

SCHOOLS AND THE NATIONAL EMERGENCY

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SCHOOL
DEFENCE **C**CORPS
PROGRAMME



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SCHOOL
DEFENCE CORPS
PROGRAMME

INTRODUCING THE PROGRAMME

The National Emergency has drawn together in an overwhelming and resolute sense of unity the urges of all sections of the people to contribute their best effort in building up the defensive strength of the Motherland.

The invasion of our land by the Chinese forces is not only a threat to national security but also a continuing challenge to the values we as a free nation cherish.

To meet the challenge effectively involves preparation *now* as much as preparation *for a long and sustained effort*. In this, education has a decisive role ; the preparation of trained intelligence and skill, disciplined behaviour and initiative.

The secondary school occupies a strategically important place in the educational system. It has the unique opportunity to provide channels of constructive work and thought to the energies and enthusiasm of the youth, and to develop in them the qualities of mind and body suitable for worthy national service.

All over the country, the teachers, educational administrators and pupils of secondary schools have been organising themselves in various ways to further the defence effort.

The Programmes of secondary schools, which aim at securing their best contribution to the national needs, should be designed to enable the youth to participate actively and intelligently in

the current defence effort and to prepare them according to their ability, capacity and interest, for effective service of the nation on completing their education.

The present School Defence Corps Programme is set out as an extra-curricular activity, but the purposes underlying it are closely related to the curricular work in the school. It is only when the extra-curricular programme becomes a natural extension of the curriculum that each reinforces and strengthens the other. The Programme is, therefore, offered both as an extension and a deepening of the curricular work.

The following are the basic purposes which the School Defence Corps Programme is designed to serve :

- to develop in the public an intelligent understanding of the nature of the National Emergency and its causes, as a basis for an appreciation of the national effort required to meet it ;
- to orient the school to function as a community centre, rendering service to the community by way of disseminating correct information about national issues, assisting in strengthening civilian morale and participation in community activities ; to develop in the pupils understanding and enduring appreciation of the values of the Indian way of life, the sense of national unity and of the democratic institution of the country ;
- to promote understanding of and participation in civil defence ;
- to develop skills in first-aid and nursing ;
- to raise the physical efficiency of pupils ;
- to promote knowledge in the youth about the skilled manpower needs of the country and how to prepare wisely for occupations where the needs are urgent ;
- to use the resources of the school to organise training in various skills so that the largest number of secondary

school pupils may be encouraged to master one of more skills in a vocation or a branch of knowledge that would qualify them to render service to the nation in a useful and productive way ;

- to raise the competence of the pupils in science and mathematics, which is basic to the building up of the defensive strength of the country ; and
- to develop in the pupils habits of hard and sustained work.

Schools vary in size and their resources. In some schools it would be possible to have a large and varied range of activities; others would aim at a concentrated effort. *But there is no school which cannot organise a minimum essential programme, given the will to do it.*

This pamphlet is intended to indicate in broad outline how the schools can organise themselves to make a significant contribution to building up national strength and how teachers can help the pupils to prepare and direct their energies and talents to national tasks.

The activities and tasks to which reference is made in the pamphlet are only suggestive. The scope for refining, deepening and adding to them is almost without limit. The decisive factor is the creative contribution of the teachers, their success in encouraging and strengthening the initiative of the school community.

Systematic and disciplined organisation is vital to the Programme. Pupils must be sure about the goals so that they may be motivated to put in that extra effort, which is indispensable for success.

When the whole nation is braced to meet the challenge to its cherished values, the school cannot, and must not, stand apart.

National service comes first. Wherever adjustment in educational programme or organisation is necessary to further national effort, it should be made without reserve.

AIMS AND PURPOSES

What... School Defence Corps Programme aims at establishing study, work and service centres for girls and boys of secondary schools. They may be organised by any secondary school where teachers and students are eager to contribute their talent, ability and spare time to activities which would strengthen the country's defence and their own educational programme.

Why... No war is fought on the front lines alone without the supporting lines of sound education, prosperous agriculture, progressive industry and commerce and several other services. Without the support of all those many thousands of people who do the work of the world, there will be no front line at all. It is the total strength of efficient work, morale and energy of all the people—young and old—of the nation, that make the front line. It is, therefore, imperative that our schools brace themselves for a new effort—long and sustained—to prepare themselves for today's emergency and tomorrow's strength.

The School Defence Corps Programme has three major objectives—

What for...

- to train secondary school youth in knowledge and skills that have a significance for national defence and which they may require after they leave school ;
- to provide opportunities while they are yet in school for active participation in the effort ; and

●●● to strengthen the entire educational programme through practical, purposeful activities.

Who... Every secondary school pupil will be eligible to membership in the Programme. Although boys and girls below the high school stage may not be able to take full part in all the training and production Programmes, their enthusiasm may be harnessed for health and fitness Programmes, developing healthy values of citizenship and democracy and in simple forms of community service. If feasible, a Junior Division may be formed for pupils of age-group 11-14 to carry out activities at their level of interest and ability.

The School Defence Corps Programme is an out-of-school activity. It requires *extra* work and service, willingly and cheerfully rendered.

It strengthens the regular educational programme. There is no rigid demarcation between what goes on in the classroom and the activities of Programme members.

When... The first duty of every boy and girl is to study seriously and study hard so that he or she may be better prepared for the defence of the country.

The School Defence Corps Programme is designed to equip the boys and girls for something in *addition* and this means *additional work* too.

The activity is, therefore, intended to be held regularly as part of the school work out-of-school hours, on week-ends, holidays and vacation. Some of the activities will be conducted in groups and some individually in school and at home.

ORGANISING THE PROGRAMME

BASIC STRUCTURE

The Programme derives its basic structure from the experience of schools in organising study clubs, hobby centres and similar activities. There has, however, to be a much greater emphasis on

- systematic work related to concrete objectives,
- continuous guidance and leadership by the teachers,
- regularity of work, and
- treating the Programme as an integrated unit rather than a mere collection of activities.

The entire body of secondary pupils who volunteer to join the Programme and the members of the staff form the School Defence Corps. The Programme members as a body will assemble periodically.

The Programme members form themselves into groups called *Circles*.

Each Circle devotes itself to a major area of activity.

The Circles should meet at least three times a week for one hour or more each time to carry on the projects with which they are concerned.

Holidays and vacations should also be used to the maximum extent and in a planned way for carrying on the projects of the Circles.

Pupils may become members of more than one Circle, and appropriate rules should also be framed enabling the members of one Circle to change over to another.

There are certain Programmes which should be undertaken by all Corps members. There are other Programmes to be undertaken in the concerned Circles.

All Corps members should feel that they belong to one body.

ORGANISING STEPS

STEP I

The Principal/Headmaster/Headmistress will discuss the School Defence Corps Programme with the members of the staff with a view to adopting the Programme in the school.

STEP II

They will examine what resources the school has in men and material and decide the major groups of activities for which the Circles should be started and allocate the teachers for them.

STEP III

They will consider what activities will be organised as Common Programmes and who will be in charge of them.

STEP IV

Small groups of teachers will be formed to work out the details of the assignments and projects for the Common Programmes as well as the Programmes of the Circles. The statements of assignment and projects are intended to serve as a guide only, leaving full scope to Circles to add new projects and activities. The exercise of initiative by the Programme members in developing projects is of vital importance and nothing should be done to straight-jacket it.

STEP V

The time-table of work will be for the Common Programmes and the Circles. If the school decides to have Junior Divisions of the Circles for pupils of age-group 11-14, the Programmes of activities and the time-table for the Junior Divisions should be worked out separately.

NOTE : It is recommended that wherever possible the Junior Divisions should be formed to enable maximum number of pupils to participate in the Programme.

STEP VI

The Programme may be explained to the pupils. Enrol them as members. Prepare the ground well with general talks and discussions to build up high motivation.

GUIDANCE AND LEADERSHIP

1 The Principal/Headmaster/Headmistress will be the head of the School Defence Corps and will guide and supervise the Programme.



CORPS

COUNCIL

As soon as the preliminary work indicated in the steps above has been completed, a **Corps Council** should be formed under the chairmanship of the Principal. Its membership will be decided by the Principal. It could be composed of (a) members of the staff, (b) persons from outside the school who are interested in the work in the school or have special knowledge which would be of help in the Programme, and (c) some senior students to be nominated by the Principal.

The Corps Council should meet regularly and frequently to determine measures necessary to further the Programme in the school, suggest new projects and activities, and review and assess the work and progress of the Common Programmes and the Circles. It will, in particular, see whether holidays are being effectively utilised in the Programme. A quarterly report of the work done should be compiled and made widely known in the school and outside.



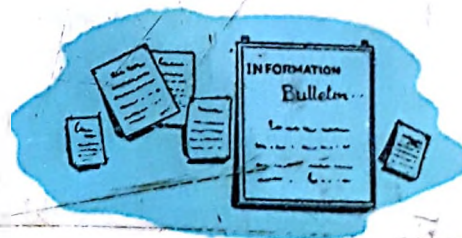
COLLABORATION

WITH OTHER SCHOOLS

It is desirable that the schools in an area which have adopted the Defence Corps Programme should have opportunities to get together periodically. It is recommended that educational authorities should take initiative in forming Town and District Associations of School Defence Corps, which will pool the experiences of the schools and on their basis suggest projects and activities, promote exchange of visits between schools to observe the Programme in progress and organise inter-school competitions of Common Programmes or of the Circles. Periodically, functions should be organised so that the parents and members of the community may have the opportunity to see the Programme in action and what the school is doing.

INFORMATION

CENTRE



An Information Centre for the School Defence Corps should be organised, and an appropriate place in the school set apart for it. In it will be collected for use and put on display the literature and other material relating to the National Emergency, national defence, the wall newspaper, posters, etc. If the school has a radio, it can be used in the

Information Centre to organise a Radio Listening Group. The Circles should feed the Information Centre with new material.

The Information Centre is an important element in the Programme and would require imagination and ingenuity in organising and disseminating up-to-date information. Its resources of information should be availed of in the class lessons also, particularly, in the teaching of social studies, history and geography.

THE PROGRAMME

As explained earlier, the work of the Corps falls under two categories--the Common Programmes in which all Corps members participate ; and the other where groups of members constitute themselves into Circles and devote themselves to special areas of activities according to their interests and abilities.



COMMON PROGRAMMES

Members of the staff who will organise the Common Programmes should be specifically allocated to their duties, and the time-table of work laid out so that enough time is available for the Corps members to participate effectively. The

Principal's guidance and supervision is necessary in this more than ever. Common Programmes include—

SYMBOLS OF THE NATION

The Corps members would be given systematic and regular training in singing the National Anthem in chorus, correctly and with verve. They will learn the etiquette of the National Flag and the National Anthem and observe it punctiliously.



TRAINING IN FIRST AID

Boys and girls will receive training in first aid and in addition girls will get trained in elementary nursing. They will also assist in hospital service wherever possible.



TRAINING IN CIVIL DEFENCE

Members will receive training in safety precautions and safety behaviours, manning first aid and ambulance posts, air raid precaution posts, fire-warden posts, serving as fire-fighting patrol, construction of shelters, and other defence activities appropriate to their age.



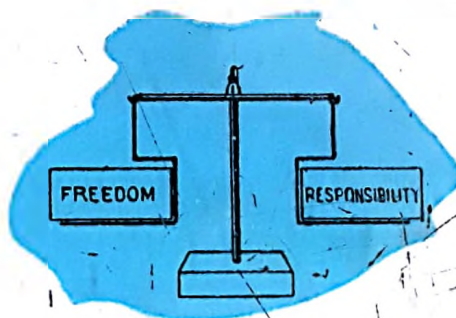
PHYSICAL FITNESS AND EFFICIENCY

The Corps members should, collectively and individually, aim at a high level of physical efficiency and hardihood. They should learn and practice correct health and food habits. They should be trained to march in formation and to bear themselves smartly at all times. This Programme should be integrated closely with the physical education regimen in the school and with the NCC and the National Discipline Scheme so as to avoid duplication.



GOOD CITIZENSHIP

This is part of the regular school programme but special emphasis should be given to keeping the Corps members informed about the causes of the National Emergency, the course of events, the contribution that the various sections of the nation are making, the heroic deeds of the armed forces, the governmental measures taken during the emergency, the work of various organisations engaged in national defence, for example, Village



Volunteer Force, Defence Labour Bank, etc. Special emphasis has also to be given to involving them in an intelligent understanding of the democratic ideals of the country and to promoting in them a sense of pride in the nation. For this purpose, special talks and discussion groups should be organised.

PARTICIPATION IN COMMUNITY SERVICE

The Corps members should be organised individually and collectively to participate in national work such as collections for the National Defence Fund, knitting and mending garments for the Forces, salvage campaigns, etc.



C I R C L E S

The Corps members will be formed into groups according to their interests and abilities. Each such Circle will be in charge of and be guided by one or more teacher-advisers.

All teachers in a school and not only those actually teaching in the high school classes, should participate.

Each Circle will have a series of projects and activities planned in advance. The members will work on these projects individually or in groups according to the nature of the project. Careful record should be maintained of the progress of each project.

The Programme will mean extra hours of work both for teachers and the members. There is no doubt that the additional work will be cheerfully undertaken and regularly discharged.

CRITERIA

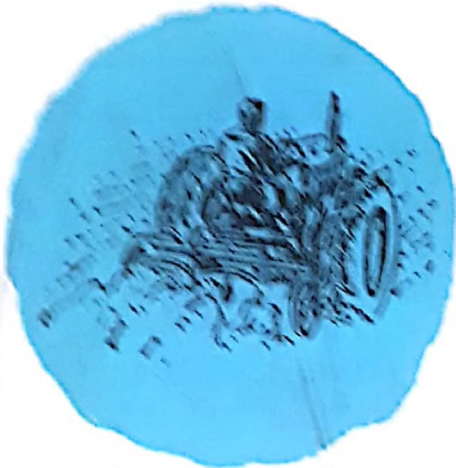
Considerations which decide what Circles should be formed in a school would be:

- The facilities of accommodation, equipment and guiding personnel available ;
- Appropriateness to community interests and local conditions ; and

Interests of the pupils.

SUGGESTIONS FOR CIRCLE ACTIVITIES

The following is a suggestive list of activities to choose from. The school staff can add on to it.



agriculture circle

The members of this Circle have a wide range of activities to select from, such as—

- developing a school farm ;
- developing home or kitchen gardens ;
- raising seedlings in a nursery ;
- learning skills of food preservation, farm tool repairs, seed treatment, plant protection, etc.
- learning to raise livestock, keeping pets, bee-keeping ;
- learning about the soil and experiments relating to soil ;
- learning about and participation in soil conservation, land reclamation, etc. ;
- helping farmers during holidays and vacations in harvesting, sowing and other agricultural operations. Such help would be particularly needed by families where the men have joined the Armed Forces ; and
- fishery, where facilities exist.



young scientists circle

The main purpose of this Circle is to increase the competence of students, with special aptitude in science, particularly in its applied aspects, well beyond the level provided in the usual syllabus. Modern warfare demands a high level of scientific skill both in the Armed Forces as well as in civilian life. The objectives of the projects to be undertaken in the Circle should be—

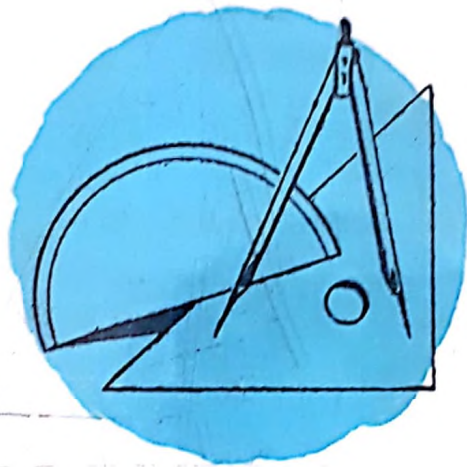
- to inject definiteness of purpose and a new drive for mastery in science ;
- to lay a sound foundation in the applied aspects of science which will enable pupils to pursue science studies at a higher level ;
- to present those aspects of science where principles are applied to industrial and defence areas ;
- to provide talented pupils with opportunities for advanced work.

The projects of this Circle may well be organised round specific topics and the work directed to exploring the scientific principles involved therein and the skills required, for example, fundamentals of electricity, radio mechanics, Morse Code, photography, weather, fuels, aeronautics, navigation, etc.

It is not intended that the Programme of the Circle should be limited exclusively to topics relating to defence. Scientific knowledge and skill have a long-term role as much as a short-term one.

The resources of science clubs should be fully used in the work of the Circle as well as the resources of the school laboratory and workshop.

In devising the projects of the Circle, special attention needs to be given to correcting a merely theoretical bias. Actual work with tools should be considered one of the elements to be encouraged.

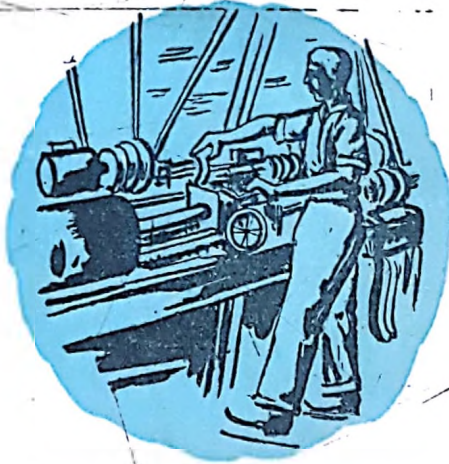


young mathematicians circle

The objectives of this Circle are closely allied to the objectives as set out above for the elements to be encouraged.

Through its projects and activities, it should provide opportunities to the mathematically talented students to take mathematical programmes at a higher level than is envisaged in the ordinary syllabus. At the same time, it should also explore the mathematical principles involved in various topics related closely to defence, industry and economic sectors, for example, map projections and map problems, vectors and vector problems, surveying, aviation, machines, etc.

NOTE : Young Scientists Circle and Young Mathematicians Circle may be combined or organised separately, according to the facilities available in the school.



young technicians' circle

Wherever the school has a workshop, training in some basic technical skill should be organised in the Circle, such as fundamentals of welding, soldering, simple fitting, lathe work, foundry, metal work, etc.

Mastery of a technical skill is of the highest importance. The facilities of school workshop should not only be used by the Circle in that school but should also be made available to neighbouring schools wherever possible.



commerce circle

The Circle is intended to give boys and girls preliminary skills in business and office procedures and operations. It should be the aim of every member of the Circle to master at least one commercial skill. The courses may include :

- typewriting
- stenography
- elementary knowledge and skill in maintaining books of accounts

- knowledge and skills in office practices and procedures
- storekeeping
- co-operation.



military science circle

The Circle will provide for instruction in military drill, tactics, field intelligence, map reading, compass reading and allied subjects related to elementary military science.



social studies circle

One of the major and continuing responsibilities of a secondary school is the training of boys and girls, for intelligent citizenship in a democracy. This responsibility becomes much more important in the context of the National Emergency. The Programme of the Circle will be designed to provide special opportunities to its members to focus their attention on current events and defence problems, and to develop a body of information and knowledge which can be drawn upon by the normal school programme also. The work of the Circle may be organised in the form of discussion groups, symposia, readings, plays, exhibitions, preparation of models, etc.

The projects in the Circle can be prepared around activities of the following kind :

History : More positive emphasis on the cultural unity of the country, its heroes and traditions, its relationship with neighbouring countries.

Current Problems : Study of emergency economy, conservation, savings, correct consumer habits during emergency.

Geography : Greater emphasis on understanding of concepts and geographical skills, natural resources, their conservation and use, time and distance factors on land, sea and air, and geography of our border lands.

Functioning and Government : The organisation of Government in the emergency, emergency legislation, the organisation of the Armed Forces, recruitment needs of the Armed Forces, development of civil defence organisation.

Composition and enactment of plays depicting Indian heroes-past and present, sense of patriotism, group singing, organising library and information service for the benefit of the people in the neighbourhood of the school.



young explorers circle

A high level of geographical 'literacy' is indispensable for understanding the course of events in the emergency and also for preparing for many of the occupations in the armed forces

and civilian life. The projects of the Circle would emphasize intensive study of the varied geographical aspects of the neighbouring countries, basic skills in map-reading projections, surveying with practical exercises.



history circle

Will undertake projects at a deeper level of study relating to national cultural heritage, historical background of neighbouring countries, methods of warfare, interrelationship of history with the areas of knowledge—science, literature, geography, historical background of different modern ideologies.



physical efficiency circle

While physical fitness and efficiency is one of the common Programmes for all Corps members, the members of the Circle will devote themselves to achieving much higher norms of physical fitness and efficiency than can be reached on the average. The Programme of the Circle would be designed to give special emphasis to strength, endurance, stamina, muscular co-ordination, developing life-saving skills like swimming and a

thorough knowledge of good, healthy habits of work and recreation. Specific norms should be fixed at a fairly high level for the members of the Circle.



young producers circle

Many students in the school would be able to participate in this Circle while being members of other Circles. The Circle's work would be focussed on increasing production consciousness. It should be the ambition of the members of the Circle to provide as many requirements of the school as possible and also take up productive projects outside the school. The activities of the Circle may include :-

- responsibility of the Circle members for repair and maintenance of definite items of the school furniture and equipment, as well as in the use of pumps, machines, etc. ;
- knitting woollen garments for the Forces ;
- stitching various types of garments for the Forces ;
- weaving niwar, khadi etc ; and
- making articles of stationery for the school as well as for offices.

The activities of the Circle can be expanded without limit, depending on the local conditions, facilities and requirements.

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home science circle

Will develop projects and activities with emphasis on—

- nutrition
- food preservation
- elementary nursing and voluntary service in hospitals and dispensaries
- child care and care of the sick at home
- conservation of clothing
- beautification of school and home
- co-operation with community agencies in rendering community services.

Similarly circle work can be organised in the areas of literature and fine arts where the main emphasis should be on giving opportunities to the pupils for creative expression which may well be called into play by themes related to the nation. Story writing, poetry, drama, the art of expressive reading and speaking, painting and modelling, craft work—all these are rich media of creative expression and tools for an abiding understanding of the spiritual values which will add a deeper dimension to the Programme in the school. Closely allied to the work of the literary circle are the skills of communication—the analytic approach to what one hears or says.



The School Defence Corps Programme should be developed by an effective use of all the resources available in the school and by enlisting the help of
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The National Council of Educational Research and Training has prepared guide material for the work of certain Circles. The Council will be glad to furnish it to any school on request.



School Defence Corps Pledge

I pledge to prepare myself for the defence of my country—

By developing my knowledge through study and hard work.

By building up the strength of my body and the skill of my hands.

With devotion and loyalty I will serve my country, and my people at all times.

