

*Report of
The National
Service
Committee*

1959-60

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MINISTRY OF EDUCATION
GOVERNMENT OF INDIA

SECTION—I

Introduction

Ever since independence, the institution of social and labour service for students has been urged, both as a measure of educational reform and as a means to improve the quality of educated manpower. This question was considered by the Central Advisory Board of Education at its meeting held in Cuttack on the 8th and 9th January, 1950. After examining the various aspects of the matter and in the light of experience of *other countries* in this field, the Board recommended that the students should devote some time to manual work on a voluntary basis only, and that teachers should also associate with them in such work. The First Five Year Plan adopted by the Government of India in 1952 stressed the need for compulsory social and labour service for students for a period of about a year. The economic value of such labour was not the *chief consideration*, as the primary aim of the period of training was to build up the students as workers and disciplined citizens. The vast place which manual work occupied in the life of the nation ought to be, to some extent, reflected in the *activities* of every citizen. The service could take a variety of forms but it should develop significance in proportion to its relation to the real needs of the community. The association of students with such work would bring them an intellectual and emotional awareness of the various tasks of national reconstruction going on in the country. The doubts regarding the desirability of introducing compulsion in the matter related only to short-term difficulties and did not seriously touch any question of principle. A period of preparation and experimentation was, however, necessary before the service could be put on a compulsory footing, but in the meanwhile, the scheme should be introduced on a voluntary basis with certain inducements. Those going through such a course would naturally be more fitted for positions of responsibility. The First Five Year Plan concluded with saying that the organisers of this scheme should be, as far as possible, college professors for whose training adequate provision should be made.

2. Pursuant to the recommendations made in the First Five Year Plan, a number of schemes such as Labour and Social Service Camps, Campus Works Projects, Village Apprenticeship Scheme, etc. were put into operation on a voluntary basis with the object of inculcating a sense of discipline, a spirit of social service and dignity of manual labour among the students and of developing among them an awareness of, and identification with the problems of the social and economic reconstruction of the country, specially in the rural areas. The response of students to participate in these schemes has been encouraging and those successfully completing their period of training have shown some signs of the desired improvement. The two major drawbacks of these schemes were: firstly, in view of their limited scope, it was not possible to cover a large majority of students; and, secondly, owing to the short duration of the period of service, the work undertaken was mostly of marginal significance. The operation of these schemes has, however, served as a period of experimentation and preparation.

3. The question of introducing compulsion in this field was raised from time to time and was forcefully voiced by the Prime Minister in his letter of the 9th June, 1958 to the Chief Ministers in these words: "I have been thinking that it would be very good for our people to have a period of compulsory service for all young men and young women between certain age limits, say 19 to 22. In most countries of the Western world there is conscription for military service. This is not considered to be an infringement of their liberties or freedom. We do not want any such thing for military purposes, but some kind of compulsory period of training and service for every person appears to me to be very necessary. That period should be one year and for, say, six months in the year everyone should live in camps under some kind of military discipline. This will give them discipline, physical health and capacity for manual work and to work together for productive schemes. The next six months might well depend on the capacity and training of the individual. Another advantage of this will be to bring together everyone at the same level, whether he is rich or poor, and make him do exactly the same type of work,

part of which will be manual." The Prime Minister then went on to say that in view of the enormous cost involved, if the whole of India was brought within the purview of the scheme, it was not necessary to start it in a big way but every one between certain ages could be made liable, by law, to serve and this could be done in suitable batches. The Prime Minister further endorsed the idea that every graduate before he gets his degree, should put in a certain period of service in an allotted sphere, depending upon his training and capacity and including work in a village or a tribal area. The Prime Minister directed the Ministry of Education to formulate a suitable scheme for national service, making a beginning with the students between the High School and the College.

4. A draft outline of a scheme for national service was accordingly prepared by the Ministry of Education and placed before the Education Ministers' Conference held in New Delhi on the 8th and 9th August, 1959. The Conference was unanimous that there was an urgent need for trying out a workable scheme for national service in view of the fact that education, as it was imparted in schools and colleges today, left something to be desired and it was necessary to supplement it with a programme which would arouse interest in the social and economic reconstruction of the country. It was of the view that if the real objectives of the scheme were to be realised, it was essential to integrate it with the educational process as early as possible. However, the general feeling at the Conference was that the scheme should not be made compulsory at this stage but that it should be tried initially on a voluntary basis. Finally, the Conference recommended that "(i) the question of introducing the scheme on a compulsory basis should be considered after the experience of a pilot project to be operated for a few years; (ii) pilot projects of three months' duration consistent with the objectives of the scheme, and preferably one for each university, for students volunteering to participate in the programme, may be organized; and (iii) a committee may be appointed to work out the details of the proposed pilot projects."

5. In pursuance of the recommendations of the Education Ministers' Conference, the Union Education Minister appointed

the following committee on August 28, 1959 to revise the scheme prepared by the Ministry of Education in the light of views expressed by the Conference.

1. Dr. C. D. Deshmukh, Chairman, University Grants Commission—*Chairman*.
2. Dr. D. C. Pavate, Vice-Chancellor, Karnatak University.
3. Prof. D. G. Karve, Vice-Chancellor, Poona University.
4. Dr. B. Prasad, Vice-Chancellor, Patna University.
5. Dr. A. C. Joshi, Vice-Chancellor, Punjab University.
6. Shri H. C. Sarin, Joint Secretary, Ministry of Defence.
7. Shri K. Balachandran, Joint Secretary, Ministry of Community Development and Co-operation.
8. Shri P. N. Kirpal, Joint Secretary, Ministry of Education.
9. Dr. N. S. Junankar, Deputy Educational Adviser, Ministry of Education—*Secretary*.

The Committee held three meetings—first on the 3rd October, 1959, second on the 22nd October, 1959 and third on the 15th December, 1959. Professor D. G. Karve was unable to attend any meeting. The Committee considered the various aspects of the scheme for national service and after laying down the guiding principles, made various recommendations for working out a suitable programme. These are given in the following sections.

SECTION—II

Guiding Principles

The appointment of the Committee by the Ministry of Education and the inclusion of many educationists indicates that the scheme of National Service to be worked out by the Committee was primarily intended to be educational in nature, scope and functions. The scheme should therefore be visualized as a measure of educational reform directed towards remedying the observed deficiencies in our educational system. As has been discerned by educationists, the present system is not fully attuned to the needs and aspirations of the independent contemporary India and has not been successful in developing the kind of attitudes which are required for the task of national reconstruction. By and large, students fail to cultivate a positive sense of discipline; also they are usually averse to manual labour; moreover, they seem to lack a spirit of social service or a sense of social purpose and the idealism and enthusiasm which are usually associated with youth and which are of vital importance for a developing country like India have been singularly lacking. Apart from these deficiencies which are more of a social character, the present system does not stimulate that curiosity and love of scholarship which is the most valuable asset of an educated individual.

The present system is a legacy of the British and while a large number of reforms are being introduced at different levels of the educational system, the root causes of the deficiencies mentioned above remain to be tackled on an effective basis. One of the reasons for the malaise in our educational system is that unlike the Universities in the more advanced countries of the world, our Universities take students at a comparatively younger age when they are immature and inadequately equipped to take full advantage of higher education. In this connection some of the observations which were made by the University Education Commission (1948-49) are still valid and worth recalling:

“Students arrive at the age of maturity for university work at about the age of 18, though there are exceptional individuals who reach it earlier than 18. Before this age of maturity is reached, a boy or girl must stay under the formal discipline of a school and should be taught by the methods of the school and not by the methods of the university. That is why the British, the European and the American students are seldom admitted to a university before they are 18 or 19. In the U.K. and the U.S.A., and most European countries like Germany, France and Switzerland, at least 12 years of schooling is necessary before a student enters the university. In India most of the work now done in our present intermediate classes is really school work and should be properly regarded as pre-university work, as in the U.K. and the U.S.A. The real university work is done only for two years of the B.A. and B.Sc. classes and that is why the standard of achievement of our average graduate is low. We, therefore, recommend that the standard of admission to the universities should be the present intermediate examination, to be taken by a student after completing 12 years of study at a school and at an intermediate college, normally at the age of 18. This change will mean that students proceeding to a university for degree courses will have the essentials of a good general education and will be more adequately prepared for university work; they will be mature enough to look after themselves, will not be bewildered by the comparative freedom of university life and will, with intelligent self-interest, take better advantage of educational opportunities in the universities. Since most universities in India are situated in large towns, it is desirable to keep away young and immature students from crowding into these towns where conditions of life provide innumerable temptations and few restraining influences.

“We must also look at the age of entry into the university from the point of view of ‘the public’ or rather the parent, as also from that of the boy or the girl. It is so difficult for many parents to decide what their sons and daughters between the ages of 14 and 18 will do and yet these are the most critical years of their life. In most cases their circumstances are fluid; parents do not know whether the aptitudes of boys or girls

will fit them for a university training; the boys or girls do not clearly know what possibilities are open to them and the result is that, for want of any proper guidance, all those who can afford and even many of those who can ill afford, whether they have the aptitude or not, flock to a university or college far away from their homes. The universities and colleges, many of them anxious to augment their fee income, admit as many students as they can to their intermediate and degree classes, irrespective of whether they are likely to pass or not at the end of the two years. There is little doubt that these colleges and universities commit an act of cruelty towards those of their students who have no aptitude for university training.

“The average student in our universities brings with him the school attitude towards his studies. He expects to be treated like a school boy even in the university. He does not realise that it is his duty to study and not the teachers’ duty to make him study. He does not make full use of the opportunities the university offers him and does not, therefore, get proper advantage from the university. Unless he himself works and does a good deal of written work for his teachers to correct, he cannot get benefit out of his teachers. This attitude on the part of the students leads to another noticeable defect, *i.e.* very slow rate of progress of work in the classes. In British and American universities the rate of progress of work in a class is ever so much faster than in an Indian university with the inevitable result that they are able to cover a much larger ground in the same period of time and the contents of their syllabuses are fuller and richer”.

Apart from immaturity of age there have been deficiencies in the intellectual equipment of those seeking admission to our Universities. The University Education Commission had reiterated the recommendation of the Calcutta University Commission (1917-18) that the course for a Bachelor’s Degree in Arts or Science, whether it is pass or honours, should be of three years’ duration so that the total period which a regular student had to spend before taking his Bachelor’s degree was 15 years, instead of 14 years which was the normal practice. In this connection it may, however, be mentioned that even

the enhanced period was less than the usual period of 16 years required for obtaining the first degree in countries like the U.K. and the U.S.A. The Secondary Education Commission (1952-53), which reviewed the entire field of Secondary education in the country, recommended that Secondary education should commence after four or five years of Primary or Junior Basic education and should include the Middle or Senior Basic or Junior Secondary stage of three years and the Higher Secondary stage of four years, *i.e.* 11 or 12 years of schooling. The Commission further suggested that the present Intermediate stage in the Universities should be replaced by the Higher Secondary stage which should be of four years' duration, one year of the present Intermediate being included and that, as a consequence, the first degree in the university should be of three years' duration. In effect, this recommendation meant that students should spend 14 or 15 years in school and college before obtaining the bachelor's degree. However, the national pattern of education finally adopted on the recommendation made by the Central Advisory Board of Education in its meeting of February, 1954, consisted of 11 years of schooling, *i.e.* 8 years of integrated Elementary (Basic) education followed by 3 years of Higher Secondary education, up to the age of 17 plus and three years of University education after the Higher Secondary stage for the first degree. Thus the total period of school and college education for obtaining the first degree remained 14 years as hitherto, though the age for entry to the university was raised to 17 plus. Even this small improvement is as yet far from materialising in view of the slow rate of progress of the reorganisation of Secondary education in the country and the variations in the practice of regulating age for admission to the Elementary and Secondary stage of education from State to State, with the result that large numbers of students coming to the universities are still below the age of 17 plus. This problem, therefore, needs to be tackled urgently and purposefully at all stages by regulating the age of admission at the Elementary and Secondary levels of education as well as the university level, so that no one below the age of 17 plus would be able to pass out of the Secondary stage or be eligible for admission to a university. A special duty rests in any case on universities which should themselves ensure that

no one below the age of 17 plus is admitted to institutions of higher education. The admission of students to universities at the age of 17 plus, instead of 15 or 16 as at present, would somewhat improve the situation, but the students at the age of 17 plus would still not be mature enough to derive real benefit from University education, as compared to students of the age of 18 plus.

As mentioned earlier, one of the glaring defects noticed in the present day education in our schools and colleges is the extremely poor contact, or lack of it, between the students and teachers in educational institutions on the one hand and the work of national reconstruction, particularly in the rural areas, on the other. One unfortunate result of this state of affairs has been that the educated youth continue to adhere to certain false values and unrealistic standards, which are manifested in hankering after routine and uninspiring jobs in Government offices or industrial undertakings in the public and private sectors, and in a desire to lead an easy life in urban areas with all the facilities for entertainment and other diversions of city life. It is an irony of fate that even those who come from rural areas become reluctant, after going through the 'educational' process to go back to these areas, preferring to live in cities attracted by their superficial amenities and comforts and unaware of the inspiring constructive effort awaiting them in the country side.

It is agreed that preparation for life in the Indian context, both for the school leavers and the graduates, can only mean, by and large, an intelligent understanding of, and a close and living contact with the rural areas, by way of active participation in the work of rural reconstruction. This is becoming increasingly important as the increasing percentages of youth coming to colleges cannot be absorbed in employment in the public and private sectors in large urban areas and will have to find work in rural areas. The programmes of community development, cooperative farming, free and compulsory education, social welfare and other measures for rural reconstruction cannot hope to make any progress unless educated leadership of high quality becomes available for implementing these pro-

grammes and mobilizing the vast unutilized human resources for the achievement of the enormous tasks lying ahead of the nation. Our villages need qualified doctors, nurses, engineers, agricultural experts, teachers, social education organizers and other trained personnel for releasing energy, vitalising moribund capacities and bringing into play the achievements of modern science and technology for their advancement. It had, therefore, been considered essential that the syllabuses and curricula of higher education at the first degree stage should be so modified, with the consent of universities, as to include immediately in every year of the three-year degree course, a period of social service and manual labour in rural areas associated with community development and national extension blocks, in collaboration with and under the supervision of the appropriate authorities concerned with the development work.

On a review of the various schemes of labour and social service operated by the Ministry of Education during the past six years (for a comparative statement see appendix I), it was first thought that in view of the successful implementation of the Village Apprenticeship Scheme in the universities, limited in extent though it has been for three years from 1956-57 to 1958-59, this very scheme could form the basis for developing a suitable programme of national service. The programme should include the attachment of groups of students to the development blocks for a sufficiently long period of about four to six weeks successively in the first two years of the three-year degree course to be followed by a similar period after the degree examination, thus adding up to a total period of twelve to eighteen weeks. In order that the development area may derive enduring and tangible benefits from the work done by students, it would be advisable if groups of students continue the work in the same area in successive batches and upon completion of a particular project, hand it over to the development authorities so that its benefits are integrated with the community development programmes. The completion of projects in this manner and their visible effect on the improvement of village life will create a pride of achievement among the students. The period of social and labour service thus rendered can be regarded as equivalent to national service and the

service successfully completed by a student should be suitably recognized through certificates of merit, which should be given due weight in recruitment to various posts.

Such a programme can, however, at best be an orientation programme. While it may have a beneficial effect on the educated youth, it may not wholly change their basic values and fundamental attitudes. Such a change cannot be brought about unless the youth at the most impressionable stage of their life are taken out of their existing environments and placed in an entirely different environment for a period of about one year and exposed to the effective and lasting influences of corporate life, spent in productive and constructive work, under the full discipline and guidance of capable teachers and in close and live contact with the life and problems of the rural areas. This period can be interposed as an inter-calary year between the school leaving stage and entry to life or a university.

There will be numerous advantages in such an arrangement. In the first place there will be an overall improvement in the physical health of the youth; moreover, those entering life would be more mature, self-reliant and inspired with a zeal for serving the country in a useful capacity whilst those entering the university will have attained the age of 18 and will therefore be more suited to derive the maximum benefit from university education; further, there will be an all round improvement in the quality of the nation's manpower, who would be more effectively oriented and better equipped to undertake the work of national reconstruction in various sectors, particularly in the rural areas. Well-disciplined and properly equipped young men and women would become available not only for national reconstruction but also for any emergency that the nation may have to face.

A programme of the kind outlined above will be a real nation building programme and the investment on human material will more than repay itself in course of time. The institution of such a programme will provide opportunity to eradicate some of the glaring deficiencies in our universities such as the fall in standards of discipline and attainment and wastage from failures. This programme can be utilized for sifting the human material for higher education after careful

observation including aptitude and achievement tests spread over a period of one year. This selection can be re-inforced by a comprehensive scheme of scholarships for deserving and meritorious students to enable them to pursue higher education. Those who cannot profit from higher education would also be better equipped, as a result of national service, to play their part in the life of the community.

Before proceeding to give our recommendations on the various aspects of a programme of national service, it may be emphasised that any such programme must be predominantly educational, aimed at improving the quality and training of manpower required for rapid national reconstruction. The quality of discipline, spirit of social service and capacity for leadership thus engendered among the youth would be an asset to the nation in any emergency. We have taken note of the proposed expansion of the National Cadet Corps envisaged by the Ministry of Defence, which is mainly directed towards building a reserve of trained manpower for purpose of national security, which we welcome. The programme of national service suggested by the Committee is, however, not primarily designed in the interests of national security but is aimed at inculcating the qualities and attitudes in the educated youth of the country which are essential not only for the limited purpose of national security but for the all round progress of the country in every field of national endeavour.

SECTION—III

Recommendations

1. *Objectives.*—The primary objective of national service should be to provide more lively awareness on the part of the educated youth of the purposes and processes of the nation's reconstruction efforts, especially in the rural areas, and to inculcate in them a sense of discipline, a spirit of social service, dignity of manual labour and dedication to the cause of the country in order to make up the deficiencies of the present educational system such as lack of discipline, absence of self-reliance, want of maturity and lack of idealism, and thus prepare the educated youth, the future leaders of the country, for the enormous tasks of national reconstruction requiring arduous, sustained and responsible work and to safeguard national security requiring a reserve of trained personnel available to meet any emergency.

2. *Compulsion.*—It is necessary that any scheme of national service must be compulsory if it is to be effective and is to make a real impact to improve the quality of manpower needed by the country. A voluntary scheme would have the drawback of leaving out a good many, if not the majority, of students proposed to be covered and would not be assured of success unless sufficient inducements were offered. If improvement on the national scale is to be the aim, which it ought to be, no voluntary scheme can ever hope to achieve it. There can be no objection, on principle or otherwise, to compulsion as it is the right of the State to ask its citizens for a period of service in return for what it does for them.

No exemptions are to be allowed on any ground. The students who are not physically fit for manual work could be asked to do other suitable work. Cases of hospitalisation are in another category and may be exempted only for the period

of hospitalization and legitimate convalescence. In particular, there should be absolutely no opportunity for the rich and the influential to manipulate exemptions for their children.

3. *Duration.*—It is essential that national service should be of a sufficiently long duration to inculcate in the young adolescent the values of discipline, social service, dignity of manual labour and dedication to the country. It is necessary to expose young minds to good influences over an adequate period if lasting effect is to be secured on the growing personalities and developing character of the nation's youth. A period of at least nine months to a year is the minimum required for achieving the objectives of national service.

4. *Stage.*—The best stage for drafting the youth in national service is when they pass out of Higher Secondary school or Pre-University class and are prepared to enter life or the university. A year's national service at that stage would greatly fill the gap left by the present Secondary education and would equip a young person better both for life or the university. Those entering life would be more mature, more disciplined and better prepared for the responsibilities of their work. Those who go to the university would be more self-reliant, more disciplined and better equipped for benefiting from university education. As a matter of fact, the observation of a young person in national service spread over a year would enable the educational authorities to select better material for university education on the basis of academic and other achievements, and thus check the growing indiscipline and wastage which are becoming the bane of university education. Those students who are found to be talented and gifted during the operation of the national service should be given scholarships and other benefits to pursue higher education. The national service thus has tremendous possibilities of being utilized as a means of helping in judging suitability for admissions to universities on the basis of adjudged capacity of students to benefit from higher education.

5. *Content.*—The content should be so devised as to effect an all-round improvement of the personality and character of the adolescent. There need be no dead uniformity—none is

advocated—but the following ingredients should be dovetailed in any overall programme for the service:—

- (i) *Military Discipline.*—The students should lead a disciplined life for nine months to one year comparable to that in the armed forces. No breach of discipline should be tolerated. Adequate sanctions should be provided to deter any breach of discipline.
- (ii) *Social Service and Manual Labour.*—Social service and manual labour should be rendered for at least four hours every day in the areas selected for work under the national service. Manual labour would be an essential part of the work for every student. The labour and social service may take diverse forms depending upon the locale and the needs of the community. The work should be so organized that the community derives tangible and lasting benefit. This will inspire confidence in youth and also give them pride of achievement.
- (iii) *General Education.*—So that the national service should not lead to a gap in the education of adolescents, it should also provide broad general education laying stress on the improvement of English, learning of Hindi and other regional languages, improvement of general knowledge, acquaintance with India's cultural heritage and programmes of social and economic planning, etc. so that the participants on completing the national service are fit and active enough to take their place in life even if they do not enter the university. The period of national service should also be fully utilized for the emotional integration of the youth with the country and ideals it is working for. The service should also provide some opportunities for self-expression in cultural activities like music, dance, drama, but care should be taken to ensure that they do not distract from the main purposes of the service. Adequate reading materials such as books, periodicals, magazines etc. should be provided so that the youth can acquire

habits of self-study, critical inquiry and love for scholarship and knowledge.

A programme worked out suitably with the above ingredients should meet the needs of all-round development of the growing adult and lead to integration of his personality. This would not only develop true discipline—physical, intellectual, moral and spiritual—but also inculcate in the youth qualities like the love of the country and dedication to social work.

6. *Organizational Set-up.*—A programme of national service of the envisaged quality and magnitude should be a bridge between the terminal stage of Secondary education and entry into life or institutions of higher education. Though it will draw upon the resources of the Defence Forces, Universities, Educationists, Government departments both at the Centre and in the States engaged in social and economic development programmes, the programme suggested by the Committee would require for its implementation an organizational set-up which should be broad-based and independent. The programme must be truly national in concept and in execution and should be so devised that it develops the capacity to extend its scope to cover other categories of citizens in appropriate age groups in course of time. While it is urgent that we concentrate our efforts on the educated youth, the other youth of the country are of no less important for the larger interests of the country. In view of the potentialities of a comprehensive programme visualized, such a service might ultimately cover all the youth of the country, but this will require as a pre-requisite the spread of Secondary education to all young persons below the age of 17.

It is, therefore, suggested that a National Board should be set up to plan, implement and evaluate a programme of national service. This should, however, be preceded by careful preparation of a detailed plan of work for youth and for this purpose, it would be desirable to set up a representative working group of Educationists, Administrators, Defence Experts and other interests.

7. *Finance.*—An investment in human resources is not to be viewed in the context of economic value of the product of such

investment, as the primary aim is to build up educated young people as disciplined citizens and devoted workers so that they are an asset to the nation. The national service is thus to be viewed as a nation building programme and any cost incurred on it would more than repay itself in the long run. The economic value of the productive work which the youth are expected to perform would not be in itself inconsiderable and should be reckoned in any estimate of the cost involved. The cost of national service, though heavy, should not be beyond our means and should be worked out in detail by the Working Group.

In the end the Committee would like to place on record their appreciation of the considerable help given by Dr. H. C. Gupta and Shri J. S. Nanda, Officers of the Ministry of Education, in preparing the draft of its report.

N. S. Junankar,
Secretary.

C. D. Deshmukh.
Chairman.
D. C. Pavate.
B. Prasad.
A. C. Joshi.
H. C. Sarin.
K. Balachandran.
P. N. Kirpal.

APPENDIX I

A Comparative Statement of various

Sl. No. Name of the Scheme	Objectives	Scope with special reference to categories eligible to participate in it.
1. National Cadet Corps. (Started in the year 1948).	To stimulate the interest of the youth in the defence of the country.	Open to boys & girls from schools and colleges with age limit of 13 to 18½ years for Junior Division & below 26 years for Senior Division. No. of cadets trained every year: 1,50,000, with average annual increase of about 22,000.
2. Auxiliary Cadet Corps (Started in the year 1952).	To build the youth mentally, morally and physically and to develop in them a sense of patriotism, self-confidence, dignity of labour and leadership.	Open to all boys & girls between the ages of 13 to 16 years reading in Secondary schools. The strength of A.C.C. had risen on 31-3-1959 to Cadets : 8,38,307 Teachers : 15,807 with an annual increase of about 42,995 cadets.
3. Labour & Social Service Scheme (Started in 1953-54).	To provide physical, recreational and other amenities in educational institutions so as to encourage the art of self-expression, comradeship and community life in youth ; also to create healthy attitude towards manual work and enlighten youth about rural problems.	Open to boys & girls from schools and colleges, with age limits 13 to 16 yrs. for Junior Camps and above 16 years for Senior Camps. During the period from 1954-55 to 1958-59, total No. of Camps conducted: 5330. Students participated : 5,68,717. Campus Work Projects organised in schools and colleges :634

Labour and Social Service Schemes

Nature of activities to be undertaken under the Scheme and duration of the Project	Manner of implementation of the scheme including the organisational set-up for the purpose	Estimates of cost involved
<p>Military training such as squad drill, drill with arms, weapon training, map reading, mountaineering etc. During camp period, half the period is used for military training and other half for labour and social service.</p> <p>Duration : (i) 4 hours per week except during vacations.</p> <p>(ii) Camps for 3 to 4 weeks' duration held every year.</p>	<p>Administration of N.C.C. is controlled by N.C.C. Directorate under the charge of a Major-General. Directorate has divided the country into 14 circles, each being under the charge of a Lt. Col. N.C.C. Units are commanded by regular officers who are assisted by selected commissioned officers and college & school teachers. There is special arrangement for the training of school/college teachers selected as N.C.C. officers.</p>	<p>The cost per cadet in 1959-60 was as follows :—</p> <p>Senior Division Rs. 290.</p> <p>Junior Division Rs. 115.</p> <p>Average Rs. 158.</p> <p>The cost per cadet in N. C. C. Rifles proposed to be started in 1960 as infantry Units to give basic Military training is estimated at Rs. 71 per year.</p>
<p>Basic Training in citizenship, drill, games, field craft, first aid, sanitation and hygiene for 3 years having only one period of 40 minutes on all working days except Saturdays.</p> <p>Supplementary Training : in hobbies, arts, craft & other cultural activities during week-ends and vacations</p>	<p>The A.C.C. is administered with the help of JCOs and other commissioned officers provided by the Ministry of Defence who help in training school teachers as instructors in A.C.C. One Unit consists of one A. C. C. officer (teacher) and 50 Cadets (students).</p>	<p>Expenditure on instructional & supervisory staff comes to Rs. 5/- per cadet and is met by the Ministry of Defence. Cost of uniforms as well as cost of training of teachers and their honoraria which comes to Rs. 9 per cadet is met by State Governments.</p>
<p>Boys Camps devoted to construction of roads, digging of soak-pits, water reservoirs and drainage etc.</p> <p>Girls Camps devoted to hygiene, care of the sick, child welfare and home nursing, etc. (Duration 10 to 20 days).</p>	<p>The Government of India is advised by a Committee on the programmes that may be undertaken under the Scheme, and the manner of giving grants for that purpose. 50 to 100 students attend the Camp for a fortnight.</p>	<p>T.A. III Class fare at concessional rates. D.A. Rs. 1.75 per head per day.</p> <p>Ministry of Education has made a provision of Rs. 2.80 crores for the scheme for Second Five Year Plan.</p>

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(Continued)

Sl. No. Name of the Scheme	Objectives	Scope with special reference to categories eligible to participate in it
4. National Discipline Scheme (Started in the year 1954).	To build a nation of disciplined youth who are physically fit, emotionally sound, culturally aware and have a sense of devotion to the cause of the nation so as to channelise their energies in suitable directions for accelerating the progress of the country.	<p>Limited only to School-going children from 6th to 11th classes.</p> <p>During the Second Five Year Plan :</p> <p>Schools to be covered : 300</p> <p>Children to be disciplined 3,00,000.</p>
5. Village Apprenticeships Scheme. (1956-57 to 1958-59.)	To develop in selected University students & teachers a realistic spirit of social service and a responsible understanding of the problems of rural reconstruction in India through actual participation in well-organised village development work under experienced supervision.	<p>Open to college students (boys & girls) who have passed Intermediate (or equivalent) examination; also to college teachers.</p> <p>Total No. of apprenticeships provided : 5444.</p> <p>Total No. of apprentices declared successful: 4066.</p>

Nature of activities to be undertaken under the Scheme and duration of the Project	Manner of implementation of the scheme including the organisational set-up for the purpose	Estimates of cost involved
An integrated programme for physical training, mental training, developing capacities for administration and organisation through drill, parades, sports, games, lectures on sense of duty, punctuality and cleanliness for character development (Duration of course 3 months).	Scheme is operated through three Regional Offices Eastern, Western & Northern at Calcutta, Poona and Ambala respectively headed by a Senior Supervisor. Operational work in each school is done with the help of Physical Training Instructors. The P.T.I. is in charge of 200 to 300 children.	Average expenditure per trainee per course of three months varies from Rs. 5/- to Rs. 7/-.
All kinds of manual labour, social service and other activities aimed at the welfare of rural community under Community Development & National Extension Service Blocks. (Duration 6 weeks).	In each State, an Executive Committee comprising of Vice-Chancellor (or his nominee), Development Commissioner of the State (or his nominee), Head of Deptt. of Education/Social Education, and Registrar who is to act as Convenor and Secretary of the Committee, has been in charge of the scheme. The Executive Committee is responsible to give publicity to the Scheme, select the apprentices, arrange orientation, post them and appraise the work of apprentices.	T. A. — Rs. 20/- lumpsum. D.A.—Rs. 2/8/- per diem paid direct for six weeks. Stipend to successful apprentices is paid @ Rs. 25/- per week for six weeks' training. A total of ₹ 300,000 was made available for the Scheme by the Ford Foundation.