activities for the harmonious development of the students' personality ? If so, please specify them.



सत्यमेव जयते

APPENDIX

The objective of each of the four schemes mentioned in Part I is as follows :

Bharat Scouts and Guides

The aims and objects are to engender :

- (a) reverence for God/Dharma; and
- (b) selfless service to country and humanity.

The association is a non-official organisation and is non-political, non-sectarian and non-communal in character and is not connected with any religion, social class or political party.

The objects of the Association are to be attained :

- by teaching boys and girls and young men and young women to revere God/Dharma;
- by moulding their character and making them good citizens;
- by training them in Scout craft or Guide craft and habits of observation, discipline and self-reliance;
- by inculcating in them loyalty, patriotism and thoughtfulness for others;
- by teaching them useful handicrafts and service;
- by promoting their physical, mental and spiritual development;
- by teaching them to serve and live in harmony with their fellow-men irrespective of race, creed or caste and to work in co-operation with other agencies; and
- by requiring adherence to the Cub, Scout, Rover, Bulbul, Girl Guides and Rangers Promises and Law by Cubs, Scouts, Rovers and Bultuls. Girl Guides and Rangers respectively.

National Cadet Corps

The aims and objects of the National Cadet Corps are :

- (a) to develop character, comradeship, the ideal of service and capacity for leadership in the youth of the country;
- (b) to provide service training to youths so as to stimulate their interest in the defence of the country; and
- (c) to build up a reserve of potential officers to enable the Armed forces to expand rapidly in a national emergency.

Auxiliary Cadet Corps

The Auxiliary Cadet Corps came into existence with the following objects :

- (a) to build up the youth mentally, morally, and physically; and to make them good and disciplined citizens by developing their character and capacity for leadership;
- (b) to develop in students a sense of patriotism;
- (c) to develop team spirit, corporate life and self-confidence and train them for social service, and
- (d) to teach them the dignity of labour.

National Discipline Scheme

The National Discipline Scheme aims at making the younger generation healthy, both in mind and body and instil in them a sense of patriotism, self-reliance, tolerance and self-sacrifice. The scheme also aims at inculcating amongst the children a spirit of nationalism and cultural unity, and good citizenship.

The National Discipline Scheme aims at developing amongst the children a true sense of human values which are lacking at the present moment, as also a capacity for inspired leadership. The resurgent spirit of the country's youth, which at the moment is frittered away is sought to be canalised by the scheme in proper channels so as to accelerate the pace of progress in the country.

ANNEXURE—II

LIST OF INSTITUTIONS VISITED BY THE COORDINATION COMMITTEE AND THE MEMBERS OF THE COMMITTEE WHO VISITED THE INSTITUTIONS

Date	Name of the institution visited	Items of display witnessed there	Name of members of the Committee who visited the place
1	2	3	4
Madhya Pradesh :			
5-8-1960	1. Lakshmbhaji College of Physical Education, Gwalior	Training in Physical Education	Dr. H. N. Kunzru Shri Mahavir Tyagi Smt. Annu Swaminadhan Shri H. C. Sarin Shri P. M. Joseph
Bombay :			
12-10-60	2. Robert Money Technical High School, Bombay	N.D.S.	Shri Mahavir Tyagi
to	3. Companion High School, Bombay	N.D.S.	Smt. Annu Swaminadhan
14-10-40	4. Municipal Labour Welfare Centre, Bombay	Scouting and Guiding	Shri P. M. Joseph
	5. Scout Hut, Bombay		Do
	6. Shri Samarth Vyayam Mandir, Bombay. (Certificate course in Physical Education)	Physical Education and cultural programme	Do
	7. Bal Mohan Vidya Mandir, Bombay	A.C.C. & training in Physical Education	Do
	8. King George High School, Bombay	Do	Do
	9. Hume High School, Bombay	N.D.S., N.D.S. (Cultural Programme)	Do
	10. Near Band Stand	N.C.C. (Senior)	Do
	11. Gamadia Girls School, Bombay	Training in Physical Education	Do

1	2	3	4
Madras :			
15-10-62			
	12. P. S. High School, Mylapore	N.C.C., A.C.C., Scouting & Physical activities	Shri Mahavir Tyagi
	13. Lady M. C. I. Muthiah Chettiar Girls High School, Madras	N.C.C., A.C.C., Guides & Physical activities	Smt. Ammu Swaminadhan
	14. Lady Wellington Training College, Madras ..	N.C.C., A.C.C., & Guides	Shri G. D. Sondhi
	15. National Girls High School, Triplicane ..	Physical activities display	Shri P. M. Joseph
	16. Y.M.C.A. College of Physical Education, Saidapet	Physical Education	
Punjab :			
6-1-61	17. Govt. Girls School, Chandigarh	N.D.S. (Girls)	Dr. H. N. Kunzru
to			Shri G. D. Sondhi
8-1-61			Shri Prem Kirpal
			Shri P. M. Joseph
			Do
	18. Junior Basic Training School for Girls, Chandigarh	Girls Guides	Do
	19. Govt. Higher Secondary School, Chandigarh	A.C.C. (Boys)	Do
	20. Govt. Girls Higher Secondary School, Chandigarh	Cultural Programme (Scouts)	Do
	21. Khalsa Collegiate High School, Amritsar ..	Cultural Programme (N.D.S.)	
	22. Govt. Girls Higher Secondary School, Amritsar	N.D.S. (Boys)	Dr. H. N. Kunzru
	(Girls of 4 High/Higher Secondary Schools)	Girls Guides	Shri P. M. Joseph
	23. P. B. N. High School, Amritsar	Training in Physical Education	Do
		Cultural Programme by Girl Guides	Do
		Cultural Programme by N.D.S. students	
	24. (i) Govt. Girls Hr. Sec. School, Ambala City	N.D.S. (Girls)	Dr. H. N. Kunzru
	(ii) Sikh Girls Hr. Sec. School, Ambala City		Shri G. D. Sondhi
	(iii) A.P. Middle Girls School, Ambala City	N.D.S. (Girls)	Shri P. M. Joseph
	(iv) Hargolal Girls High School, Ambala Cantt.		Do
	(*) K.P.A. Mahavidyala, Ambala City		
	25. Farooka Khalsa High School, Ambala Cantt.	N.D.S. (Boys)	Do

26. Khalsa High School, Ambala City	P. T. Show by Boys	Dr. H. N. Kunzru
27. (i) S.D. High School, Ambala Cantt.		Shri G. D. Sondhi
(ii) B. D. High School, Ambala Cantt.		Shri P. M. Joseph
(iii) D. A. V. High School, Ambala Cantt.	Scouting Displays	Do
(iv) C. B. High School, Ambala Cantt.		
(v) F. K. High School, Ambala Cantt.		
(vi) A. F. C. High School, Ambala Cantt.		
(vii) Khalsa High School, Ambala City		
(viii) S. A. Jain High School, Ambala City		
(ix) A. S. Higher Sec. School, Ambala City		
28. (i) F. K. High School, Ambala Cantt.	Cultural Programme by Boys & Girls	Do
(ii) Khalsa High School, Ambala City		
(iii) S. A. Jain High School, Ambala City		
(iv) Govt. Girls Hr. Sec. School, Ambala City		
(v) Sikh Girls High School, Ambala Cantt.		
(vi) A. F. C. High School, Ambala Cantt.		
(vii) Sohan Lal Girls High School, Ambala City		
29. Kidarpore Academy, Calcutta	Scouting	Do
30. Ballygunj Govt. Girls High School, Calcutta	Physical Education Programme	Shri Mahavir Tyagi
31. Hindi High School, Calcutta	N.C.C. and A.C.C.	Do
32. Shri Shikshayatan, Calcutta		
33. Sakhawate Memorial High School, Calcutta	Physical Education Programme and Bulbuls	Do
34. Jadavpur University, Calcutta	N.C.C. (Senior)	Do
35. Ananda Ashram	Guiding and N.D.S.	Do
36. Mahila Vidyalaya, Lucknow	Physical Culture (Girls)	Do
37. Christian College of Phy. Education, Lucknow	Phy. Education (Boys) & A.C.C.	Do
38. Kanya Kubja College, Lucknow	Prantiya Shiksha Dal	Do
39. Colvin Taluqdar's College, Lucknow	Scouting and Guiding Rally	Do
Uttar Pradesh :		Dr. H. N. Kunzru
10-1-61		Shri Mahavir Tyagi
to		Shri G. D. Sondhi
12-1-61		Shri H. C. Sarin (7th Feb. 61 only)
Uttar Pradesh :		
6-2-61		
to		
7-2-61		

ANNEXURE III

LIST OF PERSONS INTERVIEWED BY THE COORDINATION COMMITTEE AT NEW DELHI AND OTHER PLACES VISITED BY THE COMMITTEE

Name (1)	Designation and Address (2)
New Delhi	
1. General J. K. Bhonsle	Director General, National Discipline Scheme Directorate, New Delhi
2. Shri Madan Mohan accompanied by	Chief Commissioner, Scouts and ofg. National Commissioner
3. Mrs. Lakshmi Mazumdar	International Commissioner, Bharat Scouts and Guides
4. Shri D. P. Joshi	National Organising Commissioner, Bharat Scouts and Guides
5. Shri Krishna Prasad	General Secretary, Bharat Sewak Samaj
6. Major T. Ramachandra	Secretary Incharge of Youth and Camp Group
7. Shri B. D. Bhatt	Director of Education, Delhi Administration, Delhi
8. Shri S. Lal	Principal, Harcourt Butler Higher Secondary School, New Delhi
9. Shri Karam Chand	Principal, Jain Samnopasak Higher Secondary School, Delhi
10. Shri B. N. Kan	Retired Principal, A.B.I. College, Allahabad
11. Miss Sen Gupta	Principal, Lady Irwin School, New Delhi
12. Dr. K. C. Khanna	Principal, Delhi Public School, New Delhi.
13. Shri Gopi Nath Kaul	Principal, Govt. Higher Secondary School, Chhamb (J. & K. State)
14. Rev. Father C. E. George	Secretary, Anglo-Indian Schools Association, Uttar Pradesh, Allahabad
15. Shri J. N. Dayal	Principal, Govt. Higher Secondary School, Lajpat Nagar, New Delhi
16. Shri Basant Lal	Principal, Govt. Higher Secondary School, Kalkaji, New Delhi

1	2
Bombay	
17. Smt. Nirmala Raje Bhonsle	Deputy Minister of Education, Govt. of Maharashtra, Bombay
18. Dr. A. G. Powar	Director of Education, Maharashtra State
19. Shri D. B. Kothiwale	Principal, Training Institute for Physical Education, Kandivali
20. Shri Christie	Headmaster, Robert Money Technical High School
21. Smt. L. P. Bhagwat	Headmistress, Hume High School, Byculla, Bombay
22. Shri T. P. Chhidarwar	Headmaster, Municipal High School, Yeotmal
23. Headmistress	Bai Maneckbai N. Gampadia Girl's High School
24. Shri M. J. Sule	Headmaster, Sule Multi-purpose Higher Secondary School, Nagpur
25. Shri I. J. Patel	Headmaster, Dada Bhai Naoroji High School, Anand
26. Shri P. J. Chinmulgund	Secretary to the Govt. of Maharashtra, Education and Social Welfare Deptt.
27. Dr. K. S. Mhaskar	President, National Association of Physical Education and Recreation, India
28. Shri M. L. Bhatt	Principal, J. M. Junior High School, Baroda
29. Father Rudolf Schoch	Principal, St. Vincent High School, Poona
30. Mrs. Parvathi Kailasapathy accompanied by	Convenor, Bharat Sewak Samaj, Bombay
31. Dr. S. S. Kulkarni	Secretary, Bharat Sewak Samaj, Bombay
32. Kumari Sindhu Savarkar	Superintendent, Ahilyabai Girls' School, Poona
33. Captain A. G. Desai	N.C.C. Directorate, Bombay

1	2
34. Shri S. D. Rege	Headmaster, Bal Mohan Vidya Mandir
35. Kumari Navalkar	Principal, Indian Education Society's Girls High School, Dadar, Bombay
Madras	
36. Shri M. J. Rangasami	Headmaster, N.S.M.V.P.S. High School, Devakottai, Ramanathapuram Distt.
37. Shri K. Srinivasan	Secretary, Education and Public Health Deptt., Govt. of Madras, Madras
38. Dr. M. D. Paul	Deputy Director, Public Instruction, Madras
39. Shri Palany Swamy	Deputy Director, Public Instruction, Madras
40. Shri P. Naidu	Chief Inspector of Physical Education, Madras
41. Shri Shanmugasundaram	Headmaster, K. K. High School, Salem District
42. Rev. Brother Pugenius	Headmaster, St. Anthony High School, Coonoor
43. Captain Agate	Circle Commander, N.C.C., Madras
44. Kumari E. Mathew	Principal, Ethiraj College for Women, Madras
45. Kumari G. R. Samuel	Principal, St. Christopher's Training College, Vepery, Madras
46. Shri S. Rangapathy	Headmaster, Board High School, Papanasam, Thandavur—Distt.
Delhi	
47. Major General R. S. Paintal	Director, N.C.C. Directorate, Delhi
48. Shri M. C. Mathur	Member of Parliament
49. Shri Bhakt Darshan	Member of Parliament
50. Shri S. C. Samanta	Member of Parliament
51. Shri Raghunath Singh	Member of Parliament

1	2
Calcutta	
52. Shri Rai Harendra Nath Chaudhri	Education Minister, West Bengal
53. Dr. Subodh Misra	Vice-Chancellor, Calcutta University
54. Dr. D. M. Sen	Secretary to the Govt. of West Bengal, Department of Education And Director of Public Instruction, West Bengal
55. Shri B. K. Datta Gupta	Chief Inspector of Physical Education and Youth Welfare Officer, West Bengal, Calcutta
56. Shri A. W. Mahmood	Proctor, Bengal Engineering College, Calcutta
57. Miss Rani Ghosh	Principal, Gokhale Memorial High School and College, Calcutta
58. Shrimati Suprove Chaudhary	Principal, Victoria Institute, Calcutta
59. Shrimati Shanti Banerjee	Headmistress, Sakhawar Memorial High School, Calcutta
60. Shri Ashwini Kumar	Headmaster, Naktola High School
61. Shri Santosh Kumar Dey	Headmaster, Surendra Nath Collegiate School, Calcutta
62. Shri Jitendra Nath Banerjee	Headmaster, Kidderpore Academy
Punjab	
63. Shri Amar Nath Vidyalkar accompanied by	Education Minister, Punjab
64. Shri C. D. Kapoor	Education Secretary, Punjab
65. Shri I. M. Verma	Director of Public Instruction, Punjab
66. Mrs. P. Prithvi Singh	Youth Welfare Organiser (Girls) Punjab
67. Shri K. S. Thapar	Principal, Govt. College, Chandigarh
68. Mrs. Shahani	Principal, Govt. College for Women, Chandigarh

1	2
69. Mrs. P. Azad	Youth Welfare Organiser (Girls) Punjab
70. Miss Nethian	Principal, Govt. College for Women, Amritsar
71. Shri Raghunath Sahai	Headmaster, Govt. High School, Atari, Punjab
72. Miss Pushpa Bhatia	Headmistress, Saraswati Girls Higher Secondary School, Amritsar
73. Shri Ram Yash	Lecturer, D. S. College for Girls, Ambala City
74. Shri G. D. Kapur	Principal, S. D. College, Ambala Cantt.
75. Mrs. B. Kapur	Headmistress, Govt. Girls High School, Rupar
76. Mrs. Das Gupta	Headmistress, Govt. Girls High School, Ambala City
77. Shri N. N. Kapoor	Headmaster, Arya High School, Panipat
Uttar Pradesh	
78. Dr. J. W. Haward	Principal, Christian College of Physical Education, Lucknow
79. Dr. (Miss) K. Sabharwal	Principal, Mahila Vidyalaya, Lucknow
80. Shri M. G. Misra	Principal, Kanyakubja College, Lucknow
81. Shri F. A. Ansari	Principal, Colvin Taluqdar College, Lucknow
82. Acharya Juggal Kishore	Education Minister, Uttar Pradesh, Lucknow
83. Shri G. N. Chak accompanied by	Director of Education, U.P.
84. Brig. V. D. Jaya	Director, P.S.D.
85. Shri L. N. Suklani	Deputy Secretary, Education Department, U.P.

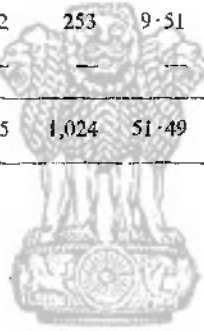
1	2
86. Kumari Phillip	Regional Inspectress of Schools
87. Shri S. M. Kar	
88. Professor Kali Prasad	Vice-Chancellor, Lucknow University
89. Shri B. N. Lahri	State Chief Scouts Commissioner, U.P.
90. Shrimati Lata Tandon	State Guide Commissioner, U.P.
91. Shri Movarkey	State Commissioner, B. S. & G., U.P.
92. Shri Surya Prakash	President, Bharat Scouts, U.P.
93. Shri B. D. J. Victor	Circle Commander, N.C.C., U.P.
94. Shri S. S. Verma	Principal, Kalicharan Higher Secondary School, Lucknow.



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STATEMENT SHOWING THE YEAR-WISE BREAK-UP OF LABOUR AND

Agency organising the camps	1954-55		1955-56		1956-57		1957-58	
	No. of camps	Amt. Spent Rs.	No. of camps	Amt. Spent Rs.	No. of camps	Amt. spent Rs.	No. of camps	Amt. spent Rs.
1. Bharat Sewak Samaj ..	112	4.89	555	20.18	770	12.22	648	11.97
2. N.C.C. Direc- torate ..	56	8.88	138	19.00	108	8.62	138	12.55
3. Bharat Scouts and Guides ..	—	—	—	—	10	.26	17	.50
4. Universities ..	22	1.56	78	2.80	56	1.53	55	1.66
5. Y.M.C.A. ..	—	—	—	—	—	—	—	—
6. State Govern- ments ..	256	7.52	253	9.51	123	3.48	137	3.46
7. Others ..	—	—	—	—	—	—	—	—
TOTAL :	446	22.85	1,024	51.49	1,067	26.11	995	30.14



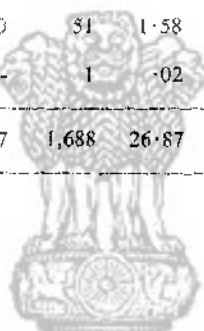
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VI

SOCIAL SERVICE CAMPS CONDUCTED BY VARIOUS ORGANISING AGENCIES

(Rs. in lakhs)

1958-59		1959-60		1960-61		1961-62		1962-63	
No. of camps	Amt. spent Rs.	No. of camps	Amt. spent Rs.	No. of camps	Amt. spent Rs.	No. of camps	Amt. spent Rs.	No. of camps	Amt. spent Rs.
1,559	18.05	1,590	15.00	1,504	14.19	1,432	6.97	1,202	5.37
120	12.50	132	10.50	107	10.50	35	5.32	20	2.52
18	.44	3	.06	10	.24	1	.02	1	.02
35	1.04	15	.41	8	.21	5	.12	4	.05
—	—	—	—	7	.13	4	.10	—	—
87	1.90	58	1.50	51	1.58	9	.24	4	.15
1	.10	—	—	1	.02	—	—	5	.12
1,820	34.03	1,798	27.47	1,688	26.87	1,486	12.77	1,236	8.23



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ANNEXURE—V

STATEMENT SHOWING THE GRANTS PAID UNDER THE CAMPUS
WORK PROJECTS*(Position as on 23-8-1963)*

Year	Amount sanctioned Rs.	No. of Projects approved	No. of projects completed so far		Total	Projects in progress at present
			Completed	Projects for which grants refunded		
1953-54 ..	3,37,100	30	23	5	23	2
1954-55 ..	6,79,814	54	42	9	51	3
1955-56 ..	17,72,612	83	76	1	77	6
1956-57 ..	29,68,889	101	88	6	94	7
1957-58 ..	11,72,775	96	55	6	61	35
1958-59 ..	24,47,313	201	109	6	115	86
1959-60 ..	19,37,717	36	11	—	11	25
1960-61 ..	25,39,937	142	25	4	29	113
1961-62 ..	19,53,999	44	—	—	—	44
1962-63 ..	12,02,669	1	—	—	—	1
TOTAL :	1,70,12,825	788	429	37	466	322



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ANNEXURE—VI

G. D. SONDHI'S
NOTE OF DISSENT
TO SOME OF THE RECOMMENDATIONS BY
THE COMMITTEE OF COORDINATION AND
INTEGRATION



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Preface

My main difference with the recommendations made by the other members of the Committee is on two points :

1. The value attached to the training given at present by the N.C.C. and its subsidiaries. Except as a military training, and that to a certain extent, I hold the N.C.C. training mostly bogus and a waste of national resources and inimical to democracy. I moreover hold that the final authority in this military training must be of the Ministry of Education and not of the Ministry of Defence. The Committee have not gone into this matter, though in my Notes to it I referred pointedly to it.

Most of what I write below is concerned with the N.C.C.

2. Though the Committee have recommended the absorption of the National Discipline Scheme and the Auxiliary Cadet Corps and the Bharat Sewak Samaj into a comprehensive scheme of education, yet I hold that the N.D.S. is a faulty and mis-conceived (though good in intentions) that it should be immediately scrapped. As, however, this Scheme has been recently purged of some of its glaring faults, and the Committee has recommended that it should cease to operate as an independent agency, I do not propose to say anything further about it.

The recommendations of the Committee as regards the N.C.C. are :

- (1) that it should continue in schools and colleges;
- (2) that it should be made voluntary and not compulsory as recently decided.

I fully agree with the second recommendation, but hold strongly that the N.C.C. should operate only at the college/university stage. School stage is the stage for foundation laying in general education. Any specialised training, military or civil, should come after this stage is completed.

I would also urge that the N.C.C. training should be given to a much smaller number and must be much improved in quality.

Introductory

It is one of the major disappointments of my life that I could not bring the Committee round to my point of view of some of the schemes (particularly the N.C.C.) examined by it.

It would not be protesting too much to say that I have no animus against military life or the Services. I take pride in the fact that quite a large number of Generals and other high officers in the Services are my old students and friends.

But having been an educationist for about 50 years, and having had a wide experience of the needs, feelings and aspirations of Indian youth in most aspects of their life.—academic, sports cultural activities, hiking, camping, social service, youth hostelling, etc.—and having studied the educational and recreational programmes in many countries, I cannot but consider the schemes from an educational and developmental point of view.

Strange Fate of Education

Modern Education in India has been dogged by a strange misfortune. It has never been considered in its totality, but only in bits and parts.

The very first Committee set up by our National Government, in 1947, was directed only to enquire as to how the existing system could be amplified here and there, so as to produce officers for the Defence Services. The more fundamental matter—whether the educational system, in itself, was built on the right lines and able to cope with what should be expected from it, was ignored.

The Committee of 1947, being bound by its directive, could only suggest various methods by which the system could be strengthened in one place or another to supply the military officer cadre. It was precluded from going into the more fundamental matter of the basic reform of education. All that this committee could do was, so to say, to fit an emaciated body into a beautiful and ample uniform. The Military requirements were made the determinants of the educational system.

Since then various committees and commissions have been set up to consider reforms but only of sections of the educational system—the Primary, the Secondary, the Higher Secondary and the University—but never of the system as a whole, and of its basic requirements.

As a consequence the intrinsic weaknesses especially at the basic stage—the schools—have persisted, and various expedients have had to be adopted from time to time, to set right one defect or another. And each of these expedients has been introduced in isolation from the others, with its own machinery and its own high command. The National Cadet Corps, for instance, was brought in to make the university students more fit for military requirements. It was soon noticed that it was not of much use to attend to the university students, unless the school boys were made fitter. So the Auxiliary Cadet Corps was instituted to deal with the youngsters. Then it was felt that the student body needed toughening and disciplining, so the National Discipline Scheme was saddled on to education. In between, it was noticed that students lacked the spirit of social service and of dignity of labour, so the Bharat Sewak Samaj Organisation was pushed into schools and colleges.

As has been mentioned above, each of these schemes was thrust into education under its own separate and independent organisation with no relation to the others or to the totality of education.

The result has been only a little short of chaos. There is considerable overlapping, considerable pulling of students this way and that, and much nullification of the authority of the teachers. What was meant to make the body whole, has resulted in pulling it apart, and attempts at discipline have led to appreciable reduction in the integrity of education and the prestige of the teachers.

Even the present Committee, by its directive, was asked merely to evolve order out of chaos by coordinating and integrating the various schemes in operation.

But it redounds to its credit that it has gone further and deeper into the matter than its directive called for, and in addition to suggesting means of coordination and integration has made a strong plea for a comprehensive and integrated programme of education to be drawn up as an urgent matter, to be the foundation of all-round education.

Yet the majority of members, while suggesting the amalgamation of the other schemes, have left the military training part of education in the hands of an organisation independent of the educational. So, the dominance of military requirements over the educational ones, and the incursion by the Ministry of Defence, through the N.C.C. Directorate, still continues.

The Chinese invasion on the borders of India, while the Committee was still sitting, led to still more importance being given to the military aspect of our education.

But even the utmost emphasis on military training, without a sound basis of all-round preliminary education, will not produce the results desired. Indeed, judging by the complaints that officers of the right quality are not forthcoming in sufficient numbers, the expectations have not been fulfilled.

Two facts must be noted here :

1. Emphasis on the production of military personnel through the N.C.C. etc. is responsible for an enormous amount of national resources (12 crores a year, in the past years and at least 20 or more crores henceforward) being diverted to military training. But the much more important general education is being treated in a niggardly manner. If the major part of expenditure on N.C.C. etc. could be diverted to the improvement of school education, much more worthwhile results would be achieved. For, *"good school education is the only foundation on which the structure of specialised professional studies, military or civilian, can be raised."*
2. The second fact of importance is that improvement of education must take place, simultaneously in all the branches of education and not in one only.

Even the best military personnel can achieve nothing by itself. It must have the help and support of many others—engineers, technicians, skilled craftsmen, precision-instrument makers, ammunition producers and electronic experts, etc. not to mention those that supply medical aid, food, clothing, and housing.

Equal and parallel attention must therefore be given to the development and training in other professions than the military. But instead of giving due attention to all aspects of our military requirements, we are concentrating attention and resources on the production of military officers only, and in numbers out of all proportion to the military needs.

As a nation, which has accepted the democratic way of life, we must be on guard against multiplying too much a military type of youth. Almost all resolutions against democratic constitutions, have been brought about through military coups.

CHAPTER I

THE TALL CLAIMS OF THE N.C.C. DIRECTORATE

The N.C.C. Directorate which operates the Senior N.C.C., the Junior N.C.C., the N.C.C. Rifles and the Auxiliary Cadet Corps, makes many claims to justify the many crores of rupees (12 crores a year in 1962-63, and over 20 crores henceforward) spent on it.

These claims may be roughly divided into two categories :

- (1) Production of tangible results, and
- (2) of intangible results.

Among the tangible results claimed are :

- (a) production of suitable recruits for admission into the Defence Academies;
- (b) making the students 'defence-minded';
- (c) creating a reserve of military officers for use in an emergency.

The intangible results claimed are putting discipline into the students, turning them into persons of good and high character and endowing them with almost all the virtues possible of good citizenship. These results are intangible because it is not easy to show the proofs of their having been achieved. Yet the very difficulty of showing the proofs—in our modern age of advertising—may make any organisation put forth exaggerated and extravagant claims.

I shall try to show that the N.C.C. Directorate achieves results (a) *i.e.* production of recruits for academies, at a monstrously high cost per recruit, and the results (b) and (c) are more on paper than in reality.

As regards the intangible results, I shall try to show that any results achieved, if at all, are merely surface ones, and that by the nature of its curriculum, personnel and methods what the Directorate claims to achieve cannot be brought about, and if brought about, will be antagonistic to the democratic way of life.

Three Tests

If India were a rich and prosperous country, she could afford extravagance and even waste. But she is not. So every scheme must be most carefully scrutinised and should be made to satisfy three tests.

1. What the scheme is promising to achieve worthwhile ?
2. Is it by its content, structure and personnel capable of producing the promised results ? And while producing some good results would it not be injurious to other aspects of national life ?
3. Is the achievement of the results worth the cost in money, men and material ?

1st Test

The objectives the N.C.C. sets out to achieve are :

- (a) Military training
- (b) Physical training
- (c) Discipline
- (d) Character building, comradeship
- (e) Leadership
- (f) Citizenship
- (g) Recreation
- (h) Ideals of Service
- (i) Public speaking
- (j) Hygiene

This is quite a comprehensive catalogue, and should satisfy the first test.

It is to be noticed that except literacy and instruction in academic subjects, the N.C.C. programme includes in it all that a good system of education should provide. Indeed, taking the claims of N.C.C. for granted, one may go even further and hazard

a suggestion, that if the N.C.C. staff, in the rather brief time at its command* can successfully impart instruction, in all the subjects in its catalogue, it may well be asked to take up literacy and subjects—instruction also. Children will be saved many many hours of study over years and the parents much worry, and the nation will have a much quicker crop of capable citizens, and the cost of maintaining Education Departments will be a big saving. But what stands in the way of such a suggestion is the extravagant cost at which the N.C.C. claims to achieve its results. (I shall consider this under the 3rd test).

Anyway taking the claims of the N.C.C. at their face value it may be considered that the N.C.C. passes the first test.

2nd Test

Can the N.C.C. scheme as adumbrated and operated by its Directorate produce the results it announces as its objectives, and will not any defect in its conception and working lead to some undesirable consequences?

The answers to these questions will depend on :

- (a) the content and concept of the curriculum of the N.C.C.;
- (b) the agency, or the qualifications of the personnel implementing the curriculum; and
- (c) the methods adopted for the training.

A. The Curriculum

The curriculum of the N.C.C. includes in it the essential military subjects, (such as, squad drill, weapon-training, route-marching, map-reading, etc.), and physical training discipline, character-building, leadership, citizenship, public-speaking, hygiene, sanitation and recreation.

The first point to consider is : Can the N.C.C. staff impart efficient and worthwhile training in all these subjects in the space of 360 periods of 40 minutes each (i.e. 240 hours) per year, even after 3 or 4 years of instruction?

To any educationist it will appear to be a claim too tall to accept.

Of course, in these days of commercial advertising, super claims are the practice, whether these are fulfilled or not. But a governmental agency should be more careful, because its assertions are accepted as actualisations by the people, and if the actualisations fall short of the assertions, the government suffers in the estimation of the people.

Leaving this aside, I deal with the concept that the Directorate has of the important items included in the N.C.C. curriculum.

Discipline.—Apart from military training, the item in its programme, for which the N.C.C. Directorate claims most credit, is discipline.

It is remarkable, however, that though training in discipline is commonly taken to be a part of character-training, yet the Directorate keeps it in a separate category.

The reason for this separation can only be that the Directorate knows that the discipline it wants to and can bring about has nothing to do with character.

The N.C.C. type of discipline is based on the military type of discipline. By the very nature of its methods, content and personnel, it is merely on the physical plane and it exhibits itself in smartness in dress, marching chest-out, precision of movement and instant obedience to commands.

Character, on the other hand is on the moral plane, and shows itself in decency of behaviour, honesty and uprightness, tolerance and justice. The springs of discipline based on character are not in external commands, but in inner convictions, self-held and self-obeyed. Obedience to these convictions is not based on fear of authority or of punishment, but on self-approval and self-acceptance.

Thus there is a big gulf between military discipline and the discipline that flows from good character.

*From the note submitted to the Committee by the N.C.C. Directorate it is not clear what the total period of training is : It says :

'The entire syllabus spread over three or four years according to the choice of Cadets covers 360 periods of 40 minutes each for 'C' Certificate.' From this it is not clear whether the 360 periods are covered in 3 or 4 years, or in one year. But even if they are covered in one year, and can produce the claimed results, the N.C.C. training is nothing short of a miracle.

Yet, it is pitiful that so many people equate this external discipline with inner discipline, and think that by making the youngsters dress in uniform and march erect, the youngsters will become mentally clean and morally upright.

It is not realised that the military discipline, by the very nature of its being an externally imposed one, has to be secured through the employment of a huge staff of 'imposers' at a tremendous cost.

Over every 6 soldiers has to be a Naik, and above him a Lance Naik, and a whole array of I.C.Os., N.C.Os., Lieutenants, Captains, Majors, Colonels, Brigadiers, Major-Generals and Lieut.-Generals ending up with the Chief.

And this is not all. Over every soldier there has to be a 24 hours' supervision, in the barracks, on the parade-grounds, the playing-fields and even during hours of leisure. Remove this supervision for a few hours and see what happens.

Had the military discipline been a self-held one instead of being an imposed one, most of this staff and most of this supervision would not have been needed.

In the attempt to make civilians disciplined by military methods, we forget these two factors. Imagine the staff needed and the cost involved in keeping under discipline 430 millions of people! And imagine a life under a perpetual supervision! The failure of Hitler, Mussolini and Stalin is writ large on the pages of history.

Law of Transference.—Then let not a cardinal principle of training be ignored. Transference of a type of training can take place only between like situations of life, and not between unlike ones. The training given to soldiers under conditions of perpetual supervision and special inducements cannot be transferred to the civilians who, for most of their days cannot be kept under such supervision and have nothing guaranteed them.

The conclusion is unevadable: Civilians must not be trained to be dependant on orders, but must be trained to be self-disciplined. Any hope that a few hours of drill and route-marching will give them discipline, will turn external, physical smartness into mental rectitude is a vain hope. From this point of view the crores spent on the N.C.C. is money thrown into the sea.

There is also another most important fact to be noted. Inner convictions cannot be made to develop through shouted orders and threats of courts-martial. These convictions can be evoked only by methods of gentle and loving persuasion, by kindly directions and guidance. And these methods the N.C.C. by its very nature cannot supply, it only issues commands and extorts obedience.

Obedience: Above All.—And let it not be lost sight of that to push all the youngsters, from an early age into the military type of 'command and obedience' discipline, is to leave their reasoning and moral sense undeveloped and to stunt their sense of self-responsibility. The soldier is not to 'reason why' but the civilian has to have a reason why' i.e. the civilian must be able to give adequate reasons to justify his actions. He cannot do this, if he has been ordered about like a soldier.

It must be borne in mind that these very young have to be the leaders of the future. If they are drilled to be mere obeyers of orders, to whom will they look for lead?

There is profound truth in Herbert Read's statement: '*Discipline is the end of education, but not its means*'. Yet in the N.C.C. and the National Discipline Scheme, we make discipline the be-all of education.

There are other telling differences too, between soldiers and civilians. Civilians have to provide the top people who can tell the military what to do and when to do. The national policy is in the hands of civilians. How can those permeated with military discipline take up the task of democratic leadership?

N.C.C. Disciplining comes too late.—Moreover the moral sense, which is the only sure foundation of discipline, must be attended to at a very very early age. The ages of 13 or 16, as in the A.C.C. and N.C.C. are too late.

It may be admitted that occasionally the cadets show some discipline, by not taking part in demonstrations. But this refraining shows a negative kind of discipline only. They do not take any positive action in the way of persuading and preventing the rowdy element from acting in undisciplined manner.

Further, the military discipline moulds its personnel into one mould, so that their actions and reactions are predictable. But good life in a democracy requires variety in civilian life for the requirements of civil life are infinitely more varied.

I have heard some educated parents, speak well of the N.C.C. training, by itself. But what they forget is that the smartness of their youngsters is really due to the good training at home. The N.C.C. training would have been ineffective without the basis of sound home training. The credit really belongs to the latter and not the former.

Character-Development.—It is most revealing that the N.C.C. Directorate uses the term 'character-building' in place of the term character-development. Words, even when loosely used, betray the real intent or idea of the speaker. Much more so when these are consciously used.

The 'building' implies something put up brick by brick, with layers of cement in between, by masons under the directions of an architect.

Thus character is taken to be some thing which can be built by outsiders, and the individual incorporated into the building. But character is neither a building nor is it built by others. It is a development, a development of the individual and by the individual. It is purely an internal development. Others can help only by evoking the urge to development and by providing the necessary environment for it. And this is done with love and affection and gentleness of manner. Thus the N.C.C.'s conception of character-building is faulty and the production of character by drill is a vain expectation. Drill and orders can form habits but not convictions. Character is self-development, and grasp of moral convictions.

Moreover character-development is a lifelong process and must *begin very early in life*. Even the age of 13 at which the A.C.C. training begins, is much too late, let alone the age of 16 at which the N.C.C. starts. At these advanced ages the formation of character has already taken place. Thus the assertion by the N.C.C. Directorate that it can 'build' character in 3 or 4 years through 240 hours a year of drill and map-reading and listening to talks on citizenship etc. at the age of 16 (or even at 13 as in A.C.C.), appears to be somewhat fanciful.

Faulty conception of Character.—What is the N.C.C. Scheme's conception of character? According to the N.C.C. Directorate the qualities that make up character, and in which it gives training, are:

'Honesty, truthfulness, loyalty, comradeship, confidence, resourcefulness, initiative, leadership and so on.'

Quite a comprehensive catalogue of virtues! One may say that if 'necessity is the mother of invention', N.C.C. is the mother of all virtues. And yet the N.C.C. catalogue omits the first virtue in a soldier, Courage (and NCC is meant to produce officers), and the cardinal virtue of a civilian in a democracy—Independence (and the N.C.C. is proclaimed to produce worthy citizens). *The N.C.C. programme is so carefully drawn up that the omission of these two virtues cannot but be intentional!* How character can be developed through mere drilling, map-reading and pep-talks is a mystery. And drill, though very thrilling to watch, when performed by thousands, is merely a training in automation on a physical plane. Unlike sports and other free activities, it has no emotional or esthetic content and is prohibitive of innovation and of initiative. It is for this reason that physical educationists in advanced democratic countries have discarded drill in favour of free activities, like eurythmics, gymnastics, sports and dancing, etc.

The N.C.C. Directorate, though military in personnel, misses the military maxim of the Indirect Approach. Battles are won through the strategy of Indirect Approach and not through head-on collisions. Character too is developed as a bye-product of well-devised activities and not through direct instruction.

Leadership.—Though the N.C.C. Directorate, widely advertises that it provides training in leadership, yet it does so to only a very small percentage of cadets. The point to notice, however, is that *the Directorate does not define the purpose and content of this leadership.*

Leadership is always with reference to a context. A leader successful in war may not be acceptable in peace time (e.g. Sir Winston Churchill) a leader in politics may not be a good leader in morals (examples need not be quoted), a leader in business may not be a good one in education and so on. As Eric James, Headmaster of Manchester Grammar School, writes '... the man who successfully rallies a group of tired and frightened soldiers of no great intelligence is exercising very different qualities from the one who inspires a brilliant team of research workers, or who persuades a group of disgruntled unofficial strikers to return to work' (Leadership in a Democratic Society).

Leadership also varies with the quality of peoples to be led, and soldiers are more homogenous in quality than civilians. The proclaiming of N.C.C. as productive of leadership in general for soldiers and civilians alike, therefore betrays loose thinking. At best it may develop a few as military leaders. Yet, in spite of the selected thousands, who have been through the N.C.C. training, the complaint still is that sufficient officers of the right type are not forthcoming! Can this be reconciled with the extravagant claims of N.C.C. to produce leaders of all types and for all occasions?

Proof of the Pudding.—And do we find the many retired Colonels and Generals, (the acknowledged military leaders) among our civilian leaders? (May be the civilian leaders are apprehensive of these retired officers and therefore hasten to give them safe and lucrative jobs in government business concerns and hotels). The truth is that the military type of training can, at best, produce a few leaders and for military life only.

Civilian Leadership.—Civil life, on the other hand requires leaders of a different type, and they cannot be produced by the military type of training. Whereas the military leader is imposed from above, the civil leader, except in an autocracy, is elected by the people. He depends for his leadership on the confidence the public has in him. But the moment the confidence is shaken his leadership is gone. Any way, at the next elections the leader will be dismissed. Not so in the military life. The soldiers have no choice.

And whereas the military leader has merely to command and to be implicitly obeyed the civilian leader has to explain, to convince and even to cajole the electorate. He cannot depend merely on issuing commands. He must perpetually justify them. This is what General Dwight Eisenhower, who was Supreme Military Commander during the last War, and President of U.S.A. later on, has to say about leadership in general, 'It's persuasion and conciliation—and education—and patience. It's long and slow, tough work'. But not so in military life. The General who starts conciliating is finished.

Citizenship.—The N.C.C. also claims to train the cadets in citizenship. But can it? Military training has to be in command and obedience. The civilians training, in a democracy has to be different. The civilian has to challenge, to demand reasons and has to be persuaded and convinced, and has to exercise the power of selection. The N.C.C. training based on 'time honoured' military methods, and directed by a military personnel, is incapable to provide such a training. Such a personnel is unable to provide training either for mental or moral or esthetic development.

In addition, the civilian has to be the maker of the policy which the military have to follow. We cannot allow the military to form the minds of the civilians.

Then why is there such a demand by politicians in a democracy for the military type of training? The politician, once in power, comes to love power, and to demand obedience. So let lakhs of civilians be given military training and taught obedience.

Be it understood most clearly that I am not against discipline or character-training. These must be there. But for civilians there must be civilian training, through formation of convictions and through voluntary activities. I am also in favour of military training, but only to those genuinely keen to take up a military career, and it must be a real training and not merely playing at soldiering as at present.

B. The Agency

The N.C.C. training for 'good civilian life' is controlled and directed by a Major General, who has under him, several Colonels, Majors, Captains, Lieutenants, J.C.Os. and N.C.Os. and a large number of teacher-commissioned officers. The 'pukka' military officers are thoroughly imbued with military training and familiar only with military methods. Such training unfits them for understanding the vacillations and hesitations, the temptations and sentiments of young civilian. The life-long training of military officers is in commanding and not in persuading and convincing and so they have no patience. As Nigel Balchin has said: 'The fighting soldier's job is a tremendous simplification. Once having been allowed to attack his problems in a tank, he has no patience with attacking them in any other way.' This may be put differently: It is easier for him to put a bullet in the head than an idea in it.

How can such a personnel, especially the junior officers and the J.C.Os. and N.C.Os. with no familiarity with educational methods, and accustomed to deal with adults only, take on the delicate work of training young minds of the age of 13 (for A.C.O.) and 16 (N.C.O.). They must perforce take up the shortcut method of commands to exact obedience; and no nonsense.

Teacher-Officers.—The N.C.C. Directorate attempts to counter this by pointing out that there are many teacher-officers, recruited from schools and colleges, among the N.C.C. officers. This is true. But under whose command, and under whose directions and with what methods do these teacher-officers have to work? Are they allowed to use their educational methods of persuasion, gentle direction and affection while they are on parade, dressed-up in military uniform, and under the stern eye of the professional military officer? No, they cannot but adopt the peremptory military methods of command only.

C. The Method

This is what the N.C.C. Directorate has to say about the method of training. 'The entire training of N.C.C., N.C.C. Rifles and A.C.C. is determined in consultation with Service Headquarters and conducted according to the time-honoured principles of training followed by the three services. . . . ' But the time honoured principles' meant to train the Services personnel cannot train for civilian life, as has been shown above. Discipline, character-development (not 'character-building') citizenship, civilian leadership are all of them functions of education and should be developed by the teachers in schools and colleges. If the teachers have been found unfit to do this, let them be made fit for the work, but not brushed aside or put under a military Directorate.

Education is one single and indivisible process and should be under one unified direction and control—the direction and control of the educationists. To sum up: the content, the method and the personnel of the N.C.C. are hostile to the development of democratic character and to the emergence of democratic leadership.

It is horrifying to contemplate the kind of citizenry we shall get when the N.C.C. training is introduced in our schools too—as the Director General of N.C.C. has declared his intention to do. Have we not seen enough of the consequences of the methods of Nazism under Hitler and of Communism under Stalin? Do we want the people to become will-less, gut-less, obedient servants, ordered about by a few super-leaders as in authoritarian states?

Imitation is the sincerest form of flattery. No wonder Mr. Chou-en-Lai felt flattered and pleased when he saw thousands of children being drilled, at his last visit to Delhi, and gave the National Discipline Scheme a glowing testimonial, which the Scheme proudly advertised in its brochure.

3rd Test

Are N.C.C. and A.C.C. worth the cost?

The budgeted cost for the year 1962-63 is:

for N.C.C.—Rs. 10,99,45,000

for A.C.C.—Rs. 1,33,01,000

Total: Rs. 12,32,46,000

The cost in the current year is expected to be Rupees 20 crores.

I have shown that the intangible results of N.C.C. training (building character, training in all the fundamental virtues—except courage and independence of mind—and leadership) are mostly on paper. Remains then the tangible contribution of the N.C.C. in the sphere of direct admissions to the Defence Academies.

On a liberal estimate this annual direct recruitment from the N.C.C. cannot be more than a few hundreds per year. This means that the cost of the N.C.C. training, per cadet, admitted to the Academies comes to about 3 to 4 lakhs of rupees! Is this cost justifiable.

All the saving that the N.C.C. training provides is 6 months off in the total period of training. By no stretch of imagination would the cost of 6 months training in the Academies be more than a few thousands of rupees. By all accounts, it would be much cheaper and would provide much better training, if all the recruits join the Academies direct. Judged by the 3rd test the N.C.C. has mostly failed.

Still one would not like to do away altogether with the N.C.C. It can serve a useful purpose provided it is drastically reduced in numbers and much improved in the quality of its training, and is built on surer foundation.

In addition to the money cost we must also reckon another kind of cost i.e. the cost involved in depriving the regular forces of the services of their officers deputed to the N.C.C. training. To be fair, it must be admitted that many of these officers are either re-employed retired ones, or of low-category, or such as can be dispensed with

from the hard regular work. Yet even these could be better employed in raising the new regular units, and thus freeing high category officers for actual command work.

NOTE : I have included the cost of the A.C.C. training in the N.C.C. cost, as A.C.C. is meant to be mostly a prop to the N.C.C. Of course, the A.C.C. too, like the N.C.C. claims to provide a full catalogue of virtues. But much of what it does is already covered by school curricula, or can be given much better by Scouting. A.C.C. in effect, is a needless intrusion into Education by the Ministry of Defence.

In all fairness, it may be admitted that the training in drill and field-craft and use of weapons has some effect but **only** on those who have a real desire to join the Services.

But even this effect does not amount to much, for after 3 to 4 years of training in N.C.C. Senior, often preceded by another 3 years training in N.C.C. Junior or in A.C.C., (in all 6 to 7 years) the only concession that the cadet gets on joining one of the Academies, is of 6 months off in his total training.

In favour of N.C.C. training it is too often proclaimed that 50 per cent of the admissions into the military Academies, is from those trained in the N.C.C. But what does it amount to? By the lure of a uniform, free refreshments, special common-rooms, special commendation in testimonials and concession-marks in examinations, you can enrol millions not merely lakhs. And now that the N.C.C. has been made compulsory, the Directorate will proudly proclaim that cent per cent admission to the Defence Services Officers Cadre are from the N.C.C. ! Admitted that N.C.C. supplies, 50 per cent or even a larger percentage of entrants to the Academies : Yet the important question is : Are the N.C.C. trained cadets in any way superior to the non-trained cadets, at the end of their training in the Academies ? There is no proof of it. If so, the 3 to 7 years' expensive N.C.C. training is a wash-out.

And would not many of these 50 percenters have put in for the Military Academies even without this lengthy training ? No doubt they would have as they used to before the N.C.C. was instituted.

And last of all : even after this very costly training of the 50 per cent there are complaints that the right kind of personnel is not forthcoming for the Defence Services. These complaints show that there is something wrong somewhere which even the N.C.C. training cannot cure. (I shall discuss this later on).

And, if the opinions of the retired Generals (those in Service cannot open their lips) is considered then the N.C.C. training is an eyewash or a wash-out.

The only way in which the N.C.C. can get a good opinion from the retired Generals, is by inviting them to their functions where sheer politeness obliges them to say some complimentary things.

With some trepidation, one may point out that character training must come much much earlier than at the age of 16 or even 13 (A.C.C.) The trepidation is due to the fear that just as the A.C.C. at 13, was brought in to help the N.C.C. at 16, something new, with a military flavour, may be invented to help the A.C.C. in its turn, right from the cradle stage.

Again, the incidental lowering of the prestige of the Heads of institutions, through putting their staff under two masters, and the over-bearing attitude of the military officers are further factors that instead of inculcating discipline and respect actually put indiscipline and disrespect into the staff and students. Corruption is a further factor that nullifies the effect of all the theoretical lectures on citizenship and honesty, uprightness and all the catalogue of virtues strung up by the N.C.C. Directorate.

What knocks the claims of the N.C.C. Directorate on the head is another startling fact. There is at least one private coaching institution, which claims to guarantee success (or money returned) for well under a thousand rupees and with a few months of coaching. And, it cannot be denied that this Coaching Institution does succeed in getting its trainees admitted into the Military Academies. And, further, there is no proof that these privately trained men are any worse than the N.C.C. trained ones.

In view of these factors, is it worthwhile training lakhs of cadets at a cost of crores of rupees ?

CHAPTER II

TALL CLAIMS OF N.C.C.

Two other claims of the N.C.C. Directorate have to be considered.

1. Defence-Mindedness

The N.C.C. Directorate makes much of the claim : that it makes students 'defence-minded'.

I have already mentioned, that defence-mindedness is not a product of mere weapon-training and drilling etc. Much more needed is mental, emotional and moral development, right from the earliest stage of life.

Use of weapons and drilling etc. can, at best, impart the technique of defence but the courage to use these has its springs elsewhere. And it is precisely this courage which has no place in the catalogue of virtues claimed to be taught by the N.C.C. Better training, in duties and obligations, love of one's country and its people, sympathy and desire to be helpful, (learnt through daily 'doing' and not through oral pep-talks), these are the factors which make men fight valiantly, even with crude weapons, and not merely the military training. This essential part of all-round training is being ignored or only 'vocally' attended, to. The N.C.C. tries to fit men into uniforms, it is uniforms which should be fitted on to men.

2. Military Potential

Among the innumerable claims of the N.C.C. Directorate is also the claim to provide a military potential or reserve.

But, if I am not mistaken the N.C.C. training involves no obligation to serve in the Defence Services. If so, what is the idea of a military potential ?

Refresher Courses.—Then the art of warfare and its weapons are changing so rapidly, that the country should not be merely content to impart a perfunctory military training (as at present) between the ages of 16 and 19. To be of any use the training must be repeated at intervals of a few years, through refresher courses.

The cost of such courses, if given to all the previously trained would be prohibitive.

It is for this reason that military training should be given to a much smaller number initially, and it should be repeated at intervals. Otherwise it is a mere waste.

Mussolini's Failure.—In this connection it is worthwhile profiting by the experience of Mussolini. He, too, was anxious to turn his macaroni-eating and Operasinging Italians into brave warriors and reincarnations of ancient Romans. And to achieve this, he put his people into military uniforms and drilled them. But he had to confess his failure. The reason for his failure, and for the non-fulfilment of its purposes by the N.C.C. is basically the same. It is not putting people into uniforms and giving them drilling at 13 or 16, that can give us the military personnel of the right kind, but something more basic provided through a good training in adventuring, in out-door activities, in hiking and camping (as in Scouting), in facing risks (as in major sports), in intelligence-provoking (as in hobbies and handicrafts and machine-work), etc. And this training must begin quite early in schools (see further under Suggestions—Chapter VI).

To sum up.—The claim of the N.C.C. Directorate to put discipline into the students to 'build' their character, to develop leadership and the civic sense in them, is untenable. The so-called discipline is there only on the parade ground and while the officer is present. The agency of the military and 'the time honoured' military methods are not only unsuitable for civilian life, but are actually prohibitive of the development of civilian virtues in a democracy. Not command and obedience, but convictions brought about by reasoning, persuasion and affection are the standbys of decency and character. Whereas the soldier's duty is to obey, the civilian's duty has to challenge any order. This has been aptly put. The soldier has not to reason why, the civilian has to have a reason why.

CHAPTER III

DICHOTOMY IN EDUCATION

All the boys and girls, the N.C.C. Directorate deals with, are students of educational institutions. The training given by the N.C.C. is admitted to be partly educational and partly military, the training given by the A.C.C. is admittedly largely education.

This being the situation, the question arises as to what is the status of the Ministry of Education and of the educationists in the whole affairs?

It must be realised that of the two elements—education and military training—Primacy belongs to education. For, good and all-round education is the foundation on which alone any worthwhile superstructure of specialised training can be erected.

Moreover, any training be it wholly military or medical, agricultural or artistic, is only an additional matter, and should not be imposed on a system of education, except by and through the educational authority.

But we find that the Ministry of Education is not in control even of a scheme which is admittedly educational in intent and purpose.

Dominance of the Defence Ministry

The whole N.C.C. organisation is motivated by a Central Advisory Committee, presided over by the Minister for Defence.

The members of the Committee are government officials, Service Chiefs, non-official members and members of Parliament.

It is this Committee that advises the Central Government on all matters of policy connected with the constitution, training and administration of the Corps.

Subordinate to this Committee there is a State Representatives' Conference attended by the Education Secretaries of the States, 'which confers on matters affecting the Cadet Corps as a whole as well as on specified problems of individual States.'

There are also State Advisory Committees, presided over by the State Ministers of Education and comprising educationists and Army personnel which review matters connected with the N.C.C. in their respective states.

Thus the role of the educational authority is mostly a subsidiary one. It can attend to some complaints or minor matters, but it has little share in the formulation of the policy, the content of the training, and the personnel imparting the training.

The result is that the N.C.C. Directorate, responsible to the Ministry of Defence, comes into the region of education under its own steam, so to say.

Such a position is derogatory to the Ministry of Education and the educationists.

The N.C.C. Directorate may say, that it consults the Education Secretaries and others. But who calls the tune—the consultant or the consultant?

A Strange Argument

It is the Ministry of Defence that demands to call the tune, because it pays the cost of the military training. 'Reject its control and the Ministry of Defence will stop the grant, and not only there will be no military training, but even the educational part will be put to an end', so we are told.

Such a threat, and this threat has been made, opens the question as to whose money the Ministry of Defence is threatening to withhold? Is it not the national money which the Ministry of Defence spends? And is it not open to the Government to take away this allocation and make it over to the Ministry of Education?

A Parkinsonian Law

At the back of the Defence Ministry's assertion of its power is a Parkinsonian Law :

'Once when one Ministry gets its foot into another Ministry, it is most reluctant to take its foot out, even if keeping the foot in, is vexatious and extra work-involving.'

The particular case of the A.C.C. proves this.

Sometime back the Ministry of Education, knowing that most of the programme of the A.C.C. was meant to be educational and was already provided for in the scheme of education, proposed that the A.C.C. be amalgamated with some of the other schemes and the total programme be brought under the Ministry. This proposal was not acceptable to the Ministry of Defence and a circular letter was issued to the states invoking their views as regards the proposed amalgamation! [Letter No. 167-DM(C)/63, dated 30th January, 1963]. The letter was carefully worded and the wishes of the National Defence Council were hinted at. The result was that the Ministry of Education had to eat the proverbial humble pie and give up its scheme, even though it was educational and educationally sound.

Such an incursion by another Ministry into the sphere of education is destructive of the autonomy of education and of the dignity of the educationists. Surely any scheme coming into the region of education must be directed and controlled by the authority educational. It is not educationally, administratively, or morally right that the Ministry of Education should not be allowed its autonomy.

It is worthwhile quoting a very distinguished military officer in support of what I content as a civilian. Says, Major-General W. D. A. Lentaigne, C.B., C.B.E., D.S.O., then commandant of Staff College at Wellington (the highest institution of Military training in India) in a letter to me, *vis-a-vis* the position of military personnel in educational institutions :

'In my view all training at schools, colleges and universities should be under one control right down the chain of command. By all means, let retired military officers and N.C.Os. help in certain subjects, such as the organisation of games and sports, camps and so on, but the civilian teachers must undertake the brunt of it. *Divided control and responsibility in the sphere of education is perhaps more harmful than in any enterprise.*'

The Predicament of the Educationists

An examination of the working of the N.C.C. Scheme under its own independent Directorate brings out the anomalous position of the teacher-officers and of the heads of educational institutions.

The Teacher-officers

While the teacher-officers are whole-time servants in their institutions they are also under the command of the regular military officers of the N.C.C.

Not seldom the orders of the military officer and the requirements of the Head of the institution come into conflict. Who should they obey? Becomes their problem. Generally they obey the military officer, because he can get them dismissed from the N.C.C. thus making them lose the extra emoluments that the N.C.C. gives them. The Head cannot secure such easy dismissal. And if he reprimands his teacher-officer, the N.C.C. Directorate takes this matter up direct with the Chief Minister of the state. The wretched Head gets into trouble.

If there are not as many complaints by the Heads, as there can be, it is because of this fear of getting into trouble with the Chief Ministers.

Thus while proclaiming that N.C.C. puts discipline into the student cadets, it brings about indiscipline in the staff. And, the students can sence this and lose the little respect they may have for the Head. Truly the N.C.C. medicine worsens the disease.

Heads of Institutions

Then, there have been, and still are, many complaints by the Heads of institutions against the overbearing attitude of the military officers of N.C.C. which leads to considerable disruption of the programme of education. This is proved by the repeated directives which the N.C.C. Directorate has had to issue to its officers, to behave decently with the Heads of institutions and so to frame their programmes or camps as not to upset the rest of education. But no amount of directives can change the attitude of snobbish superiority which the better-paid and better-dressed and Ministry of Defence-backed military officers have over the under-paid and under-privileged heads of schools. Many instances of the overbearing conduct of the military officers can be quoted.

Complaints of Corruption

In passing, attention must also be drawn to complaints about corruption in the N.C.C. officers—of cuts from camp contracts, and abstractions from the parade-day refreshment allowance. The refreshment allowance becomes a source of income to the officer in another way also. Many more are marked on parade than are present, yet the refreshment allowance of the un-present is also drawn. And, the cadets know this.

Even if the charges of corruption are exaggerated, the feeling that it is there, has its ill effects. The N.C.C. Directorate, no doubt poohpoohs the charges of corruption, yet the fact that it has had to adopt measures to suppress it cannot be denied.

The unkindest cut of all is that the blame for this corruption is laid on the teacher-officers. The teacher-officers doubtless are not immune from this, but the disease travels downwards to them.

The position of the educational authorities *vis-a-vis* the N.C.C. Directorate and the Ministry of Defence, needs very serious considerations.

An Anomalous Situation

The anomalous position into which the incursion of the Ministry of Defence puts the Ministry of Education will be well brought out if the existing situation is reversed.

Would the Ministry of Defence ever allow the Ministry of Education to send an educational Directorate into the region of education for the military? Yet there are valid grounds for sending in such an Educational Directorate. The soldiers and officers are citizens first and soldiers and officers next. Should not the Ministry of Education insist on giving the military personnel a wider and more comprehensive training in citizenship than is possible under military training? Will the Ministry of Defence accept this?

The Right Policy

To do away with dichotomy in education and to restore its integrity, we should adopt the system under which Military Training is given in the universities of the U.S.A.

Military training is given mostly in the State universities only and not in schools. The many more other universities do not have it and some are even opposed to it.

But in the universities that do have military training the system is the reverse of that in India. *The military officers do not come into the university as officers of an independent directorate, or of the Ministry of Defence. They are appointed as faculty members of the University and are under the complete authority of the President of the University.*

Such an incorporation of the military instructors into the educational faculties would do away with the assertion of independent authority by the military officers in the sphere of education and will do away with dual control over the teacher-officers.

Strange as it may seem, while the Ministry of Defence and its Directorate march into education, yet the Defence Ministry follows an opposite policy when needs the assistance of non-military outsiders. The Defence Ministry either employs them as its employees or incorporates them into the military service by giving them a military rank.

To restore its dignity to the Ministry of Education and to re-establish the integrity of education, and to make it master in its own home, we must adopt the American system forthwith. The basic thing is character-development and it should be in the hands of the educationists. The military have only a partial and limited conception of it, as I have shown.

And most certainly the military conception of discipline is antagonistic to the development of the innate discipline desired in the civilians.

Doubtless, the military officers, now accustomed to order about the educationists, will object to this system and will bring forward many administrative and other objections. But if education is to be restored its integrity and given its proper dignity the existing system must be scrapped.

And, if the 'pukka' military officers object to this then, the universities can employ retired military officers, who will be only too glad to come in. For, as it is, it is mostly the retired and low category officers who are in charge of the training. The plea that the cadets have to use military weapons and so the military authority must be in charge of it, has not much weight. As it is, it is mostly dummy or outmoded rifles that are used by the N.C.C. and we do not need the supervision of the Ministry of Defence for their safekeeping. Other methods can be devised to overcome this hurdle.



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CHAPTER IV

THE POPULARITY OF N.C.C.

It may be said that in spite of the objections I have raised against the N.C.C. and A.C.C., etc. students find them attractive and heads of institutions are only too eager to introduce these in their schools and colleges. This I admit.

But there are certain factors extraneous to the value of N.C.C. etc. which have a great bearing on the much-advertised popularity of these.

Students : Far be it for me to underrate the impulse to national service in students, yet there are some potent factors which give N.C.C. etc. several adventitious attractions.

There is the lure of uniform. no young boy or girl can fail to be attracted by it. Then the uniform and boots are given free. There is the attraction of marching about with a rifle (even a dummy one) on one's shoulder. There is the refreshment money as a reward of each parade. The fortnight's camp is such a break from the monotony of school and college life. (The educational value of these camps is not as much as it could be, for, the cadets—unlike the scouts—are not taught even to set up their camp and pitch their own tents).

But more than these there is the mention of N.C.C. etc. in the testimonials and the extra marks it secures in interviews for service. Some universities go even further, and give extra marks in examinations to the cadets (a practice rightly condemned by the Committee).

Heads of Institutions

No doubt many heads of institutions are very anxious for the N.C.C. to be introduced in their institutions for patriotic reasons. This reason has been strengthened by the Chinese invasion. But a good deal of desire for the introduction of N.C.C. etc. has been provoked by the urgings of the Ministry of Defence.

The pressure of States' Chief Ministers on State-controlled schools and colleges also comes in. And the private institutions do not want the odium of being lacking in patriotic duty.

Then, there is the feeling; 'Thank God the worry of disciplining students is taken-off our shoulders and taken over by the N.C.C. and A.C.C. The blame for student indiscipline need no more rest on us.

And then the N.C.C. staff is provided free, so why not have it. Further, the fact that each teacher recruited to the N.C.C. etc. gets a handsome money payment (nearly 8 or 9 hundreds a year) is responsible for the attraction to the teachers. Go ahead teachers therefore impress upon the Heads the desirability of joining the N.C.C. The Heads too find in the N.C.C. job a good opportunity to favour a favourite or to placate a troublesome teacher.

There are also cases where the teachers of different institutions join together to send up names, one by one for the N.C.C. jobs.

Lastly, the extra marks in university examinations to their cadets will bring about better examination results to the credit of the school. All these factors extraneous to the value of N.C.C. training, are responsible for the popularity of the N.C.C. training are responsible for the popularity of the N.C.C. and its subsidiaries.

CHAPTER V

WHAT THE N.C.C. SUCCEEDS IN DOING

There is nothing wholly bad in this world. The N.C.C. is no exception to this.

With all the money spent on it and with the colossal Directorate at the back of it, the N.C.C. is bound to achieve some good results.

These are :

- (1) Presenting smart turn-outs on special occasions—Guards of Honour for VIPs, Republic Day and some other parades.
- (2) Some upright bearing in walking.
- (3) Some refraining from joining the unruly element in rowdyism.
- (4) Some occupation for 'dud' students.
- (5) Toughening.

Smart Turn-outs

It is these smart turn-outs that mostly catch the fancy and goodwill of the VIPs and the spectators. But what the VIPs and the spectators do not know is the fact that for these Guards of Honour and Parades, *only a very small fraction of the total cadets is specially chosen*, and there are bound to be a few smart ones in the large multitude that is being drilled. All the cadets on their daily parades do not show this smartness, nor even eagerness to be drilled.

Upright Bearing

The uprightness in bearing is also very striking, but it is mostly physical, moral uprightness does not accompany it. What we want in a democracy is moral uprightness, even if unaccompanied by a ram-rod walking. The N.C.C. claims to impart moral uprightness too, but I have shown that by its curriculum, personnel and method, it is incapable of imparting this.

Refraining from Indiscipline

Only a few of the lakhs of cadets, refrain from joining the unruly elements.

It can be admitted that some of these refrainers are conscious of their duties and deliberately do not take part in subversive actions. But a part of refraining is also due to a less elevated motive—if caught, they may be turned out of the N.C.C. and will then lose all the amenities and good mention in the testimonials.

Further, this abstention from joining the rowdies shows only a passive kind of discipline—they merely refrain. Discipline has an active or positive aspect too—the disciplined persons must stand out against acts of indiscipline, must actively oppose the undisciplined ones, must use his persuasion to stop the hooligans.

Such active discipline is not shown, except perhaps on the rare occasions when an officer is present and is directing the cadets.

Incidentally, this need of the presence of an officer, shows the inherent weakness of the military type of enforced discipline. It always needs an officer. Thus the so-much claimed N.C.C. discipline is merely physical, and is passive, or needs the presence of a superior officer. It is not real moral or active discipline.

CHAPTER VI

SUGGESTIONS

Needed: A Better Foundation

A pertinent question to ask is: Why in spite of the years and crores spent on the N.C.C. and its subsidiaries, the complaint of poor quality in recruits to the military academies still persist? The answer to this is that the *right foundation for a military life is not there*, and the N.C.C. Directorate is directing all its efforts to building the upper storey only.

Three Essentials

Military profession requires a special aptitude. Without the basis of this aptitude he cannot be a good officer. The elements of this aptitude are:

- (1) the spirit of adventure;
- (2) love of outdoor life; and
- (3) a wide-awake mind.

Training in *none* of these is provided in any measure, by the present A.C.C. and the N.C.C. For, the beginnings of these are made much earlier than at the age of 16 (N.C.C.) or 13 (A.C.C.). I mention below some of the right types of activities which will develop good military aptitude.

1. *Scouting*.—All the three essentials mentioned above, are best provided by an efficient system of scouting which begins at the age of 6, and thus lays the foundation early and more firmly.

Scouting includes in its activities besides drill, camping, hiking and adventuring. It also develops observation, invention and adaptation to environment and many kinds of skills. And above all, it fosters the spirit of social service and the self-acceptance of a moral code.

No better training for a military life can be provided than through scouting and it should be a compulsory prerequisite for joining the N.C.C. etc. And yet, no cadet is allowed to keep up his scouting. He must give it up. It is worthwhile recording here that when the military expert Liddell Hart, asked a German General, after the last War, as to how it was that the German soldiers fought intelligently, instead of, as expected, fighting like automatons, the reply was: "You forget, that we had given them training in scouting".

Camping, hiking, mountaineering are some other activities which foster spirit of adventure and love of out-door life.

2. *Hobbies*.—In addition to the neglect of scouting there is also the woeful absence of 'hobbying'. Class-room education being what it is, it is the voluntary hobbies which open the mind, foster skill and competence, develop initiative and observation and offer an incitement to invention and ingenuity and foster creativity. Experience in creative activities takes the pressure off. It helps people find expression for their most intimate feelings and is an effective means of communication with others.' (Special Services Officer, Headquarters Sixth United States Army). But the development of hobbies is sadly neglected, indeed it is suppressed, in our schools.

Both scouting and hobbying must be made the foundations of our 'Informal Education'. If some of the crores now being mis-spent on A.C.C. and N.C.C. etc. are spent on encouraging scouting and hobbies, we shall get the foundation not only for a worthwhile Defence personnel but also for a bright and healthy and honest citizenry. And, researchers have found that the right period for initiating the young in hobbies is from 5 to 15 years of age.

3. *Workshops*.—In our zeal to train lakhs of students to be military officers we miss the cardinal fact that our military requirements are not for an officer cadre only, and that both the officers and the soldiers can do nothing without full military equipment. The Defence Services require millions of trained workers to supply them with equipment, amunitions, rifles and guns, trucks and tanks and fine precision instruments. It has been calculated that in Israel, the Army needs 650 trades. Our needs must be the same. And yet apart from setting up a few technical schools we have not done much to meet these needs.

Would it not be infinitely more worthwhile to encourage the vast mass of students, now drilling in N.C.C. etc. to take up some machine-work as part of their hobbies occupation?

Some of the crores now being wasted on the perfunctory N.C.C. training, could well be devoted to the setting up of small-scale workshops in schools and high grade precision workshops in colleges. It is the early amateur who becomes the later professional inventor. Provision of such workshops besides giving them opportunity to develop a sense of competence, of 'I can do it', will also enable many students to take up fine machine-work as their life's occupation.

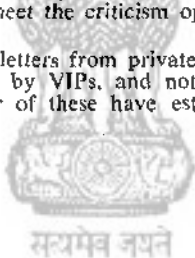
Such a training will help not only in the production of defence-material, but also in giving the much needed impetus to industrialisation of the country. It is sad to record that the suggestions to set up such workshops was made by me some 10 years back, and though accepted by the Ministry of Education, was not implemented.

4. *Sports*.—Sports are another means of developing team spirit and sportsmanship and good health. This is accepted by all and I need not dilate upon it. But witnesses before the Committee have stated that the N.C.C. programme interferes with regular sports—participation.

A Matter of Surprise

It is surprising, or perhaps not surprising at all, that though these suggestions and criticism have been made repeatedly, publicly in the Press, and privately in the Committee meetings yet the N.C.C. Directorate has not up to now accepted or rejected the suggestions, and has not answered any of the criticism. The only action it has taken is to get a few private persons to write letters to the Press declaring how good the training is. A Directorate of such importance and with ample resources at its command should have been able to meet the criticism openly.

The only thing in addition to letters from private persons, the Directorate has done is to have pronouncements made by VIPs, and notices and pictures of its activities published broadcast. But neither of these have established a case or answered the criticism.



CHAPTER VII

CONCLUSIONS

From what has been mentioned above the following conclusions follow :

1. Recruitment to N.C.C. must be voluntary.
2. N.C.C. training should begin at the college stage and should be abolished in the schools. The schools should busy themselves with providing the wide, general basis for all types of professional training
3. The number of college cadets must be drastically reduced, so that the training is given to worthwhile stuff only.
4. The training must be much improved in quality.
5. The present system of teacher-officers must given up. They have not enough training to impart training to cadets.
6. The incursion of the present type of N.C.C. Directorate into education is disruptive of the integrity of Education and destructive of the dignity and authority of heads of institutions.
7. The N.C.C. Directorate must be replaced by the American system of the training officer being made a regular member of the staff of a university. This will do away with dichotomy in education.
8. Scouting must be a pre-condition for admission to N.C.C. and it must be extensively encouraged. Government must give some crores to Scouting instead of a few lakhs of rupees.
9. Hobbies, sports and craft-work and machine-work must be encouraged in schools, and some of the crores now spent on N.C.C. work, must be devoted to the setting up of workshop and electronics training.
10. A.C.C. and Junior N.C.C. should be abolished. These merely give military drill and pretend to train in civic virtues through a militarised staff. Most of their programme can be, and should be incorporated into the programme of education.
11. The claim of N.C.C. to impart discipline, leadership, and the moral virtue is mostly bogus. At best it can give a military type of discipline. And such a discipline is detrimental to democratic life.
12. If better prepared students are wanted for the Defence Services, then let more Sainik Schools be set up. *Military training in them will be part and parcel of the whole system of education and not a super-imposed one.*
13. What is immensely more needed is a firm foundation of character not through military training but through good education.

Yet as a person is reluctant to see a doctor, when he suspects a dangerous disease, we too, seem reluctant to have the disease diagnosed and prescribed for. The real illness is due to the lack of a good educational programme. Good teachers are wanted for this but it costs money. We do not face this problem on the score of its being expensive, yet we waste crores on an infructuous military training. Our urgent need is for a sound and comprehensive programme of education. Physical fitness, mental alertness and sense of moral responsibility (the bases of discipline and character) will be bye-products of this system. Let such a programme be devised and implemented. Then we shall lay the foundation not only of good personnel for the defence services, but also of an upright and efficient citizenry.

Schemes like the N.D.S. too, which are a travesty of education, will not then have to be brought in. All the good parts of N.D.S., B.S.S. and any other such scheme, should be made integral parts of the educational programme and different and extraneous agencies which now cause confusion in education, must be done away with. The Committee has recommended this unanimously.

Note On The Quality of Evidence

With few exception the oral evidence submitted before the Committee was very disappointing.

Quite a number of the witnesses did not, or would not make a distinction between the avowed objectives of the schemes and their actual working results. They were content to accept the objectives as actually being achieved in practice.

Some other witnesses. *e.g.* those on behalf of the N.C.C. and N.D.S. definitely affirmed that the objectives of their schemes were being fully achieved and there was nothing wanting or defective in their schemes.

Thus no reliable conclusions can be drawn from much of the oral evidence.

Some of the headmasters admitted that they allowed the N.D.S. instructors to work in their institutions because they could get them free.

It is also to be noted that *very very few* principals of men's colleges were invited to give evidence. And my suggestion that some retired military officers be called to give an assessment of the quality of the N.C.C. training, was not accepted. (I asked for the retired officers because those in service were precluded from giving their opinion about a matter concerning the project of the Ministry of Defence).

The biggest handicap from which the Committee suffered was that no Government servant—civilian or military—would make any adverse remarks about the schemes in their evidence. Yet, many of these when talked to privately had much to condemn in the schemes.



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(Sd.) G. D. SONDHI

7-2-64