

# Student Police Cadet (SPC) Programme

## A Handbook



**National Police Mission**  
**Bureau of Police Research & Development**  
**New Delhi**

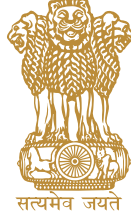
# Student Police Cadets Programme: A Handbook

July 2018

© Bureau of Police Research & Development

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NARENDRA MODI



प्रधान मंत्री  
भारत सरकार  
PRIME MINISTER  
OF INDIA



## MESSAGE

I am pleased to learn that the Student Police Cadet (SPC) Programme is being launched nationally on 21<sup>st</sup> July, 2018 at Gurugram under the aegis of the Ministry of Home Affairs.

Student Police Cadet Programme will help our students know our Police systems from close quarters and become active partners in governance and security. It has the potential to aid in the comprehensive development of their personality and inculcate values of patriotism and service in them. SPC programme will contribute to demystify the working of our Police forces and help everyone appreciate their dedicated services for the society.

SPC is also an example of the active co-operative federalism whereby successful examples in states are scaled up for the benefit of the whole nation. I appreciate MHA for their initiatives to draw insights from the success in various states and implement this brilliant programme across the nation. I am sure that the scheme will equip our students to grow as successful and responsible citizens dedicating themselves for the realization of a New India.

I wish all the best for the success of the national rollout of the programme.

New Delhi  
16 July, 2018

  
(Narendra Modi)

राजनाथ सिंह  
RAJNATH SINGH



गृह मंत्री  
भारत सरकार  
HOME MINISTER  
GOVERNMENT OF INDIA



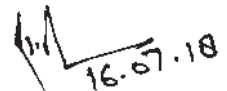
## MESSAGE

I am pleased to intimate that the Ministry of Home Affairs has decided to launch a Student Police Cadet Programme (SPC) across all the States of India. The programme involves character building of future citizens, through various indoor as well as outdoor activities by providing an environment where children of different strata of our society will be empowered to determine the direction for their future and also that of the Society.

I am happy to inform that the long term vision of the programme is to nurture a law abiding community intending to build an interface between police and school going children to achieve public order.

I appreciate the Bureau of Police Research & Development for designing this curriculum covering wide range of topics, in the form of a SPC Handbook. I am sure this concise handbook will go a long way to serve the purpose and be useful in organizing various activities under the SPC programme.

I convey my best wishes to all the personnel associated in this project and wish them grand success.

  
16.07.18

(Rajnath Singh)



i d k ' k t k o M d j  
Prakash Javadekar



मंत्री  
मानव संसाधन विकास  
भारत सरकार  
MINISTER  
HUMAN RESOURCE DEVELOPMENT  
GOVERNMENT OF INDIA



## MESSAGE

At the outset let me congratulate all those associated with the Student Police Cadet (SPC) Programme, a new narrative at the national level, which is being given a nationwide unveiling by the Hon'ble Union Home Minister. SPC would be the precursor of a new era of cultivating a fresh generation of socially dedicated and responsible students, who would be instrumental in making a law-abiding society.

The programme is expected to instill human values and thereby help in character building of the nation, leveraging on our demographic dividend. The era of public policing will gain greater heights with this unique engagement among students, schools and police. The innovative approach will prove to be a force multiplier for police in particular and society in general.

I take this opportunity to congratulate both Bureau of Police Research & Development and National Council of Education Research & Training for thoughtfully designing the SPC Handbook which will prove to be a useful instrument for those directly involved in character & community building.

I wish all the very best in taking forward this mission.

(PRAKASH JAVADEKAR)

# Acknowledgements

The text and images on topics in the book have been compiled from multiple sources. The Bureau of Police Research & Development (BPR&D) acknowledges Kerala Student Police Cadet Project, Uttar Pradesh Police, Harayana Police, Delhi Police, Maharashtra Police, Ministry of Road Transport and Highways, Ministry of Women and Child Development, UNICEF, National Human Rights Commission, National Commission for Women, Central Vigilance Commission, CRPF Public School and National Institute of Disaster Management as sources of texts and images.

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# 1. Police - Crime Prevention and Control

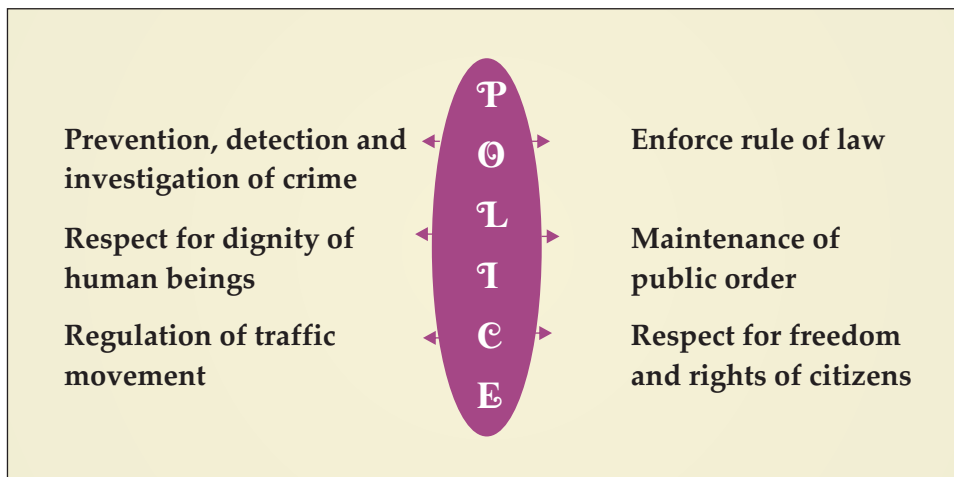
## Objectives

- To apprise students about the role and functions of police.
- Give them an idea that police is a friend and has social responsibility, besides prevention and control of crime.
- Infuse in the learners a sense of responsibility and help police in maintaining peace and controlling crime.



## Why Police?

Police is the agency which enforces rule of law and maintains public order. The most important function of police is to prevent, detect and investigate crime. The problems of extremism, terrorism, naxalism and radicalization in certain parts of India have drawn attention of all and they need to be dealt with and addressed by police as keeping peace is vital and essential for development. Safeguarding and upholding human right is another important aspect which necessitates the requirement of police.



## Definition of Crime

Generally, 'crime' is defined as an illegal act which constitutes an offence and is punishable by law.

## Classification of Crime

Crime can be classified into crime against person and crime against property.

**Crime against person:** They involve bodily harm like injury, grievous injury, death or other actions committed against the will of an individual like molestation and rape. Additionally, offences such as harassment, kidnapping and stalking are also considered crimes against person.

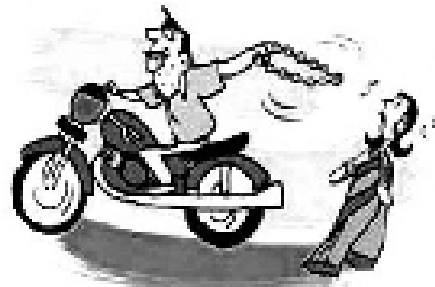


## Prevention

Crime against person can be prevented at different levels.

- (a) **At the level of Police** - The record of various disputes in the area is maintained at the police station level and if proper preventive steps are taken by police at a very early stage and proper follow-up and updating is done these crimes may be prevented. For this the local police have to be extremely vigilant. A feeling that the police is there to safe-guard the just and legitimate interests of the people and the law breakers will be dealt heavily, will certainly go a long way in this regard.
- (b) **At the level of community** - In the meetings of various committees at village level or panchayat level, efforts should be made to improve the relations between aggrieved parties by counselling them and resolving the disputes.
- (c) **At the Level of Local Committees** -Mohalla level committees in urban areas and village level committees in rural areas should be activated and petty issues should be resolved before they take any serious turn.
- (d) **At the level of family and schools** - Proper value based education is necessary from the very beginning. Respect for others, tolerance and accommodation should be the basis of existence. The rich traditions of unity in diversity and respect for law have to be inculcated from the very beginning.

**Crime against property:** They involve theft, extortion, robbery, dacoity, criminal misappropriation of property, criminal breach of trust, receiving of stolen property and cheating.



Source: Asian Age, Mumbai, 11 December 2017

Poverty, unemployment and widening gap between have's and have not's are some of the reasons for such crimes. Such crimes are also committed by persons from affluent sections just to satisfy their greed for more money and comforts.

### Classification of Offences

Offences of various types are classified as cognizable and non-cognizable on the basis of action by police. Cognizable offences are those in which police can arrest without warrant and non-cognizable offences are those in which police cannot arrest the accused on its own.

On receipt of a report about commission of a cognizable offence, it should be recorded in the prescribed format, and this process is called recording of First Information Report (FIR). The information of the commission of a cognizable offence shall first reach the police, whether oral or written, shall be treated as the First Information. It may be given by a person acquainted with the facts directly or on hearsay. In either case it constitutes the First Information as required by law, upon which the investigation under various sections of the Indian Penal Code (IPC), the Criminal Procedure Code (CrPC) and any other law related to crime is taken up.



Police usually keep in mind the following 11 “Ws” while registering FIR.

- |                                    |  |
|------------------------------------|--|
| 1 What informer has come to convey | 7 Why (motive)                           |
| 2 What capacity                    | 8 Which way (actual occurrence)          |
| 3 Who committed crime              | 9 Witnesses                              |
| 4 Whom against crime committed     | 10 What was taken away                   |
| 5 When (time)                      | 11 What traces were left by the offender |
| 6 Where (place)                    |  |



# FIR

- ▶ It is mandatory for the SHO to lodge an FIR if a complaint made by you discloses the commission of a **cognizable offence**. You have the right to obtain a copy of the FIR.
- ▶ In case your complaint discloses the commission of a **non-cognizable offence**, an entry is required to be made in the daily diary and you have the right to obtain a copy. You may thereafter approach the area magistrate u/s 155 Cr. P.C. for appropriate orders.

## Judicial Classification of Crime

1. **Bailable Offences:** the offences in which bail is said to be the right of the accused.
2. **Non-Bailable Offences:** the offences in which bail cannot be granted as a right.

### What is Bail ?

Bail broadly means surety/security for release of an arrested person. A person may be released on bail with or without sureties. When a person is arrested for a bailable offence, he is entitled to be released on bail either by the Station House Officer (SHO) or by Court. In cases of arrests for non-bailable offences, bail is a discretion.

### Prevention

#### 1. At the Level of Police

- (a) Police is duty bound to prevent all types of crimes. A systematic record of criminals, their mode of committing crimes and proper surveillance of anti-social elements helps in curbing crime.



- (b) Police must properly investigate the crime and get the criminal prosecuted so that the punishment acts as deterrent for others.
- (c) Involving community in policing tasks also helps in prevention.

- (d) Verification of various domestic helps and other service providers also helps in prevention.

#### 2. At the Level of Family and Schools

They can also play a major role as the conduct of parents and teachers always influences and inspires the





children. The children should be taught from the very beginning that the hard earned money is always very satisfying. The means of livelihood and source of income should always be transparent.

3. **By engaging youth in constructive activities** - 'Empty mind is a devil's workshop'. Therefore, the youth must engage themselves in constructive way of living and not be inclined towards crime.



### **Role, Functions and Duties of the Police**

The role and functions of the police in general are:

- (a) to uphold and impartially enforce the law, and to protect life, liberty, property, human rights, and dignity of the members of the public;
- (b) to promote and preserve public order;
- (c) to protect public properties including roads, railways, bridges, vital installations and establishments etc. against acts of vandalism, violence or any other kind of attack;
- (d) to prevent crimes, and reduce the opportunities for the commission of crimes through preventive actions and measures as well as by aiding and cooperating with other relevant agencies in implementing due measures for prevention of crimes;
- (e) to ensure internal security, to prevent and control terrorist activities, breaches of communal harmony, militant activities and other situations affecting Internal Security;
- (f) to accurately register all complaints brought to them by a complainant or her/his representative, in person or received by post, e-mail or other means, and take prompt follow-up action thereon, after duly acknowledging the receipt of the complaint;
- (g) to register and investigate all cognizable offences coming to their notice through such complaints or otherwise, duly supplying a copy of the First



Information Report (FIR) to the complainant, and where appropriate, to apprehend offenders, and extend requisite assistance in the prosecution of offenders;

(h) to instill a sense of security in the community, and as far as possible prevent conflicts and promote amity;



(i) to provide, as first responders, all possible help to people in situations arising out of natural or human-made disasters, and to provide active assistance to other agencies in relief and rehabilitation measures;

(j) to aid individuals, who are in danger of physical harm to their person or property, and to provide necessary help and afford relief to people in distress situations;



(k) to facilitate orderly movement of people and vehicles, and to control and regulate traffic on roads and highways;

(l) to collect intelligence relating to matters affecting public peace,

and all kind of crimes including social offences, communalism, extremism, terrorism and other matters relating to national security, and disseminate the same to all concerned agencies, besides acting, as appropriate on it themselves;

## Social Responsibilities of the Police

Every police officer shall:

(a) behave with the members of the public with due courtesy and decorum, particularly so in dealing with senior citizens, women, children and weaker sections of the society.



(b) provide all requisite assistance to victims of crime and of road accidents, and in particular ensure that they are given prompt medical aid, irrespective of medico-legal formalities, and facilitate their compensation and other legal claims;

(c) ensure that in situations involving conflict between communities, classes, castes and political groups, the conduct of the police is always governed by the principles of impartiality with special attention to protection of weaker sections and minorities;



(d) prevent harassment of women and children in public places and public transport, including stalking, making objectionable gestures, signs, remarks or harassment caused in any way;

(e) guide and assist members of the public, particularly senior citizens, women, children, the poor and indigent and the physically or mentally challenged individuals, who are found in helpless condition on the streets or other public places or otherwise need help and protection;



(f) render all requisite assistance to the members of the public, particularly women, children, and the poor and indigent persons, against criminal exploitation by any person or an organised group;

(g) arrange for legally permissible sustenance and shelter to every person in custody and making known to all such persons provisions of legal aid schemes available from the government and also inform the authorities concerned in this regard; and



(h) preserve, promote and protect human rights and interests of poor, weaker sections, backward classes and of the downtrodden.

## Some top police stations in India (2017)

(Source: MHA survey 2017)



**B2, R.S.Puram, Coimbatore  
Tamil Nadu**



**Panjagutta, Hyderabad  
Telangana**



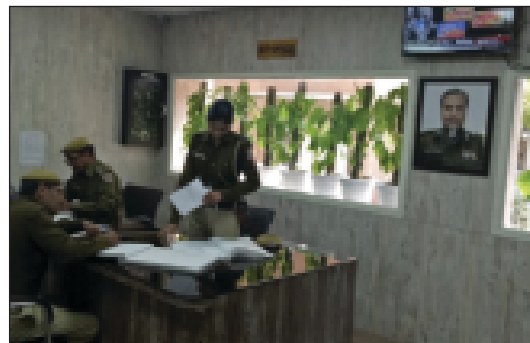
**Gudamba, Lucknow  
Uttar Pradesh**



**Dhugguri, Jalpaiguri  
West Bengal**



**Valapattanam, Kannur  
Kerala**



**Kirti Nagar  
Delhi**



## Indoor Learning

1. Students may be asked what type of society they want.
2. They may be asked to give their views on 'benefits of peaceful society and how to achieve it.
3. They may be asked how they and their families can help police in discharge of their duties.
4. Tenant and service provider verification forms may be shown to the group of students.
5. Pledge by students to be 'law abiding'.



Source: Delhi Police

## Group Discussion

Students may be divided into groups and they may be asked to discuss the following topics.

- How can the students help in Police functions.
- Police can play a constructive role for the betterment of society
- Effective law and order is the pre-requisite for development
- Can Police be a torchbearer for social change?
- Community, if actively engaged, can help in substantially reducing crime and maintaining law and order in the society.

Students may be asked to write a brief essay about the working of local police and public perception of the area he or she belongs to. It may contain about 200 words.

## Outdoor Learning

### 1. Visit to Police Station/Police outpost

Groups of students may be formed and they may be taken to Police Station/Police Outposts:-

- To have an idea about day-to-day working of Police
- To apprise them about various important records being maintained at police station and their relevance for prevention and control of crime
- Various verification forms like service provider verification, tenant and domestic help verification may be shown to learners and their relevance and importance may be explained.

## 2. Visit to Mohalla and Peace Committee Meetings

Students may be taken to various Mohalla and Peace Committee meetings so that they can realise the importance of public opinion in conflict resolution.

## 3. Visit to the Office of Executive Magistrates

Executive magistrate plays a pivotal role in maintaining law and order of the area. Students may be taken to the office of the Executive magistrate so that they could have an idea of the role of Magistracy in maintaining law and order.



For additional resources, visit

[http://nhrc.nic.in/ignou/EUnit3/Unit\\_3.pdf](http://nhrc.nic.in/ignou/EUnit3/Unit_3.pdf)

<http://bprd.nic.in>

C.V. Narasimhan, "Police and the Constitution", *The Hindu*, 20 November 2001.



The Union Home Minister, Shri Rajnath Singh inaugurates 'India First-Annual Day Celebration' of the Kerala SPC Programme in Thiruvananthapuram on 27 January 2016. Kerala State Home Minister Shri Ramesh Chennithala and Education Minister Shri P.K. Abdu Rabb also attended the event.



Union Home Minister addresses the Student Police Cadets of Kerala





## 2. Community Policing and Students

### Objectives

- To apprise students about various community policing initiatives
- To encourage them to be a helping hand to police for maintaining peace and harmony in the society.



In a democracy people are subject to the law which they themselves create through their elected representatives. Therefore, they necessarily have to proactively participate in the process of preventing violations of enacted law. Their willing cooperation and participation helps in law enforcement.

Community policing, in that direction, is the process which seeks the responsible participation of the citizenry in crime prevention at the level of the local community. It helps conserving the resources both of the community and of the police in fighting against crimes.

The activities of community policing are built on the robust system of police public partnership engineered through regular and meticulous house visits conducted by beat officers in their beat areas. Further, the Beat level *Suraksha Samiti* can be created and their meetings can prove to be effective platforms for conflict resolution and mitigating communal, social and political tensions. These meetings can be active platforms for spreading awareness on drug



abuse, cyber security, road safety and gender issues. Enhanced public participation with police can lead to easy registration of criminal cases, their better investigation and higher rate of prosecution. Under this program the Beat officers can win the trust and confidence of the people which can go a long way in containing criminal activities as well as law and order problems.



Specific initiatives can also be launched with public participation to achieve specific goals. For example, Road Safety Committee for accident prevention and accident response on roads, Drug Abuse Prevention Committee can be formed to assist in ensuring drug-free community and Self Defence Training Programme can be



undertaken to equip women with the confidence to face hostile situations. Vigilance committee can also be formed which can be the eyes and ears of police and help them in controlling crime and maintaining peace.

Community policing has gained currency across the world and is becoming the norm in all democratic countries. Their experience shows that by seeking the active cooperation of the public in performance of police duties, the process of law enforcement becomes far more effective. Community policing projects taken up individually at various places have gained much acceptability in Kerala and some other states over the years.

In Kerala, house visits are undertaken to inspire confidence and trust of public in the Police highlighting the people-friendly image of police and also ensuring public participation in law enforcement. Besides, alleviating the fear of police such visits provide valuable inputs on security, intelligence, and law and order issues etc. which enable proactive policing. In addition, the data base created by house visits helps police personnel in each police station to individually familiarize with the members of the community, their security concerns and needs, etc.



Besides, community participation can be of much help in improving strategic intelligence and surveillance. Sustainable interaction with the community is now an asset in every walk of modern day policing. It is widely accepted today that community policing is not a different stream but the core policing strategy that should define every policing activity.

## Student Police Cadets in Community Policing

Community policing programme cannot be successful unless citizens are conscious of their civic responsibilities. Today's children are tomorrow's grown up citizens and would be responsible for peace and progress of the country. It is, therefore, the duty of today's generation to empower them and shape them up to act in responsible ways in all the spheres of life.



Student Police Cadet (SPC) Programme is to enable students to evolve as responsible citizens and improve their capability for self-discipline, civic sense, empathy, values, ethics, morals and honesty etc. SPC Programme has its stated objective as moulding of a generation of law-abiding, socially committed and service-oriented

youth who will soon be taking up responsibilities in various fields in our country.

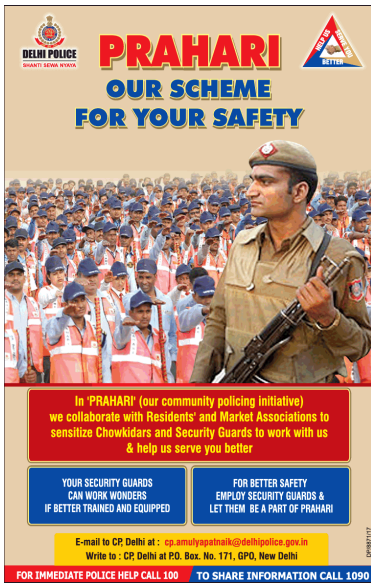
By ensuring active participation of budding citizens in community policing programme, the students will grow up as responsible and responsive citizens.

Community policing can provide the right platform for today's youth to know, practice and perfect the right civic sense. They need to be closely associated with activities of the community so that they grow up as responsible and dedicated citizens. Such a close association of

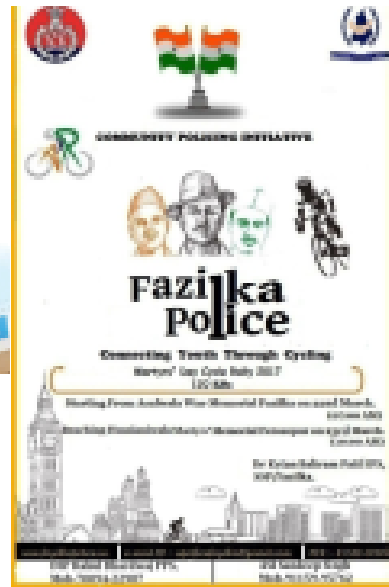


the youth with community will also help them focus their brighter and more innovative minds on the issues of the community which would in turn contribute extensively to the welfare of the communities and thereby our nation.

# Glimpses of Community Policing Initiatives in India



Delhi



Punjab



Chhattisgarh



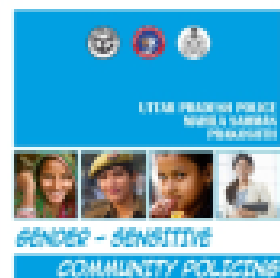
Odisha (Ama Police)



Karnataka



Uttar Pradesh





## Indoor Learning

- Group discussion may be arranged regarding importance of various community policing initiatives taken-up by local police for a peaceful and harmonious society.
- Essay writing competition may be organized on how community policing programmes are instrumental for bridging the gap between police and society.
- A short film on various community policing initiatives undertaken by state police may be screened.

## Outdoor Learning

- Visit to *suraksha samiti* formed in each police station will familiarise students with community policing activities and instil in them the ethos of democratic policing.
- The students may accompany beat officers for visiting houses and for data base creation. They may be included in the 'School samitis' functioning under the auspices of community policing. They can be encouraged to do social service along with the people of the locality. They can also be trained as volunteers to watch out for undesirable activities like drug abuse, use of liquor and pan masala, pornographic material in the school premises and outside.
- Interaction with village level and block level government officers may be arranged to provide students with knowledge of various government schemes for community development.
- Awareness classes on responsible use of internet, dangers involved in cyber space, cyber crime etc. can be conducted for them as children are most vulnerable to cyber crimes.
- SPC cadets may be trained to work under Disaster Mitigation Voluntary Teams during natural and human-made disasters, road accidents etc.
- Passed out SPC cadets who are willing to engage themselves in community policing may be invited to join its various programmes. They could also be

inspired to teach illiterate people, create awareness in the community, popularize various initiatives and schemes of the police among the public.

- They may act as guardians of environment in and around their school, residences etc.
- They may be trained and could perform traffic control duty for a few hours in a week in their neighborhood. Such programmes will be very useful to control crowd in front of schools and colleges during peak hours. By taking part in such programmes a sense of proper traffic culture, crowd management techniques etc. can be imbibed by the students.
- Girl cadets may be involved in the self-defence programme for women conducted under the auspices of community policing.

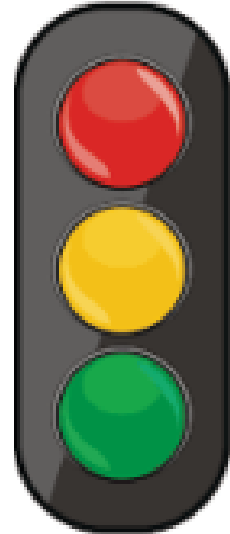
For additional information,

Kiran Bedi, "Community policing need of the hour", *Hindustan Times*, Chandigarh, 18 July 2012.

# 3. Road Safety and Traffic Awareness

## Objectives

- To educate students about traffic rules, do's and don'ts on roads.
- To give them an idea of road signages, road discipline and road safety.
- To inculcate traffic sense among the people.
- To develop traffic awareness among the people and help them obey traffic rules.
- To make the people aware of the traffic signs.
- To provide knowledge of road rules.
- To create an understanding of why road rules are broken and why doing so is dangerous.
- To enroll students in Road Safety Patrol so that they get a feel of the road and its rules.



In India road accidents happen not only because of lack of driving skill but also because of not having right kind of attitude. Traffic sense is important in today's busy life. Lack of time is a common issue we face today. So, within the limited time, we rush from one place to another. We forget the fact that we are neglecting our own safety as well as that of others.

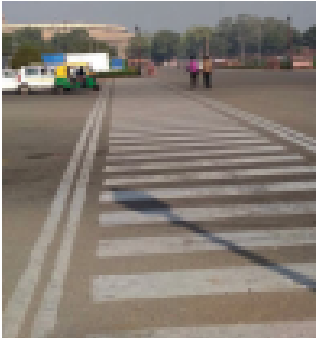
Traffic safety involves a shared responsibility on a variety of issues. Much more than speed limit, it calls for attitudes like being democratic on roads, having a good awareness on traffic rules, being disciplined, being tolerant and knowing the traffic signs etc. One should have an attitude to obey the rules and regulations of traffic to ensure safety on the road. Violation of rules results in chaos and confusion.

Distraction, drowsiness, negligence of traffic rules, not wearing helmets and seat-belts etc. are some of the major reasons that hamper the safety of those driving on roads. Pedestrians also create problems by crossing the road ignoring traffic signals.

The consequences of road accidents never end with accident victims alone. It also affects the people living with her/him. Children have a lot to do in promoting safe driving, riding and walking behaviours and creating traffic safety awareness in the society.

## Need for Road Safety

Modern living is getting more and more associated with traffic hazards. Though the number of vehicles has increased manifold, breadth of roads has not increased as much. Most of the drivers lack intuitive judgement and defensive driving skills. Most of the road users are unaware of road realities and are ignorant about road signs and markings.



**Engineering**  
(Roads and vehicles)



**Enforcement**  
(Traffic rules)



**Education**



**Emergency care**

Road safety education has become an essential aspect of road management. An ideal road safety education programme should be able to:

- (i) inculcate a sense of road discipline in the mind of road user
- (ii) develop a willful respect for road rules
- (iii) help a road user tide over any adverse situation on roads
- (iv) instill in the minds of road users a sense of fellow feeling
- (v) to educate the golden rule of driving that ones driving should not obstruct or create problem for others



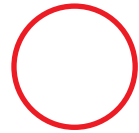
## Identification of Traffic Signs

Roads signs, markings, traffic signals and other traffic devices are there to guide the road users. Every road user whether a pedestrian, two-wheeler rider, driver of four-wheeled vehicle should have knowledge regarding these traffic controlling devices and should be aware of what they signify.

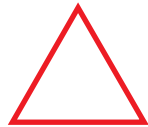
### Traffic Signs are there to regulate traffic, warn about hazards and to guide the road user

There are three types of traffic signs: Mandatory, Cautionary and Informatory.

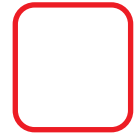
**Mandatory:** Signs depicting dos and don'ts and are to be followed strictly. These are generally circular in shape.



**Cautionary:** For warning road users regarding condition of the road ahead - these are triangular in shape.



**Informatory:** Information regarding direction, destination of location for example school, hospital, petrol pumps, telephone booth. These are generally rectangular in shape.



### Location of road signs:

- On highways, overhead signs are used.
- On hilly roads signs are installed on valley side.
- Warning signs in urban areas are located 50 m in advance.



**Colour of the road markings:** Specific colours are used for road markings.

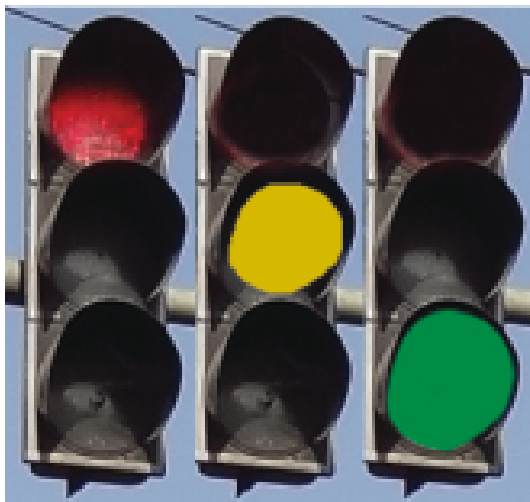
- White for all carriageway markings except for parking restrictions.
- Yellow for parking restrictions and continuous centre or barrier line.
- Alternate Black & White for kerb and object markings.

### Traffic Light Signals play a vital role in traffic regulation

- Installed at road junctions to control the movement of vehicles.
- All traffic must move in conformity with these traffic lights.
- Follow traffic light directly facing the direction in which you are moving.



## What do the three colours Red, Amber and Green signify?



**RED means STOP** - Wait behind the stop line or cross walk. If there are no lines, stop before the traffic light at the intersection so that traffic light is clearly visible. Wait until a green signal appears before proceeding. You may turn left while the signal is red, if it is not prohibited by a sign. But give importance to pedestrians and other traffic.

**AMBER means CAUTION** - You may move on if the amber appears after you have already crossed the stop line or when you feel that your stopping may cause accident. Anyhow be extra careful.

**GREEN means GO** - Proceed ahead ensuring that the way is clear. You can make a right or left turn if not prohibited by signs, but take special care and give way to pedestrians crossing the road. **GREEN ARROW** means that you can go in the direction shown by the arrow.

Flashing signals are installed at locations where the traffic volume is comparatively low. These are generally red and yellow lights that blink on and off to warn the road users about potentially hazardous road locations. At intersections where traffic light signals are switched off at night, they are put into flashing modes.

**Flashing Red** - Generally provided at level crossings, bridges, airfield, fire stations, minor roads, etc. It means you must come to a full stop and proceed cautiously after making a safety check on all approaching traffic.

**Flashing Yellow** - Generally provided where major roads meet minor roads. Slow down and proceed with caution, giving due attention to other traffic and pedestrians.



## Important Do's and Don'ts

### For Pedestrians

#### Do's

- Walk on any side of the road if there are footpaths.
- Walk on extreme left side of the road if there is no footpath.
- Use zebra crossing, foot overbridge & subways to cross the roads.
- Where such facilities are not available, be extra cautious while crossing road. Children below 8 years of age should cross the road with the help of elders.
- Cross the road when the vehicles are not there or are at a safe distance
- Wear light coloured dresses during night.



#### Donts

- Dont cross the road hastily by running.
- Dont cross the road in front of, or in between parked vehicles.
- Dont try to cross the road from blind corners, turnings where you are not visible to the vehicle drivers.
- Dont jump over the railings to cross the road.

### For Cyclists

#### Do's

- Cycle must be fitted with the standard gadgets - bell, brakes, rearview mirror, both front & back mudguard painted white, reflective tapes affixed at the front & back.
- Cycle on the extreme left side of the road or use service road, if available.
- Avoid busy roads.
- Keep a safe distance from fast motorised vehicles. Give proper indications before stopping or turning.
- Wear helmet for cycle driving.

#### Donts

- Dont indulge in any kind of stunts.
- Dont load the cycle with another person or heavy goods.
- Dont ride holding on to other fast moving vehicle.
- Dont ride and talk to cyclist in parallel.

## For Commuting in School Transportation

### Do's

- Get up early and start from home early.
- Board the bus from the designated bus stop in a queue.
- Once inside the bus behave properly.
- Hold on to the railing of the bus.
- Alight only at the designated bus stop.
- Get down only when the bus has completely stopped.
- The number of students should not exceed 1.5 times of the actual seating capacity.



### Donts

- Do not rush or run to catch your bus.
- Do not stand on the steps of the bus.
- Do not make noise that may distract the driver.
- Do not put any part of the body outside the bus.
- Do not alight from a moving bus.

## Do's & Don's for motorcyclists?

### Do's

- Always wear helmet.
- Move in left lane or service road.
- Give proper indication while turning.
- Keep safe distance from fast moving traffic.
- Be extra cautious while overtaking.

### Do's

- Do not be playful while driving and do not indulge in any kind of stunt.
- Do not over speed.
- Do not gossip with pillion rider.
- Do not use mobile phone while driving.
- Do not mix drinking and driving.

## For Pillion Rider/Co-passenger

### Do's

- Always wear helmet/seatbelt
- Children below 12 years of age should occupy the back seat

### Donts

- Do not indulge in talking with the driver

*If the driver is not following the road safety norms, bring it to the notice of school authorities, parents or Traffic Police*

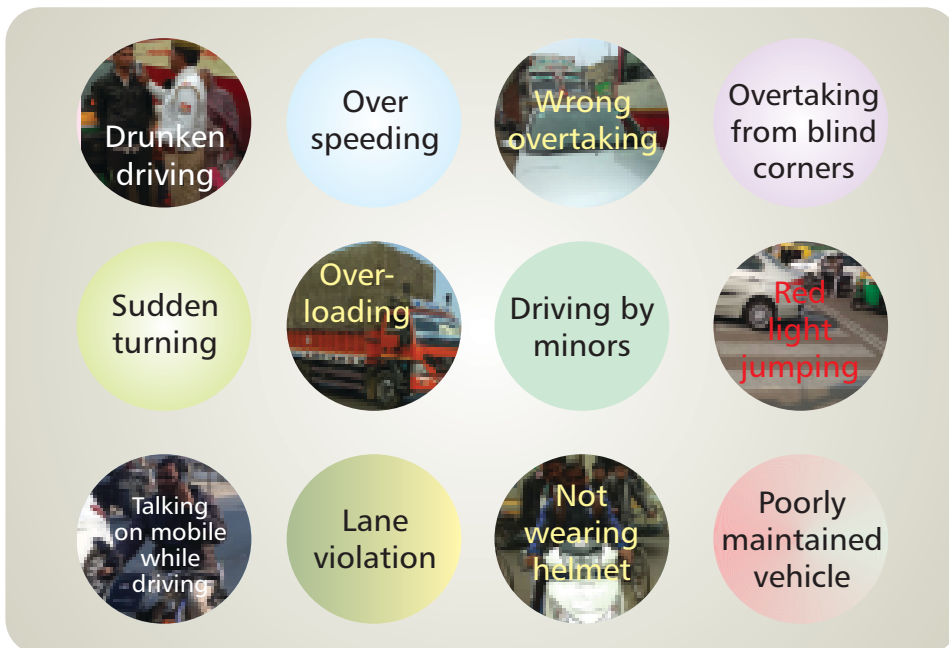


## Causes of Accidents, Prevention & First Aid to Accident Victim

### Causes

- **Lack of qualified drivers:** Drive only after learning driving and having driving licence.
- **Callous attitude of road users:** Certain categories of road users behave in a reckless manner resulting in their involvement in accidents. Vehicle drivers knowingly indulge in risky situations while on road.
- **Lack of strict laws and punishment:** Stringent punishment is the deterrent for people to follow traffic rules. Presently people get away easily after committing a grave traffic violation. In developed countries people abide by traffic rules because the fines are hefty and punishment accompanying traffic offences are strict such as cancellation of license, permit, etc.
- **Lack of fear of being watched:** There is no fear in the minds of the violators of being watched. Advanced electronic gadgets may help to keep a watch on the violators and violations.

### Major Violations Leading to Accidents



### Road Etiquettes and Good Road User Behaviour

Roads are for all to share. Every act of yours or every behavior on your part while on road, whether you are a pedestrian, cyclist, bus commuter, a co-passenger, or a driver should be governed by a sense of concern and considerateness towards fellow road users. As a good road using citizen you should follow proper road etiquettes and give room for and respect the rights of fellow road users also.

# Some Basic Principles

Disabled and children have the first right of way

Pedestrians have the first right of way at unmanned intersections

At an unmanned intersection traffic on the right has the right of way.

At round about traffic on your right has the right of way

On hilly and steep roads vehicles going uphill have the right of way

Emergency vehicles while on emergency duty can jump a red light,  
drive in no entry areas or on wrong side

Emergency vehicles should be given priority and given clear passage

Pedestrians have right on the roads. They should be given safe  
passage through zebra crossings

If subway or foot over bridge is available then pedestrians  
should use them to cross the road

All road users including pedestrians, cyclists,  
slow moving vehicles should strictly obey traffic light signals

Cyclists should remain on the edge of the extreme left lane.

Where there is a cycle track or service lane cyclists  
should use it

## Negotiating an Intersection Judiciously



- Almost 50% of all city driving collisions occur at intersections.
  - Choose the left lane if you want to turn left, the middle lane if you want to go straight, the right lane if turning right, at least 100 m in advance.
  - Give proper indication before you turn.
  - Slow down while approaching an intersection or a roundabout
- 
- Stop before stop line at red light.
  - Even if the signal allows you to go, proceed slowly and cautiously.
  - While approaching an unmanned intersection cover the brake and be prepared to stop.

## Negotiating a Round About

- Choose your lane as per your exit, at least 100 m in advance.
- Slow down while approaching a round about.
- Enter the round about at an angle.
- Give way to traffic on your right.
- Merge slowly with the traffic inside the round about.
- Move towards your exit gradually giving proper indications.
- Be watchful of a pedestrian or an animal that may suddenly appear.

## While Overtaking

- Never overtake from left, always overtake from right.
- Show your intentions of overtaking clearly to your fellow drivers.
- Give proper indications, before overtaking.
- Be watchful of a pedestrian or an animal that may suddenly appear in front of the vehicle you are overtaking.
- On roads having two-way traffic overtake only when the oncoming vehicle is at a safe distance.



## While Turning

- Give proper indications.
- Start changing lane only when the vehicles behind you have understood your intentions.
- Slow down while approaching the turning point.
- Turn only when the vehicle coming from the opposite direction is at a safe distance.
- The vehicle coming from the opposite direction has the right of way.
- Watch out for pedestrians as well as vehicles coming from your right side.

## Keep Left

How far from the left side of the road you should drive depends upon the road condition and the type of traffic on it. But, as a driver you must drive sufficiently to the left. You must allow all traffic proceeding in the opposite directions to pass on the right hand side.





## Lane Driving

Every road has lanes, whether marked or not. Where they are not marked, divide the road mentally into appropriate lanes. Where it is marked, drive within your lane. Change only if it is safe to do so and after giving a proper signal.



## Changing Lanes

If you need to move into another lane, check through your rear view mirror and look over your shoulder for the traffic following you, if it is safe, give the proper signal and then change lanes. Do not change lanes frequently. Remember, weaving in and out is bad driving and you could be booked by traffic police for negligent driving.

## Signal

To signal:

- Use indicator or
- Give hand signal

## Reverse Driving

Make sure you have rear side view mirrors on your left and right doors in addition to the one fitted inside. A good driver uses all the mirrors before beginning the reverse driving. However, you should also turn around for an all side vision.

Before you reverse make sure there are no pedestrians, especially children or any other impediments on the road behind you. Be particularly careful of the blind areas that are obscured from the driver's seat.

## U-Turn

A U-Turn means a turn carried out within the width of the road without reversing so as to proceed in the opposite direction.

After ensuring that there is no prohibition to take a U-Turn, also make sure that:

- the road is wide enough for this manoeuvre.
- there is no traffic approaching from either side and you have full visibility of the road on both sides.

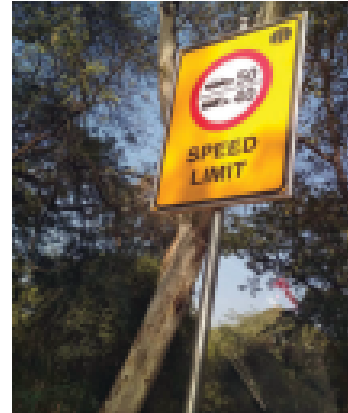




## Speed

Speed is a relative term. You must aim at a good average speed of travel. Over speeding with reference to driver control, circumstances and violation of law is a dangerous. Always drive keeping the following conditions in mind:

- Condition of the road
- Traffic
- Weather and vision
- Type of vehicle
- Restricted areas
- Your own skills and concentration
- Follow traffic rules
- Do not over speed



The golden rule for speed:

Drive at a speed that will allow you to stop well within the distance you can see clearly.

## Parking

Normally, a parking space is indicated by a road sign or marking. Look for the sign and park your vehicle accordingly.

Park your vehicle in such a way that it is not likely to cause danger, obstruction or undue inconvenience to other road users. When you have parked, make sure that handbrake is drawn up fully so that your vehicle does not move.

## Importance of Initial Care

In road accidents 50% of deaths occur on the road itself. Hence, chances of survival depend upon the initial care given at roadside. Correct, expeditious and efficient management is required for the survival of critically injured.

## Providing First-Aid to the Accident Victims

- Assessment of the condition of the patient
- In case of injury to spine or limbs, minimal handling and proper stabilisation of spine and splintage of fractures
- Arrest bleeding and prevent shock by compression tourniquet
- General wound care with proper sterilised first aid dressing material
- Cardio-pulmonary resuscitation (artificial breathing) if required

## Shifting the Injured to the Hospital

- Ensure that the injured should be carried on a firm board or stretcher so that the spine remains stable.
- The back, neck and other vital organs need to be protected from further injury. Therefore, always take the help of another person.
- If he/she is unconscious, gently place a large folded cloth or towel under the neck so that the neck does not sag against the ground.
- During transportation keep a watch on the victims breathing and pulse, keep the airways (wind pipes) clear to ensure proper breathing.
- If there is only a limb injury the patient can be safely taken to the hospital on a chair in a sitting position.



## In case of Accidents

- Always carry a basic emergency kit in your vehicle, containing first aid supplies.
- If involved in a crash you must stop, regardless of the extent of damage.
- It is a traffic violation to leave the scene of an accident involving property damage.
- It is a criminal offence to leave the scene of an accident involving a fatality or a personal injury.
- Exchange information with other drivers involved. Give your name, address, etc. to the other drivers and police on the scene.
- If a parked vehicle or property other than a vehicle is damaged or if a domestic animal is injured, try to locate the owner or inform the police.
- Do not stop at an accident scene unless you are involved or emergency help has not yet arrived. Otherwise, keep your attention on driving and the directions given by traffic police.
- Shift the injured immediately to the hospital in any vehicle available.

Some losses are irreparable.



### Don't Drink & Drive

If you are drunk, call a cab rather than driving and risking your life and that of others.

**Harmful effects of drunk driving**

- Results into prolonged reaction time
- It severely affects your judgment on road
- Causes tendency of over speeding & reckless driving
- Causes less visibility and road looks blurred
- Endangers your life as well as others

Drinking and driving is an offence punishable with imprisonment or fine and suspension or cancellation of driving licence.

Call us at **100** (Toll Free Helpline)  
Delhi Traffic Police

Call us at **11224** (Toll Free Helpline)  
Delhi Traffic Police



**DELHI POLICE**  
CITIZENS FIRST  
www.delhipolice.nic.in | 11224 | 100

24 hours Traffic Helpline  
Ph: 238 50101

email to: CP, Delhi at: cp.delhi@delhi.nic.in  
Traffic Helpline: 11224, 100 | Website: www.delhipolice.nic.in



## ROAD SAFETY CAMPAIGN 2017

INITIATIVE BY THANE TRAFFIC POLICE





## Indoor Learning

- Demonstrate traffic signals to learners and explain.
- Invite a traffic personnel who will explain the Dos and Dons on the roads.
- Traffic personnel will explain the learners common causes of accidents on the roads and also about importance of four E's [Education, Engineering (of roads and vehicles), Enforcement and Emergency] for effective traffic management.
- Groups of 3-5 learners be formed and assigned task of sketching various traffic signals and asked to write their place of display.
- The sketches made by learners be displayed in the school assembly to create an awareness amongst other students in the school. The relevance of each sign be described to the assembly.
- Traffic quiz may be organised about traffic signals, do's and don'ts on the road to develop traffic sense and attitude to obey traffic rules.
- Students be informed and asked to note various important telephone numbers such as Police Control Room, Fire Service, Ambulance, Traffic Help line, Women & Children Help lines Trauma centres and local police station.
- Students may be asked to discuss among themselves various aspects of road safety.



Find out about this day

## Outdoor Learning

Learners may be divided into groups of 4-5 students each. Every group will visit:-

- Traffic Police Line/Traffic outpost to know the day-to-day working of Traffic Police and see the equipment and their use viz breath analyser, traffic radar, cameras at traffic signals and barriers.
- Two-three important traffic intersections in the city to manage traffic with/under the help/supervision of traffic personnel.
- Traffic check post / barrier - students be taught the requirement of important papers a vehicle owner should keep.
- Students be encouraged to challan the law breakers/violators on the spot so that it encourages them and public to follow the traffic rules.
- Students be taken to various identified accidents prone areas or dark spots to know various causes of accidents at that particular spot.
- Students be taken to see various parking spots and no parking areas.
- A traffic awareness rally can be organised by students with the help of various government departments in which students can have various placards depicting traffic slogans.

Source: [www.delhitrafficpolice.nic.in/Road%20Safety%20Chapters.pdf](http://www.delhitrafficpolice.nic.in/Road%20Safety%20Chapters.pdf)

### **For additional resources, consult**

<http://morth-roadsafety.nic.in> – Ministry of Road Transport & Highways

[www.bangalorettrafficpolice.gov.in](http://www.bangalorettrafficpolice.gov.in)

[www.chandigarhtrafficpolice.org](http://www.chandigarhtrafficpolice.org)

[www.chennaitrafficpolice.in](http://www.chennaitrafficpolice.in)

### **For road safety awareness films, visit**

International Road Federation (India Chapter)

[http://www.indiairf.com/videos\\_on\\_road\\_safety.html](http://www.indiairf.com/videos_on_road_safety.html)

<http://www.hyundai.com/in/en/MediaCenter/BeTheBetterGuy/index.html>

<http://transport.telangana.gov.in/html/roadsefety-shortfilmsonroadsafety.php>

## 4. Fight against Social Evils

### Objectives

- Identification of different kinds of social evils existing in the society.
- To make students understand the adverse impact of social evils and to sensitise them to the ways and means to overcome it for nation building.

### What is Social evil?

Social evils are basically the denial of human rights and other fundamental rights of an individual or a section of society on the basis of gender, caste, beliefs and traditions. In India the prevalent social evils include dowry system, female foeticide and infanticide, domestic violence, human trafficking, child marriage, exploitation of widows etc.

### Some of the prevalent social evils are discussed below:

1. **Dowry** - Dowry is a curse which has affected society very much. The greed for money even in the educated young males and their parents has caused this evil to spread. Dowry deaths, harassment of girls and their parents and domestic violence are some of the manifestation of this evil. To curb this menace some legal enactments also exist.
2. **Female foeticide** - Deliberate killing of a female child in womb is called female foeticide. This is due to preference to a male child over a female child. Some clinics have played a dubious role by determining the sex of the child before birth. If it is a girl child parents get the pregnancy terminated. This has badly affected the gender ratio (male to female ratio). Now the practice of sex determination is legally banned and is a crime. An act has also been passed to check this menace, the Pre-Conception and Pre-Natal Diagnostic Techniques (PCPNDT) Act 1994. Government has taken steps to control this evil by supporting the steps like **Beti Bachao Beti Padhao**.
3. **Female infanticide** - the practice of female infanticide that is killing a girl child after the birth has been in vogue in some States. It is a crime. Due to increasing awareness, steps taken by the government for empowerment of women and their own efforts to take a rightful and respectful place in society this practice has been checked. Still the psyche of



preferring a male child over a girl child prevails and needs to be changed. An Act for preventing female infanticide was passed in 1870 (Female Infanticide Prevention Act, 1870).

**Every man needs a  
MOTHER, SISTER, WIFE,  
then why not a  
DAUGHTER**

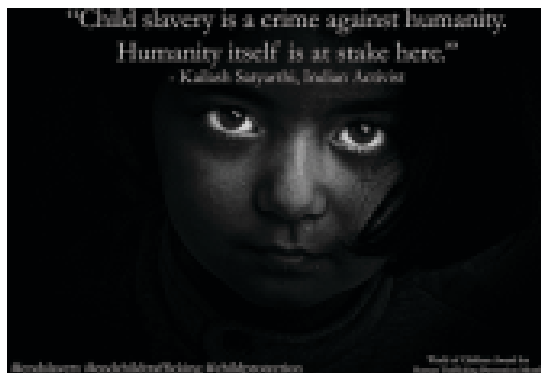
4. **Child Marriage** - Child marriage occurs, if a girl and a boy marry before attaining the age of 18 & 21 years respectively. It disproportionately impacts girls wherever it occurs. The marriage abruptly ends a girl's childhood and immediately puts her health and future in danger. Social activist Raja Ram Mohan Roy and others had made efforts to safeguard the rights of women and opposed child marriage. There have been enactments against child marriage i.e., Child Marriage Restraint Act, 1929 and the Prohibition of Child Marriage Act, 2006. In the Act of 2006, for the purpose of marriage, a male is a child if he has not completed 21 years and in case of female this age is 18 years.
5. **Discrimination on the basis of caste and creed.** Although the Constitution of India prohibits any form of discrimination on the basis of caste and creed, the remnants of this social evil are still noticed in some cases.
6. **Human Trafficking** - Human trafficking is a group of crimes involving trafficking in men, women and children for sexual exploitation or for financial gains or other forms of exploitation of trafficked persons. Victims are lured or abducted and subsequently forced to work against their wish through coercive means in various establishments and subjected to prostitution or various types of indignities and even killed or incapacitated for the purposes of begging and trade in human organs.
7. **Child Labour:** It is forbidden to employ children (minors) for domestic work, in the industries or elsewhere as this is the age when they should go to school. Children are employed not only for domestic work but in other hazardous works as brick kilns and other industries also. Children are not shown as workers, are paidless and do not get other benefits. Sometime due to poverty, parents send their children for work and they become bonded labour.

Women are forced into prostitution and slavery like practices such as bonded labour and cruel treatment meted out to them from employers for whom they work as domestic help for the purpose of profit or both. The vast majority of the



victims detected globally are females, either adult women or underage girls. Women and children suffer and are forced for:-

1. Sex trade
2. Cheap labour
3. Forced marriages
4. Organ removal for transplant
5. Domestic work
6. Begging
7. Drug trafficking and peddling



### Sexual violence on children

Sexual perpetrators are generally known to children. They may be relatives, family friends, caregivers, or other known persons. Contrary to a common misconception, perpetrators do not look like monsters: they are seemingly normal, pleasant and polite people. They use grooming techniques on a targeted child and often on the child's parents, so as to win their confidence, affection and acceptance.

### Preventive and suggestive measures against trafficking of women and children:

#### 1. Prevention at community level

- Community people to keep a track of the entry, movement and exit of strangers.
- Local self-governments train the bodies like Self Help Groups (SHGs) about the precautions to be taken in child rearing.



Protect the Child - Build the Nation

Source: NCPDR Publication

#### 2. Prevention at family level

- Parents to care for their children adequately and properly.
- Ensure the security of children, especially girls, who are put to boarding/residential schools or outside hostels.
- Empower children to protect themselves.
- Alert parents about fake marriages.

#### 3. Prevention at Police level

- Be vigilant in locations prone to trafficking.



- Have interaction with the community people to keep track of the security needs of the community.

#### 4. **Prevention at the level of teachers and health care workers**

- Teachers and health care workers be vigilant and keep the parents updated about the suspicious behaviour of the child or the child's association with strangers.
- Educate children and community people about the needs and the measures to protect themselves.



### **To curb sexual violence against children**

#### 1. **Preparing for everyday life**

- Children should identify and respond to potentially dangerous situations. They should seek help.
- Children must prepare themselves for every day. They should know good touch and bad touch.

#### 2. **Sexual violence against children - Preventing and reporting**

- Build up self-esteem.
- Self-esteem can be developed in many ways and it includes, respect for individuality. Children should take pride in their own individuality.

#### 3. **Self-assertiveness and expressing needs and feelings**

- Children should speak out about their needs and reject unjustified and inappropriate proposals.

#### 4. **Self-respect and respect from others**

- Children should set clear boundaries for unacceptable behaviour; talk about what to do if someone crosses these boundaries.

#### 5. **Respect and empathy for others**

- Children should respect and empathise with others. It is an important part of becoming responsible individuals.
- Children must know the acceptable behaviour towards others both at home and at school, with clear limits and boundaries.



## 6. Positive communication about sex

- Children must have scientific knowledge about sex as this may lead them to get this knowledge from undesirable sources.

### Some important laws for prevention of social evils

1. The Immoral Traffic (Prevention) Act, 1956
2. The Dowry Prohibition Act, 1961
3. The Indecent Representation of Women (Prohibition) Act, 1986/2016
4. Child Labour (Prohibition & Regulation) Act, 1986, as amended in 2016
5. The Commission of Sati Prevention Act, 1987
6. Juvenile Justice (Care & Protection of Children) Act, 2000
7. The Protection of Women from Domestic Violence Act, 2005
8. Prohibition of Child Marriage Act, 2006
9. Protection of Children from Sexual Offences (POCSO) Act, 2012

### Some Important Steps:

1. Education and enhancement in literacy rate of women
2. 'Beti Bachao Beti Padhao' to be made a mass movement. Children should find out which girls in their vicinity, relation and acquaintance are not going to school. Their parents should be counselled to send their daughters to school.
3. Young generation should come forward and take pledge to marry without dowry and adopt the ethical values of the society.






# 'First Ladies'

**LET'S CHEER ALOUD FOR THESE WOMEN ICONS!**


**Sunalini Menon**  
 Asia's first Professional woman coffee taster


**Shila Dawre**  
 Country's first woman autorickshaw driver


**P.T.Usha**  
 First Indian woman to reach the final of an Olympic event


**Bula Choudhury**  
 First woman in the world to swim across sea channels of five continents

Official Social Media Partner 

 wa2n1c1n  @NWCIndia  MinistryofCD  @MinistryofWCD  @NationalCommissionforWomen




# 'First Ladies'

**LET'S CHEER ALOUD FOR THESE WOMEN ICONS!**


**Manju**  
 Rajasthan's first woman 'coolie'


**Diana Edulji**  
 First CCI captain of first-ever Indian Women's Team


**Ruveda Salam**  
 A doctor and Kashmir's first woman IPS officer


**Dhanya Menon**  
 India's first woman Cybercrime Investigator

Official Social Media Partner 

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Find out about women achievers from various walks of life in your region.



## Indoor Learning

These questions may be raised and a group discussion maybe organized among the students.

1. What type of social evils you observe in your surrounding? And what measures you suggest to prevent these social evils?
2. What type of society you want to live in?
3. How do you regard your sisters and other girls in your neighbourhood?
4. Students may be asked to give their opinion about the effects of various social evils in their surroundings.
5. Students may be asked to explain the distress in the life of a victim of social evils.
6. The learners may be divided in groups and asked about their perception of evils in their surroundings.
7. They may be asked to express and answer:-
  - (i) What is dowry?
  - (ii) Why is it bad?
  - (iii) Impact of dowry on the parents of a girl.
  - (iv) What are the socio-economic causes which resulted into this evil?
  - (v) How has this evil affected the gender ratio?
  - (vi) What do they understand by female foeticide and female infanticide?
  - (vii) How some clinics play a dubious role in the rise of female foeticide?
  - (viii) Is there a law prohibiting sex determination of a child in clinics?
  - (ix) What are the differences between patriarchal society and matriarchal society?
  - (x) How do you prioritise the following important tools to eradicate the social evils?
    - (a) Education
    - (b) Social and moral values
    - (c) Strong family bond
    - (d) Strict laws
    - (e) Social awareness

- (f) Social disrespect to the evil doers or get them boycotted
  - (g) Positive role of elders in family and society
8. A short play can also be enacted on the impact of social evils and suggested possible ways for eradication should be suggested.
  9. Pledge not to take or give dowry.
  10. Screen the two episodes of UNICEF based animated series 'Meena: a Girl Child'. It focuses on the importance of a girl child and about the children's right to safety.

First episode: *Meena - Its got to be a boy*

Meena is representing all Girl Children of South Asia who remain unwanted and neglected.

Second episode: *Meena - It can happen to any one*

Meena is focusing on the safety issues of children.

For additional information, visit the website of the National Commission for Women (NCW), <http://ncw.nic.in>, which contains many resources on gender issues. Among them is the publication, *Meera Didi Se Poocho*, which is available online. It has chapters on criminal laws and women; rape; dowry (*dahej*); the Protection of Women from Domestic Violence Act, 2005; sexual harassment at workplace; commercial sexual exploitation; child marriage; marriages with Non-Resident Indians (NRIs); sex selection / determination of sex of the foetus; property rights of women in India and maintenance; free legal aid; labour laws; rights of people living with HIV-AIDS (PWAS); Right to Information (RTI); and health issues.

The websites of the Ministry of Women and Child Development (MWCD), State Commission for Women (SCWs) / Rajya Mahila Aayog also contain a lot of information on these issues. For example, <http://mahilaayog.up.nic.in/publication/Book.pdf>

For additional resources, consult:

- i. The National Commission for Protection of Child Rights (NCPCR), <http://ncpcr.gov.in/>
- ii. State Commissions for Protection of Child Rights (SCPCRs)
- iii. Maharukh Adenwalla, "The Rights of the Child", in *Human Rights Education for Beginners*, National Human Rights Commission, 2005, <http://nhrc.nic.in/Documents/Publications/HREdu.pdf>
- iv. Savita Bhakhry, *Children in India and their Rights*, National Human Rights Commission, 2016, [http://nhrc.nic.in/Documents/Publications/NHRC\\_Children\\_Issues\\_27122016.pdf](http://nhrc.nic.in/Documents/Publications/NHRC_Children_Issues_27122016.pdf)

# 5. Safety of Women and Children

## Objectives

- To sensitize the students and make them aware about safety of women and children.
- To create awareness about women empowerment, gender sensitization and role of education in the upliftment of society.

## Overview

It is often said that the status of women is the best way to understand a civilization, its progress and shortcomings. In India, women are now joining all professions including corporate sectors and armed forces, that once was considered a male only domain.



During the British rule many social reformists tried to empower the women by their efforts and initiatives. Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar and many others played a pivotal role in empowering the status of women.

After Independence, the Constitution of India guaranteed the rights and equal status to women as is

clearly mentioned in Preamble of the Constitution. Even after so many provisions in the Constitution and legal enactments, safety and security of women is still a cause of concern.

## Factors responsible for insecurity of women

There are social, economic, cultural and historical reasons responsible for gender bias and unfair treatment towards women in the society. Main factors are:

- In some areas preference for male child over female child results into unequal 'women to men ratio'.
- Low literacy rate especially in women.
- Unequal education, nutrition and living conditions.
- Unequal wages are provided for the same work.

## Causes of increasing violence against women

- Lack of holistic, moral and spiritual education.
- Inadequate representation of women in many spheres of life.
- Stressed lifestyle - leading to frustration.
- Lack of quick punishment for crime against women.

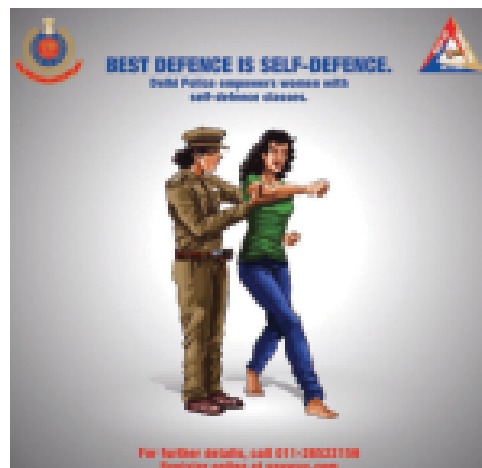
## Special provisions for empowerment of women

Indian Constitution grants equality and fundamental rights as well as there are certain legal privileges available to women. Some special provisions have also been introduced by the governments to strengthen the process of providing equal status to women.

1. Setting up a National Commission for Women
2. Reserving 1/3 of total seats to women in both urban (Municipal) and rural (Panchayati Raj) Local bodies
3. The National Plan of Action for the girl child to ensure their survival, protection and development
4. The National Policy for the empowerment of women
5. UN has also emphasised on the women security and empowerment by declaring “achieve gender equality and empower all women and girls” as one of the objectives (5) of “Sustainable Development Goals”.

## Steps suggested for further empowerment of women

1. Education is the most powerful tool to empower them.
2. Change in the psychology of considering women as weak or inferior.
3. Elimination of prejudices against women.
4. Empowering by making them economically self-dependent.
5. Provision of holistic, spiritual and moral education.
6. Proper media policy and preventing obscene representation of women in films, serials and advertisements. Women should not be treated as a commodity.
7. Strict vigilance on roads, transportation and activation of women helpline.
6. Provision of proper knowledge of sex, instead of considering it a taboo.







## Silver Lining

The efforts of women themselves and the steps taken by government and civil society to empower women have borne fruits.

1. School Board results have shown that girls have excelled in percentage of marks as well as in quantum of clearance.
2. Civil Services examination has been topped by girls several times.
3. CEOs of various important companies and banks are women and they are doing excellent work.
4. Bachendri Pal, Kalpana Chawla, Marykom, P.V. Sindhu and Sakshi Malik are the names of some shining stars in mountaineering, space (Astronauts) and sports.
5. Women are entering the fields which were once considered to be of male domain such as taxi driving, refuelling at petrol pumps etc.

## Safety of Children

Children are most precious resources. They are the future of our nation, but as children, they often lack the skills to protect themselves. Crimes against children include physical and emotional abuse, violence, neglect and exploitation. The age of juvenile has been defined to be below 18 years as per the Juvenile Justice (Care and Protection of Children) Act, 2000.





Abduction or kidnapping is the most prevalent crime endangering the security of children.

### Abduction or Kidnapping



Source: Times of India, 14 Sept. 2017

It is done by persons known to family or by the strangers. It may be for the purpose of ransom, introducing them to begging, sexual exploitation and forced marriages etc. Victims are lured or abducted and subsequently forced to work against their wishes through various means. They may be subjected to various types of indignities and even killed or incapacitated for the purpose of begging or may be sexually abused.

### Glimpses of Initiatives by the Police for Safety of Women and Children



An advertisement for the 'SHE TEAM - HYDERABAD POLICE'. It features a collage of women's faces on the left. The text includes: "SHE TEAM - HYDERABAD POLICE", a quote: "Being a Woman Officer, I assure you 100% dedicated services from our department, rely on us for your complete safety.", and contact information: "Smt. Swathi Lakshmi, IPS, ACP, Commissioner of Police, CCJ, Hyderabad City (SHE TEAM HQ)", "040-27812995", "email: sheteam@hyd.tgpolice.gov.in", "www.sheteamhydpolice.telangana.gov.in". The Hyderabad City Police logo is on the right, with the tagline "HYDERABAD CITY POLICE For You, With You... Always...". At the bottom, it lists social media handles: "fb.com/hydrabhyd | Whatsapp # 9490818955 | Twitter@hybbrteam | email: hybbrteam@gmail.com".



## Indoor Learning



Groups of 4-5 students each may be formed and following topics may be given to them for group discussion:-

- Status of women in society
- How safe women and children are on streets?
- Reason of imbalance of male-female ratio in India
- How do the prevalent social evils restrict the overall development of a girl child in society?
- Films on safety and security of children,

human trafficking and safety measures, empowerment of women should be made and displayed.

- The learners be shown and asked to read various guidelines laid down by the Honble Supreme Court in D.K. Basu Case and the National Human Rights Commission (NHRC) regarding arrest and interrogation of women.
- Children should discuss how to protect themselves.
- Screen *Chuppi Todo* ( चुप्पी तोड़ो ) film against child sexual abuse for creating awareness about safe and unsafe touch.
- Screen *Komal - A film on child sexual abuse (CSA) - Hindi* (Duration: 10 minutes), [www.childlineindia.org.in](http://www.childlineindia.org.in)

## Outdoor Learning

Learners may be divided into groups and they may be taken to :-

- Women Police Station/Women Help Desk to learn how the complaints regarding women are addressed.
- Visit to Nari Niketan and Children Protection Home, Children Home
- Visit to NGO with proven credentials in the field of child protection, against exploitation and abuse of children.
- Visit to Child Care Institution, defined in Juvenile Justice Act meant for providing care and protection who are in need.
- Interact with Child Welfare Officer who is an officer attached to a children home for carrying out various directions given by Children Welfare

Committee; Child Welfare Police Officer - designated Police officer under Juvenile Justice Act.

- Mock drill may also be arranged to show how woman can protect them in case of any emergency.
- Gadgets and tools helpful for women in distress may be displayed and their operation may be explained.



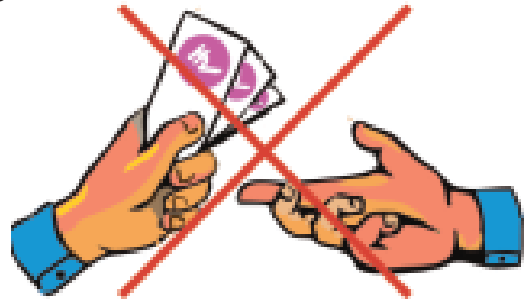
For additional information, refer to NCERT Position Paper, *Gender Issues in Education*, 2006.

*Women Safety Handbook* (English and Hindi versions), available at <http://citizenportal.hppolice.gov.in> (Himachal Pradesh Police)

## 6. Fight against Corruption

### Objectives

- To apprise the students about the prevalent evil of corruption in the society and the ways to fight against it.
- To explain the importance of honesty so as to make them a fair, responsible and proud citizen of India.



### What is Corruption?

- In broad terms, corruption is the misuse of public office for private gain (World Bank, 1997). It can be in the form of extortion, embezzlement, bribery, scam or fraud. It is dishonest or illegal or unlawful behaviour, which is not socially and morally acceptable in the society. It is the process of causing or provoking someone to do anything wrong.
- Degree of corruption varies greatly from minor use of influence and patronage to do and return favours, to institutionalised bribery and beyond.



### What are the Common Characteristics of Corruption?

- Individual interest overrides the interest of a group.
- Taking illegal benefit or gratification.
- Misuse for vested interest and benefits.
- Existence of power which could be grabbed, misused and entrusted.

### Who is Responsible?

- It is a common practice that all the sections of the society blame each other feeling that the other is corrupt.

- It is not correct to blame any particular section of the society for this evil or menace.
- Although everyone is not corrupt but corrupt people exist in all the sections of society.
- Anybody, whosoever, unduly takes money or favour in any form or kind commits dishonesty.
- Even a person who takes his salary and doesn't work, as much as is required of him, is not honest.

## Types of Corruption

- Corruption can be classified in different ways.

**Firstly**, One way is to classify it as systematic and individual based.

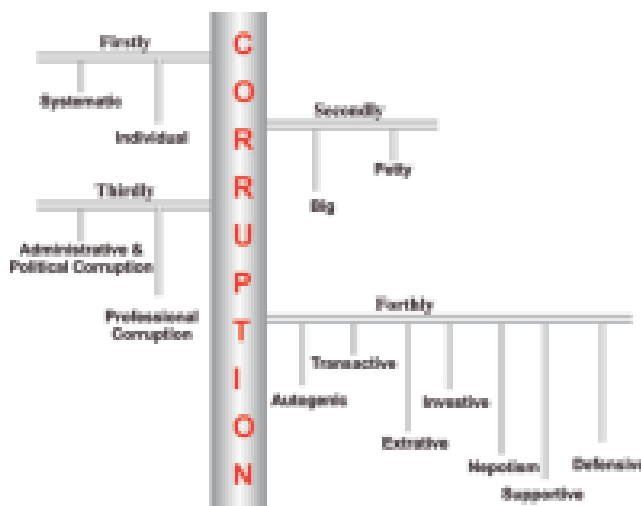
**(I) Systematic:** It is a corruption wherein the system is corrupt and works are not done in offices in a routine way. Over a period of time it becomes institutionalized and takes place through contracts, bribes, speed money and commissions etc.

**(ii) Individual:** It is isolated and sporadic. It includes extortion, favouritism, discrimination, prejudice, nepotism, embezzlement, cheating and theft etc. It may also be by taking salary or remuneration without doing work or by doing substandard work and taking money for standard performance.

**Secondly**, it can be defined on the basis of gravity as grand or petty.

**(i) Grand:** It involves exchange of large sums of money, by way of major decisions or contracts. Generally, persons in higher and superior positions are involved in such corruption.

**(ii) Petty:** It involves small sums of money by way of routine services and goods e.g., licensing and enforcement. Low level officials are involved in petty corruption.



**Thirdly**, it can be categorised on the basis of groups of the society who commit corruption e.g., administrative machinery, politicians or other professionals.

- (i) **Administrative and Political Corruption:** It may be committed by persons in authorities starting from ministers, officers, clerks and even peons.
- (ii) **Professional Corruption:** It is related to business. It includes supply of sub standard items for the price of standard items like duplicate medicines, import items, stolen items, duplicate hygienic products, mixture in eatables etc. Adulteration like stones in cereals, animal fat in ghee, kerosene in petrol etc. are under professional corruption.

**Fourthly**, it can be defined on the basis of its nature particularly when we talk of illegal gratification in relation to administrative and political machinery. This category can be differentiated in seven group:

- i. **Autogenic:** means the corrupt act engages only one party and involves acts such as embezzlement of public resources.
- ii. **Transactive:** Involves more than one party for example in the instances of extortion and bribery.
- iii. **Extortive:** To obtain by coercion, intimidation or psychological pressure.
- iv. **Investive:** For future reward and no direct favour in present.
- v. **Nepotism:** No direct transfer of money. Just preferential treatment to relatives and friends.
- vi. **Supportive:** It supports the existing corrupt system.
- vii. **Defensive:** Compulsive in nature. Victims pay bribe in self-defence, like someone is caught doing something illegal and to save himself from punishment he pays money.

### Consequences of Corruption

- A corrupt society stops valuing integrity, virtue or moral principles and ultimately it hurts everyone. Everyone suffers.
- It delays entire development process. Projects and schemes do not get implemented in time. Their cost goes up. Who suffers?..... Everyone. How? If these projects and schemes are not implemented in time then their cost goes up very high. Because of this, common man does not get benefit in time and has to pay for extra costs due to delays by way of taxes. In



this extra cost some more projects would have been taken up for the benefit of the society and thus India's scarce resources are wasted.

- Because of non-implementation of projects and schemes in time the country and its people remain backward and poor.
- Backwardness and poverty in turn cause psychological and social disorders in the society.
- Because of corrupt practices the authority and power go in wrong hands increasing corrupt practices.
- Corrupt practices give rise to crime and terrorism.
- At international level country's credibility goes down and economic progress also suffers.
- Legitimate works of people are not done in time causing them mental agony and harrassment.



**How Can We Stop Corruption:** In order to reduce and eliminate corruption the first requirement is that all of us in the society have to strongly and firmly believe that corruption is a hateful, immoral, unethical, illegal and criminal activity. Secondly, serious effort is to be made by all in the society to eliminate corruption from the society. All should take pledge not to take and not to give illegal gratification.

**Community Participation:** Corruption is a communicable disease and only those of strong character can keep it away.

With prevalence of this disease the society is sick and unhealthy. Therefore, it needs elimination from the society wherein all the community members have to be of stronger character. For its elimination it must be considered as a hateful, immoral, unethical and illegal activity by all. The children who are learning the ways of life must learn this fact to be responsible citizens of a healthy society. Children must take pledge that they would not take and give illegal gratification and would advise people against these acts of taking or giving illegal gratification.



Feasible solutions are:

- To impart moral principles in school.
- Introduction of stringent audits, accountability and effective tracking of corrupt individuals.



- Computerization of processes, eliminating the chain of corruption by not just punishing the lower levels but also higher levels involved.
- Progressing from cash transaction to digital transaction of money.
- Religion, religious congregations and social reformers can support and promote anti-corruption drives.



### **The Right to Information (RTI) Act, 2005:**

This Act enables the common man to seek information about and closely monitor the functioning of all the departments under the purview of either the Central or State governments.

### **Some legal provisions to tackle corruption are:-**

- Prevention of Corruption Act, 1988
- Prevention of Money Laundering Act, 2002
- Right to Information Act, 2005
- Benami Transaction (Prohibition) Act, 1988
- Central Vigilance Commission Act, 2003
- Lokpal and Lokayukta Act, 2013

India is a fast developing country in the world where our systems are prone to corruption. Who is responsible for this? What action should be taken? We must keep in mind, “Nothing is Impossible”. Eliminating corruption from society is a very difficult task, but by joining our hands together, there can be an end to this deep rooted evil. A little progress everyday leads to a big result one day. “Be Good” and “Do Good”.

*If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the father, the mother and the teacher.*

**- A.P.J. Abdul Kalam**

*Earth provides enough to satisfy every man's need but not man's greed.*

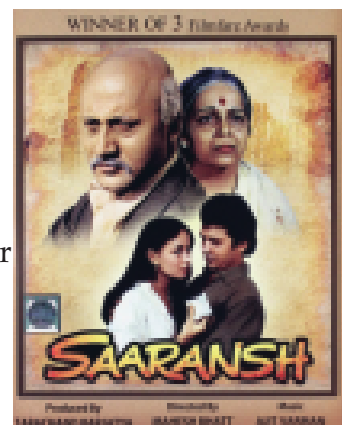
**-Mahatma Gandhi**





## Indoor Learning

- A concept on legitimate earning could be given and learners may be involved in the discussion and asked to react.
- The earning through corruption is bad and it will affect our children – hence we should not be corrupt was an ideal of people, before corruption was accepted as a norm by society. With the onset of modern way of living, corruption has been institutionalised and accepted as a norm by society.
- Learners may be asked to react on the above concept through questions:-
  - (a) How would you like to earn?
  - (b) How important are the means?
  - (c) Why corruption is bad and how students would like to eliminate it?
  - (d) “Earning by any means will create income gap and unrest in society” – Do you agree and how would you like to react?
- Examples of honest leaders like Lal Bahadur Shastri may be given and how beloved they have been and respected by people – should be told to learners.
- Debate and group discussion may be organised on following topics:-
  - (a) Corruption is a habit and people in the society are susceptible to it.
  - (b) The honest person is one who does not get the opportunity.
  - (c) Prevention and eradication of corruption is an absolute requirement for better public life.
- The movie *Saaransh* could be screened and learners could be asked to give their reaction on the impact of corruption in public life.
- Corruption could be linked with wellness index emphasising the point that the countries which are lesser corrupt have higher place in the wellness index.



# 7. Disaster Management

## Objectives

- To create an awareness on disasters and the probability of their occurrence.
- To make the children conscious of the crucial factors in managing disasters to reduce their gravity.
- To enable the learners to prepare an action plan for managing disasters.

## What do you mean by Disaster?

A disaster is defined as a serious disruption of the functioning of a community or a society causing widespread human, material, economic, or environmental losses that exceed the ability of the affected community or society to cope up with it, using its own resources. A disaster happens when a hazard impacts on the vulnerable



population and causes damage, casualties and disruption. India is vulnerable to a variety of natural and man-made disasters that hinder our country's growth.

## Type of disasters

- **Natural Disasters** - (caused by natural phenomena) - Earthquake, cyclone or hurricane, avalanche, snow storms landslides, epidemics etc. Landslides, floods, drought, fires are socio-natural hazards since their causes are both natural and man-made
- **Human induced disasters** - Fire, industrial accidents or chemical accidents, road accidents, bomb blast or explosion, nuclear accidents, etc.
- Certain disasters occur at a slow pace (drought, epidemic) whereas some others like earthquake leave us no time to wait.



## Major Negative Consequences of Disasters:

- Loss of Human Lives, people getting injured and missing persons
- Damage/destruction of houses and other buildings/infrastructure
- Disruption/discontinuity of communications (including power failure)
- Scarcity of pure drinking water
- Damage to crops
- Death of animals
- Contamination of soil, water and air
- Mass resettlement of populations (Migration)

## Earthquakes - Do's and Don'ts

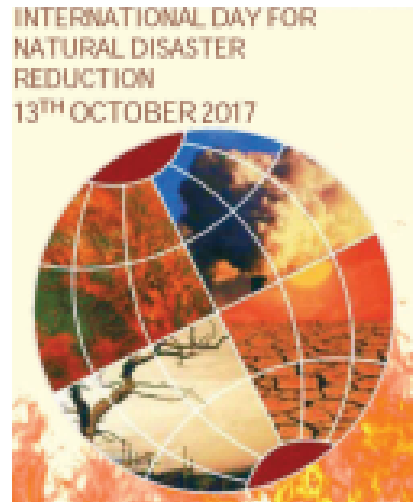
### Indoor

- DROP to the ground; take COVER by getting under a study table or other piece of furniture; and HOLD ON until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
- Stay away from glass, windows outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
- Stay in bed if you are there when the earthquake strikes. Hold on and protect your head with a pillow, unless you are under a fixture that could fall. In that case, move to the nearest safe place.
- Use a doorway for shelter only if it is in close proximity to you and if you know it is a strongly supported, load-bearing doorway.
- Stay inside until the shaking stops and it is safe to go outside. Research has shown that most injuries occur when people inside building attempt to move to a different location inside the building or try to leave.
- Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.
- DO NOT use the elevators.



## *If Outdoors*

- Stay there.
- Move away from buildings, trees, streetlights, and utility wires.
- Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits, and alongside exterior walls. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

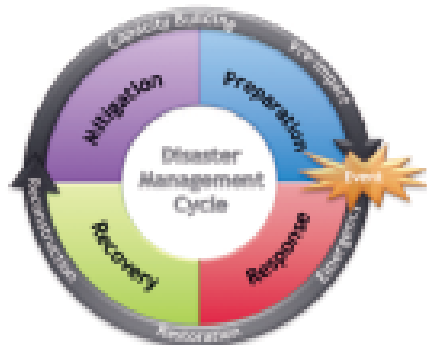


## *If in a moving vehicle*

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

## *After an earthquake*

- Check if you or anyone else is hurt. Use first aid at least on the cuts and bruises.
- Keep the streets clear for emergency services.
- Switch off all appliances like the refrigerator, TV or radio. Turn off the gas.
- Wear shoes to protect your feet from debris.
- A battery operated radio will help you to get important messages.
- Be prepared for more shocks. These aftershocks always follow an earthquake.



## **Avoid the following in an earthquake**

- Do not crowd around damaged areas or building.
- Do not waste water. It will be needed for fire fighting.
- Do not move the seriously hurt people.
- Wait for medical help to arrive.



- Do not spread rumours. They lead to panic and worsen the situation.

### Floods: Do's and Don'ts

- Switch off all electrical and gas appliances, and turn services off at the mains.
- Avoid contact with flood water - if may be contaminated with sewage, oil, chemicals or other substances.
- If you have to walk in standing water, use a pole or stick to ensure that you do not step into deep water, open manholes or ditches.
- Stay away from power lines - electrical current can travel through water. Report power lines that are down to the power company.
- Look before you step out - after a flood, the ground and floors are covered with debris, which may include broken bottles, sharp objects, nails etc. Floors and stairs covered with mud and debris can be slippery.



### Don'ts

- Don't walk through flowing water - currents can be deceptive, and shallow, fast moving water can knock you off your feet.
- Don't swim through fast flowing water - you may get swept away or struck by an object in the water.
- Don't drive through a flooded area - you may not be able to see abrupt drop-offs and only half a metre of flood water can carry a car away. Driving through flood water can also cause additional damage to nearby property.
- Don't return to your property until the "All Clear" Message has been given
- Don't reconnect your power supply until a qualified engineer has checked it. Be alert for gas leaks - do not smoke or use candles, lanterns, or open flames.
- Don't eat any food that has come into contact with flood water.



### If you must prepare to evacuate, you should:

- Secure your home. If you have time, bring in outdoor furniture. Move essential items to an upper floor.
- Turn off utilities at the main switches or



valves if instructed to do so. Disconnect electrical appliances. Do not touch electrical equipment if you are wet or standing in water.

## **Landslides - Dos & Don'ts**

### *Before*

1. Gather information about possible landslide sites and the area of their spreading;
2. Take care of the environment! It is convenient to plant trees in the landslide risk sites (the type of species that can stop a landslide and at the same time have useful plants);
3. Remember warning signs of an approaching landslides: stuck windows/doors; cracks on the roads; leakage of water on slopes where there is a landslide risk.
4. Inform the authorities about landslide signs you have noticed; wait for further information and act according to the situation, taking into account these rules.



### *During:*

1. As soon as you receive information about a landslide danger, turn off gas, electrical equipment and the water supply network. Get ready for evacuation in compliance with a plan developed in advance;
2. Act in accordance with the information provided by the emergency authorities (depending on the landslide speed);
3. If the landslide speeds are low (several meters in one month) act according to your circumstances: transfer structures to a safe place spotted in advance; move furniture and luggage to a safe place.
4. If the landslide speed is high (0.5-1 meter in 24 hours) you must be evacuated immediately, in accordance with a predefined plan;
5. When you are evacuated, take with you documents and valuable items, also warn clothes and food - depending on the circumstances and instructions. You have to move to a safe place immediately.

### *After a disaster:*

1. Check the roof and walls of buildings that survived the disaster; check damages of electrical gas and the water supply network;
2. After a landslide it is necessary to organize cleaning and rehabilitation work.

## Fire - Dos & Don'ts

### *Before*

- The schools to be given license only after checking up its safety.
- The schools must have sufficient exit routes.
- Identify the fire hazards and where fires might start.
- Teachers/school staff to have training in fire safety.
- Students to be made aware about the dos & don'ts.
- School to have an emergency plan and placement of fire notices.
- Keep electrical inspection and testing up to date and carry out repairs.
- Kitchen has to be in secured and safe location only.
- Check the adequacy of fire fighting apparatus and its maintenance.
- Ensure fire escape routes and fire exit doors/passageways are unobstructed and doors open correctly.
- Have first aid kits.
- **Conduct fire drills.**
- Consult with and implement recommendations of the local fire brigade.



### *During*

- Exit from the school to an open area.
- Contain the fire if possible. If not, get outdoors immediately.
- Execute evacuation plan and practiced fire drills.
- Call the Fire Brigade.
- Do not allow children and teachers to panic.
- Do not let anyone hide. Teachers to ensure that nobody is trapped in toilet/indoors.
- If the room is filled with smoke, ask children to stay low to the ground during exit.
- Feel any closed door to see if they are hot before they are opened. If the door is hot; use the nearest window or another exit.
- Children and teachers should go to pre-arranged locations, teacher to take roll call.



- Teachers should comfort distressed children.
- Nearest hospital/authority to be alerted.
- Do not allow children to leave on their own, or to be taken home by strangers.



**After:**

- Don't Re-enter or permit anyone to enter the school building, unless the fire officials have given permission to enter.
- Teachers to confirm that all students have reached their homes safely.
- Review the fire risk management plan and evacuation plan.
- Implement/execute recommendations by Fire Department and/or building professional before reopening school for classes.

**Lightning - Dos and Don'ts**

**Before:**

- If you are planning to go to the countryside, check the weather forecast;
- If a thunderstorm is expected it is better to postpone the trip;
- If it is good if you can estimate the distance to the front line of a thunderstorm. In order to do this, you must check the time interval from the moment you see the lightning until you hear thunder.
- Lightning always precedes thunder. We know that the sound speed travels on average about 1 km every 3 seconds. Reduction of the time interval between the sight of lightning and the resulting thunder means that the danger is approaching and protective measures must be taken. If there is no interval between lightning and thunder, it means that the cloud is already over your head.

**During:**

- If you are in a building it is necessary to close windows, doors, ventilation pipes and chimneys;
- It is necessary to turn off the telephone, TV set, and other electrical equipment because lightning may strike electrical cables and pass through wiring;
- Do not take a shower because water and metal both conduct electricity;
- Do not light the fireplace because the heat coming from the chimney may attract lightning;
- It is better to stay away from electric wires, lightning rods, water pipes, antennas and windows;
- Do not go out without an urgent necessity;
- If during a thunderstorm you are in an open area, do not stand under a tall



tree. Lightning is most damaging for tall trees like oaks, fir trees etc. It is better to stay 30-40 meters away from them, and under short trees. Avoid trees that are standing separately. Remember that lightning does not strike bushes!

- If the area is open, it is better to find a lower place or a cavity and temporarily stay there. It is dangerous to stand or lie down on the ground, because this increases the exposure area;
- It is necessary to get rid of metal items such as a bicycle, coins etc.;
- Do not stand under an umbrella;
- If you are near a water reservoir it is better to stay away from it and find a low place;
- Do not run during the occurrence of lightning; move slowly towards a shelter because the air flow may attract lightning;
- If you are in a car, do not get out. It is better to close the windows and turn off the antenna. Do not park your car under tall trees or any structures that may fall down and hit you;
- If there is an injured person next to you, remember that the victim may lose consciousness; it is necessary to provide first aid.

#### *During:*

- If there is an injured person next to you, call an ambulance;
- In case of fire, it is better to stay away from it; move opposite the wind direction and call the fire department;
- Stay near a road because smoke may reduce visibility;
- Cover your mouth with a wet cloth in order to protect your lungs;
- Remember that near the ground there is less smoke in the air, therefore it is better to breathe such air.

## **Disaster Management**

*Disaster management* is the organization and management of resources and responsibilities for dealing with all humanitarian aspects of disasters/emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters.



## **Disaster Risk Reduction**

Disaster risk reduction as per UNISDR (United Nations International Strategy for Disaster Reduction) consists of a framework of elements that will help to minimize vulnerabilities and disaster risks throughout a society, to avoid (prevention) or to limit (mitigation and

preparedness) the adverse impacts of hazards, within the broad context of sustainable development.

The management of disasters requires the existing administrative set-up, civil society and its various institutions to carry out multifarious tasks. It has been observed that in times of disaster, apart from lack of resources, lack of coordination among various agencies pose serious challenges. While each disaster creates unique circumstances and the response needs to be tailored to meet the specifics of the situation - the following general areas will usually form part of the disaster response.

- **Search and rescue:** search for, evacuate and aid to people who are in distress or imminent danger.
- **Assessment of need:** A assessing the basic physical and psychological needs/requirements of the affected community - food, water, shelter, clothing, education, protection, health, sanitation, trauma management, etc.
- **Health:** Providing medical care and preventing the spread of disease through immunization, the provision of safe water and food, waste disposal, cremation and burial of the dead;
- **Basic needs:** Procuring and distributing food, shelter and clothing;
- **Gender:** Ensuring fair distribution of resources to all with as special focus on most vulnerable and needy; children, pregnant women and lactating mothers, adolescents, differently-abled; elderly, etc.
- **Livelihood and economy:** Assisting people earn a living to speed their recovery;
- **Trauma Counselling:** Provide counselling to the affected community and reuniting separated families;
- **Infrastructure:** rebuilding roads, electricity and telephone networks, water pipelines, and waste disposal systems.



Sustainable development and community preparedness can reduce the impact of a disaster especially for the most vulnerable people, such as those living in hazard-prone areas with limited financial resources to help them recover.

Effective disaster management is a continuous process by which all individuals, groups and communities manage and mitigate hazards in an effort to avoid the impact of disasters resulting from the hazards.

Good development and community preparedness can reduce the impact of a disaster especially for the most vulnerable people, such as those living in hazard-prone areas with limited financial resources to help them recover.

Effective disaster management is the continuous process by which all individuals, groups and communities manage hazards in an effort to avoid the impact of disasters resulting from the hazards.

### **School Safety & Disaster Preparedness**

The learners should have a practical understanding on safety issues pertaining to disasters and their management in school setting.

#### **School Safety: Salient Features**

- Training & Capacity building of disaster management teams and task forces (children, teachers and staff)
- Safety audits of schools (Structural and Non-Structural)
- Constitution of School Safety Advisory Committee
- Formulation of School Disaster Management Plan
- Sensitization of school stakeholders
- Implementation of structural and non-structural measures
- Adherence of school buildings to building bye laws
- Training & Capacity building of disaster management teams and task forces (children, teachers and staff)
- Display of emergency information
- Alert mechanisms, school maps, evacuation plans, calendar of preparedness activities, mock drills
- Psycho-social support for children during disaster
- Consideration of disability and gender based needs.
- Periodical review and audit of school disaster management plan.



#### **How to Communicate with Each Other at the Time of Emergency**

Plan out a method to check up on each other's safety when you happen to be at different places when a disaster strikes.

If a disaster strikes when you are separated from the rest of your family, secure your own safety first, then check on the safety of your family.

Communication methods are limited in a quake-stricken area. You can Dial Police/ Fire Service/Emergency Services Numbers viz., 100, 101, 1078, etc. Usage of these numbers should be known in advance.





## Indoor Learning

- The learners may be shown the video comprising of various shots of natural and man-made disasters. The trainer may generate discussion by posing following questions:-

- (a) Which are the disasters you have seen in the video?
- (b) Are all of them natural disasters? If yes, what are they?
- (c) Is it possible to predict a disaster? How?

Now, make the learners sit in groups and discuss what they would do before, during and after each disaster shown in the video. Each group can work on any of the disaster shown in the video.

When one group presents their ideas, let the other groups ask questions and make further suggestions.

- Learners may be assigned the following situations by providing them scene of:-

- (a) Explosion of a gas tanker in the nearby road.
- (b) Fire breaks out in the neighbouring house due to short circuit.
- (c) A bridge across a canal gets washed away due to heavy rain and the people are in panic.
- (d) The outbreak of an infectious disease in the locality and many are hospitalised.

Let the learners dramatize or present how they would deal with the situation after discussion in their groups. The presentation should focus on how to manage the situation effectively.

- The learners may be shown a video that shows a scene of fire break out in a building. After playing the video the participants may be divided into four groups and every group may be assigned a separate task e.g., first group to prepare an action plan to clear the people in the nearby rooms who are likely to be affected by the fire, the second group to chart out a plan for providing medical care and rehabilitation to survivors, the third group be given the task of removing the debris from the affected area and the fourth group be given the task to prepare for an awareness programme to be conducted in a month after the incident.

For short films on safety during earthquake, landslides, floods, cyclones, tsunami, heat wave, etc. visit, <http://www.ndma.gov.in/en/awareness-films.html>

# 8. Values and Ethics

## Objective

- To motivate students to inculcate socially acceptable and significant values and adopt high standards of ethics to become good, responsible and law abiding citizens.



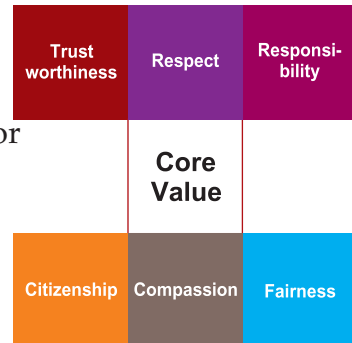
## Values



Values can be defined as those things that are important to or valued by someone. Values are the rules by which we make decisions about right and wrong, should and shouldn't, good and bad. Values are what that someone stands for and what is important for him. That someone can be an individual

or, collectively,

an organization. It is important for each one of us to possess a set of values for our own satisfaction and for the good of the society. A few of them are: Honesty, loyalty, respect for work, responsibility, trust worthiness, fairness, punctuality, regularity, discipline, courtesy, compassion, citizenship and judicious use of resources.



*Try not to become a man of success, but rather try to become a man of value.*

**- Albert Einstein**

## Ethics

Ethics describe a generally accepted set of moral principles. Ethics is guidelines or rules that are set for a society or an organization rather than for an individual. It defines how things are according to the rules. Ethics is mainly based on moral values. For instance, a chemical engineer should not divulge secret formula of a new product to a rival company. He acts ethically if he does not divulge, but if he

*The more we come out and do good to others, the more our heart will be purified and God will be in them.*

**- Swami Vivekananda**

divulges he acts unethically. Nobody should grant special and undue favour at the cost of the organization by taking bribe but if someone does so it is not ethical. Cheating one's employer by working for someone else is another example of unethical behaviour.

### **Ethics and values**

Ethics define what is right and values determine what is important. Values are the basic beliefs and ethics is guidelines or rules. Values tell us what we want to do, whereas ethics helps us in deciding what is morally correct or incorrect, in the given situation. Ethics are consistent, whereas values are different for different persons, i.e. what is important for one person, may not be important for another person. Ethics determines to what extent our options are right or wrong as opposed to values which define our priorities in life. Values are very much personal while ethics is very much societal. Values may differ from person to person whereas the ethics are uniform.

While ethics are consistently applied over the period and remain same for all the human beings. Values have an individualistic approach, i.e. they vary from person to person but remain stable, relatively unchanging, but they can be changed over time. Ethics refers to the guidelines for conduct, that address questions about morality. Values are defined as the principles and ideals, which help in making the judgement of what is more important.

### **The Importance of values and ethics**

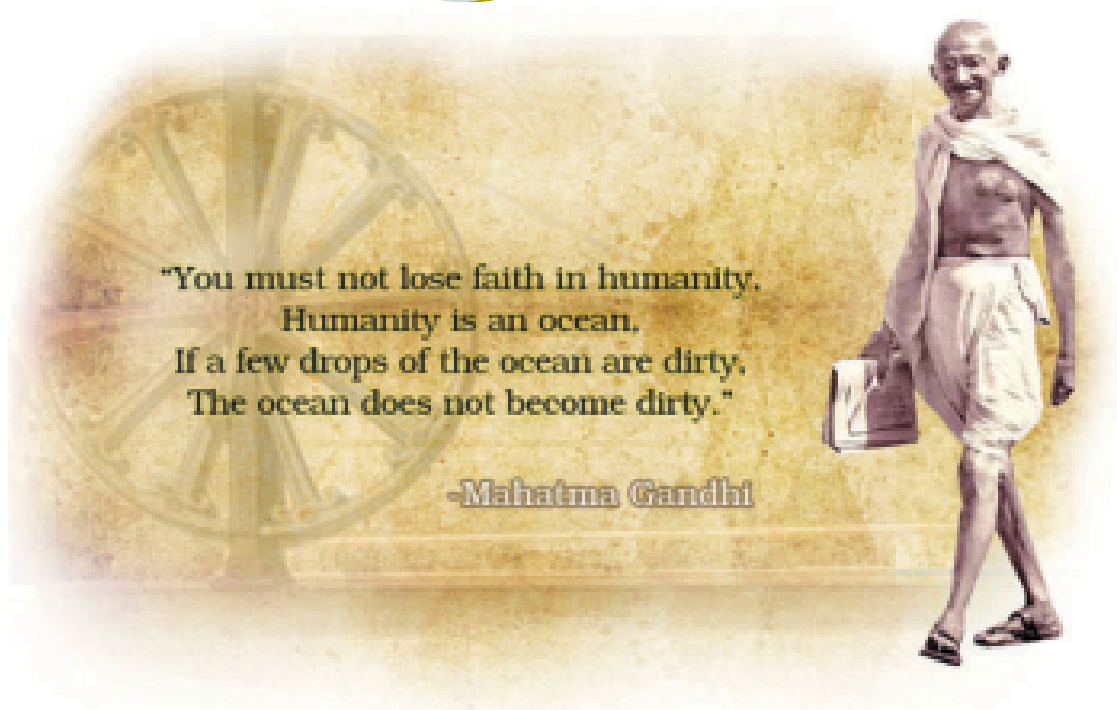
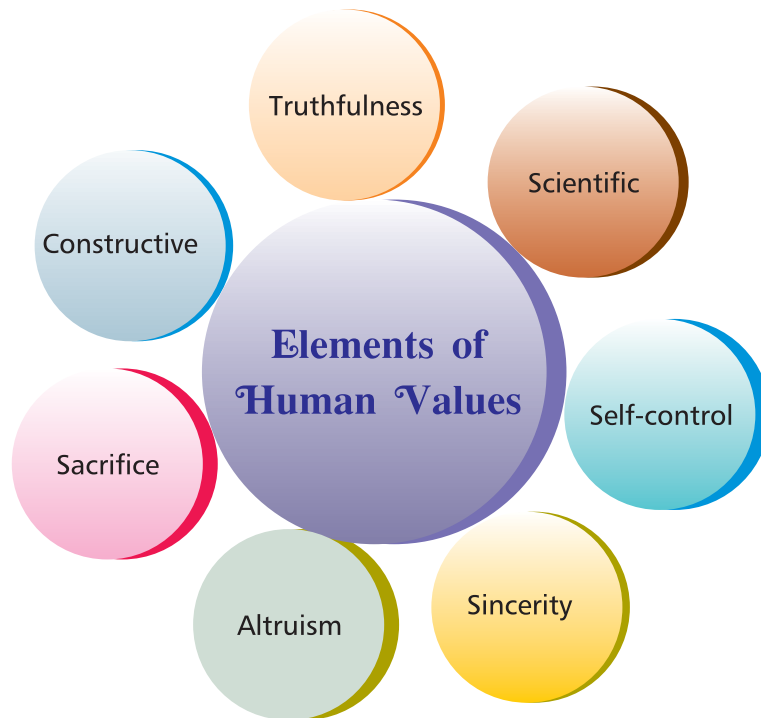
Our value system defines what we are. If our value system is good for the society as a whole, our behaviour is ethical and life is guided by the morals then first of all we ourselves will be satisfied with our behaviour and will be generally happy and contented. Secondly, our families and the entire society will be in harmony, peaceful and development oriented.

*If you want to change  
the world,  
go home and love  
your family*

**- Mother Teresa**



There will be no cheating and no dishonesty. All of us will be honest, disciplined, courteous, judicious and hardworking as a result the society and nation will develop faster leading to higher per capita income and higher per capita happiness.







## Indoor Learning

1. Group discussions may be organised and the learners may be asked to share their views on the following topics:
  - (a) Benefits of joint family system
  - (b) What values should a citizen possess?
  - (c) Why ethical behaviour is important? What are its advantages to individuals, society and the nation.
  - (d) Students may be asked to share their experiences wherein they felt that someone's unethical behaviour was not acceptable and take a lesson from that for not acting unethically.

## Outdoor Learning

1. The learners may be asked to identify living beings, other than humans in and around the school campus/school locality/homes/neighbourhood etc. that need care and protection. These may include birds/animals/trees/insects etc. Providing food, shelter, medical aid etc. to such distressed beings can be undertaken by the learners. They may also be asked to write letters to Principal and other authorities to find possible solutions for the care and protection of such beings. They will also add their suggestions and efforts they have made at their own level.
2. Visit to old age homes and orphanages may be arranged. The learners be allowed to interact and share the problems. They may be asked to suggest possible ways to solve the problems and what changes in the psyche of society is required.

For additional information, refer to *Education for Values in Schools: A framework*, published by NCERT.

“More about Value Education”

[https://www.iitk.ac.in/hvhe/images/article/article 9.pdf](https://www.iitk.ac.in/hvhe/images/article/article%209.pdf)

# 9. Patience

## Objectives

- To make students understand the benefits of practicing patience in life and see that there is always something good in all seeming failures.
- To make them learn and practice patience.

It is a fact of life today that digital technologies like cell phones, cameras, email and iPods help us getting immediate results which have in turn increased our desire for instantaneous outcomes. We expect things to move quickly, efficiently and in the way we want. If that doesn't happen then we tend to become impatient, frustrated and irritable. We are losing our ability to wait for things to happen. Patience helps us coping up with these situations.

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**Great works are performed not by strength, but by perseverance**

*Samuel Johnson*

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## What is Patience?

**Patience** is the capacity to accept or tolerate delay, problems or suffering without becoming anxious or annoyed. Patience is one of the foundations of civil society. Having patience means being able to wait calmly in the face of frustration or adversity. We face frustration in our daily life but happiness lies in being patient. Every world religion teaches us to practise patience. Patience takes time and conscious effort to master it.

### **Patience must be learned and practised.**

Patience is like a muscle that is to be used regularly in order to become stronger. If we do not use it, we tend to lose it. If we lose our patience, we end up becoming cranky, upset, emotional and unhappy. With patience we become more attentive to others. Being attentive allows us to understand the situation and other persons' point of views. Losing control of our patience hurts not only us, but those around us. Impatience raises our stress level and can harm our bodies. Being impatient can also damage relationships.



**Signs of Impatience:** Irritability and anger, anxiety and nervousness, restless body, muscle tension, short breaths, hurrying up and hasty decisions are signs of impatience.



**How can you get out of frame of mind of impatience:** When you feel symptoms of impatience, you should discover the cause of it. Many of us have “triggers”. Identifying our triggers helps us examine our actions and improve upon them. These triggers could be people, phrases or specific situations like rush-hour traffic that regularly cause us to be impatient. We can ask our family, friends, and co-

workers about our triggers of impatience. They may let us know. This knowledge helps us devise strategies to avoid becoming impatient. Make a list of these triggers and try to manage them. Some people become impatient due to hunger, dehydration or fatigue, etc.

When you have the trigger for impatience then force yourself to slow down. Take deep, slow breaths, and count up to 10. Doing this helps slow your heart rate, relaxes your body, and distances you emotionally from the situation. Focus on relaxing your body. Again, take slow deep breaths. Relax your muscles from your toes up to the top of your head. Your impatience can interfere with other people's ability to perform complex or highly-skilled work. You can create more stress for them, which is completely unproductive. Give them full attention, and patiently plan your response to what they say. Practice active and empathic listening. Instead of getting irritated annoyed or frustrated, take a breath and tell yourself, “I am going to wait peacefully.” Practicing patience helps us dissipate stress and gives us a choice about how we respond to disappointment and frustration. When we stay calm, and not act rashly out of frustration, all areas of our life improve.



**Why patience is a great virtue and must be practiced?** For healthy working relationships and a successful career, we need to make patience a habit. Impatient people are often felt as arrogant, insensitive, and impulsive. They can



be poor decision-makers, because they make hasty judgments or interrupt people. Some people may even avoid impatient people because of their bad tempers. People with these personality traits are not likely to reach the top level. Impatience can even affect relationships at home. The more patient and tolerant

you are with others, the more likely you are to be viewed positively by your family, friends, peers and others.

**The Power of Patience:** We have a choice to stay calm, or to become crazy, irritated or frustrated when things do not happen the way we want them. Frustration is a feeling of agitation and intolerance that comes when our needs are not met.

Frustration leads to dissatisfaction, makes us tense and it also leads to

procrastination. Patience, conversely, is a practice of waiting, watching and knowing when to act. With patience, we are able to wait instead of aggressively reacting or hastily giving up on someone who's frustrating us. The difference between those who are successful and those who are not is not whether or not they suffer from stress, but how they deal with it.



### **Some benefits of practicing patience in life:**

1. Patient people can cope up better with stressful situations and enjoy better mental health.
2. They are more hopeful and more satisfied with their lives.
3. They are better family persons, friends and neighbours, more cooperative, tolerant, warm, kind, empathic, generous, compassionate, reasonable, and more forgiving.
4. They keep their belief alive in their capacity to achieve desired goals, make more effort and more progress toward their goals.
5. They start a task and work hard on that in spite of difficulties and obstacles. They do not quit in the face of difficulties, hardships and failures and get results and recognition.

**“Have patience. All things are difficult before they become easy.”**

*Saadi*

6. When people are patient, they stay out of negativities, make good decisions.

**“There is something good in all seeming failures. You are not to see that now. Time will reveal it. Be patient.”**

*- Swami Sivananda*

7. Patience leads to success and success, in turn, builds up reputation.

**“If I have done the public any service, it is due to my patient thought.”**

*- Isaac Newton*

8. Patience helps maintaining self-control and calmness and avoiding impulsive decisions. Impatient people lack self control and lack understanding and insight leading to inability to plan and get optimum results.

9. Patience gives us the foresight to expect obstacles on our path and to deal with them. In the face of challenges we respond with determination, strength and optimism and become tolerant.

10. When we are patient, we are better persons, managers and leaders.

11. Patient people treat others with decency, which in turn increases and creates a positive team culture.

12. Patient people are aware of the difficulties inherent in any achievement. They are confident that by persisting and being patient they will not only achieve their goal but will also excel.



**“Many of life's failures are people who did not realize how close they were to success when they gave up.”**

*- Thomas Edison*

13. Patience allows us to accept other people the way they are and makes us more tolerant. It helps us treat others in a more compassionate and

empathic manner, undergo personal discomfort to alleviate suffering of those around us.

14. If we are patient, many unpleasant situations and adverse results can be prevented.

We all have different points of view and we must learn to appreciate others views. When we are angry it is important to cool off, acknowledge the differences, understand the problem, find its solution and then get going. There should be no name calling and no yelling. We must show interest in other person's point of view and acknowledge it. That other person may be spouse, other family members or any other person. Listen to what he is saying and be generous to his ideas. Do not get put off. Always remember we all want to be heard. We must think before we speak, should not bring up the past in the discussion and be cordial.

It is important to remember that we all make mistakes and we all have our good and bad days. If we do not have tolerance then there are going to be problems in all types of our relationships including marriage. When something goes wrong in our relationship or there is an unexpected turn of events it is the time when our patience is most needed. Tolerance and patience are two virtues that should be practiced by all. No matter how much we love our family members there will always be times when our patience and our character may be tested. Marriage, in particular, is a relationship which requires a great deal of effort and compromise, without the effort of both spouses, marriage cannot work.

**Caution:** Patience is not always a virtue. If you're too patient, you might pursue the wrong options for too long, wasting a lot of valuable time. If you're too impatient, you might make hasty decisions with huge adverse consequences.



## Indoor Learning

1. Students may be asked to list various situations and causes that make them angry and impatient and to also to suggest different ways to overcome anxiety.
2. Inspiring real life stories could be narrated to students.
3. Involvement in creative hobbies such as listening music, painting, enacting drama and playing indoor and outdoor games may be increased as per the liking of the students.
4. Students may be asked to discuss on the following starters:
  - What are the times you have to wait with patience? Can you name five specific examples from school or home?
  - Think about the examples you just gave. What about these situations can you control? What is out of your control?
  - What is the opposite of patience? (complaining, nagging, griping, fussing) What does this accomplish? How does complaining affect your attitude?
  - How do you think patience can help you in life?

## Outdoor Learning

1. Yogic exercises, deep breathing pranayam and other stress-relaxing exercises may be practised regularly by the students.
2. Some tips to consider. Students may be asked to close their eyes and recite within.



### I will

- Wait my turn.
- Not complain when I don't get my way.
- Accept what cannot be changed.
- Use my time wisely.
- Try and try again

The above tips could be tried in real life situations as well.



# 10. Tolerance

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“Compassion and tolerance are not a sign of weakness, but a sign of strength”.

Dalai Lama

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## Objectives

- To develop a positive attitude for harmonious and peaceful co-existence with people having different views and lifestyles.
- To make them learn to be a good listener and also to show respect for the race, gender, opinion, religion and ideologies of other people or groups.
- To enable students to express their diverse point of view in a decent and respectful manner highlighting the importance of tolerance.

## What is Tolerance?

Tolerance is to recognize and respect the rights, opinions or practices of others. It is a fair and objective attitude towards those whose way of life differs from ours.

## Basic ingredients of Tolerance

- We are tolerant when we understand and respect other people’s different ideas and opinions and treat them with dignity and honour.
- To be tolerant, it is necessary to understand and respect other people.
- Not criticizing others.
- Not discriminating other people who have different abilities from ours.
- Showing respect for the race, gender, opinions, religion and ideologies of other people or groups, and to admire the good qualities and good work of others.
- Acceptance of other people’s religious, political, social and personal beliefs.
- Expressing one’s point of view in a decent and respectful way while respecting the sentiments of others.







- Willingness to accept or to tolerate, especially opinions or behaviour we may not agree with and to behave sensibly with those who are not like us.
- Showing respect and tolerance to the opinions of others does not necessarily mean that we have to compromise our own principles or embrace or accept others' opinions.

### The Importance of Tolerance in Society

- Globalization and technology have blurred borders throughout the world. More people from different nations, cultures, religions and lifestyles are working together and living in the same vicinities. Marriages of people of different castes and backgrounds are taking place. Tolerance is important for peaceful and harmonious co-existence.



- Tolerance helps in creating a society in which people with their own ideas, thoughts and dreams can feel valued and respected.
- Tolerance is important for building mutually acceptable relationships between individuals, families and the societies. In its absence families and societies will be in perpetual conflict and there will be breakage of valuable age-old traditions in the families and societies.
- In order to be united with our family, friends and community we need to be tolerant.
- By being tolerant we avoid conflict with our family or friends because we understand them.
- By being tolerant we do not get angry with others on every other issues. It creates peaceful environment in the families and in the society.

- Tolerance plays a vital role for peace and love. It is needed in all spheres of life and at every stage.
- Lack of tolerance leads to fighting and violence, and finally destroys the peace and security of society.
- If we are tolerant we can get along better with other people and have more friends.
- Even if we are not like everybody else, we can learn from them and enjoy together.
- In a free country like ours we can think and believe in many different things.
- Tolerance contributes to happiness and contentment in life.



### How can tolerance be practiced in everyday life?

- To be tolerant in daily life, one has to have peaceful and calm mind, which means that first we have to get rid of all depressive thinking and comfort ourselves with good things like practicing religion, have discussion with our loved ones like parents, siblings and friends.
- Always remember that nobody is perfect and it is incorrect to expect everyone to obey, act, believe and think in the same way as we want. It is difficult in the beginning to internalize this thought but with practice we can get imbibe it.

### A few tips helpful in developing tolerance:

- We own our feelings and let others have their own views and feelings.
- Respect others, their views and feelings even if we disagree.
- Be peaceful with others.
- Have the courage to face reality.
- Don't get egoistic rather practice patience.
- As far as possible without surrender be on good terms with all persons.
- Express our views quietly and clearly and listen to others carefully.
- Avoid loud and aggressive persons.



## How can the children be taught about tolerance by parents and teachers?

- Parents and teachers can teach tolerance by example and in other ways, too. Things, they can do, to help children learn tolerance include:
- Acknowledge and respect differences within your own family and class.
- Demonstrate acceptance of children's differing abilities, interests and styles. Value the uniqueness of each member of your family and each student.
- Demonstrate an attitude of respect for others.
- Encourage a tolerant attitude in the children and model the behaviour by treating others well.
- Encourage children to be kind and gentle..
- Help children to feel accepted, respected, and valued. Children with strong self-esteem respect themselves and are more likely to treat others with respect.



- Provide opportunities to children to work and play with others who are different from them. When choosing a school, day camp, or other facilities for children, find one with a diverse population.
  - Honour family and school traditions and teach them to children.
  - Do not make comments that perpetuate hate.
- Select books, toys, music, art, and videos carefully.
  - Answer children's questions about differences honestly and respectfully.

### How to be tolerant in the family and work situations

- We all have different points of views and must learn to appreciate others views. When we are angry it is important to cool off, acknowledge the differences, understand the problem, find its solution and then get going. There should be no name calling and no yelling. We must show interest in other person's point of view and acknowledge it. That other person may be spouse, other family members or any other person. Listen to what he is saying and be generous to his ideas. Do not get put off. Always remember

we all want to be heard. We must think before we speak, should not bring up the past in the discussion and be cordial.

- While listening to someone, we must resist the urge to totally discount what he is saying because it sounds absurd to us. If we are not totally sure about the point he is trying to make, ask him questions. Try to understand what he is telling—maybe he is not getting his point across as clearly as he thinks it to be. We might not agree with the other person and his beliefs or opinions. There are times when we need to be patient and choose not to argue when it is not necessary. In that case we may agree to disagree.
- In the family there will be many times when we do not understand our family members and may even become frustrated with them. This is not something to worry about. It is completely natural. When we are living so closely with other persons it is something that is bound to happen. When this type of situation occurs there are many different ways to handle it. When we experience anger out of frustration this is because we are not exercising enough patience with the situations around us.
- It is important to remember that we all make mistakes and we all have our good and bad days. If we do not have tolerance then there are going to be problems in all types of our relationships including marriage. When something goes wrong in our relationship or there is an unexpected turn of events it is the time when our patience is most needed. Tolerance and patience are two virtues that should be practiced by all. No matter how much we love our family members there will always be times when our patience and our character may be tested. Marriage, in particular, is a relationship which requires a great deal of effort and compromise. Without effort by both the spouses, marriage cannot work.
- Love is less about our own needs and more about our dear ones. Conflicts exist in families, relationships and work situations when people do not listen to each other. Apart from tolerance there are basically four qualities that are fundamental to healthy and happy relationships. They are compassion: it leads to caring; understanding, it leads to knowing; respect that allows for harmonious discussion; and empathy, which results in connection.
- Parents and teachers should teach tolerance through personal examples and behavior. They must notice their own attitudes and remember that kids are always listening. Discuss difference in family with respect. Treat each other respectfully. Show willingness to accept others and their beliefs. Listen carefully without jumping to conclusion.



## Indoor Learning

1. Group discussion may be organized on various political and social issues. During the group discussion some of the students may be asked to be observers and comment on what could be a better way to be a tolerant and patient listener and to put one's diverse view point in a humble way.
2. Group discussion may be arranged on following topics:
  - (a) 'It is necessary to be tolerant for peaceful co-existence'.
  - (b) Tolerance is necessary for being a successful person in life.
  - (c) Tolerance and respect to others is necessary for harmonious and integrated society.

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“The highest result of education is tolerance”.

**Helen Keller**

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Source: <https://www.theweek.in/columns/sadhguru/mere-tolerance-does-not-cut-it.html>

# 11. Empathy and Sympathy

## Objectives

- To enable students to know the difference between empathy and sympathy.
- To motivate them to be empathetic to their fellow beings and become responsible human beings.

“ I call him religious, who understands the feelings of others “.

- Mahatma Gandhi



Although the two words empathy and sympathy appear to be very close but they differ from each other. Both empathy and sympathy have roots in the Greek term “pathos” meaning “suffering, feeling”. Prefix “syn” means “with, together with” and the prefix “em” derives from the Greek “en” meaning “within, in”. “Sympathy is feeling compassion, sorrow or pity for the hardship that another person encounters, while empathy is putting yourself in another’s position deeply”.

## Why Empathy?

- You will experience the world from the perspectives of those around you.
- You will better understand the needs of people around you.
- You will be able to treat the people the way they wish you to treat them.
- You will understand the unspoken parts of your communication with others.
- You will have less trouble dealing with interpersonal conflict both at home and at work.



## Golden Rule

Do unto others as you would have them do unto you

- You will be able to more accurately predict the actions and reactions of people you interact with.
- You will learn how to motivate the people around you.
- You will more effectively convince others of your point of view.



- You will find it easier to deal with the negativity of others
- You will be a better leader, a better follower, a better friend and the most important, a better person.
- You will be able to contribute to make the world a little happier in your own modest way.

### Elements of Empathy

- E - Everyone needs someone
- M - Magnanimity is a great virtue
- P - Put yourself in their shoes
- A - Ask if you can help, and help
- T - Treat others the way you want to be treated
- H - Help others in need
- Y - You feel better and they feel better.





## How to be Empathetic?

- **Tip 1.** Be able to read someone's feelings.
- **Tip 2.** Help others feel better.
- **Tip 3.** Seeing with the eyes of another.



- **Tip 4.** Listening with the ears of another.
- **Tip 5.** Feeling with the heart of another.



Any incident can be

empathetic or sympathetic or otherwise for the observer:

**'Someone has his father critical injured and he is in tears '.**

**Observer feels empathy** - observer relates this incident with the one he has faced. His relatives meet a severe accident he links the persons' sadness to his own personal experience in life. This connect makes him empathetic.

**Observer feels sympathy** - observer does not know how sad or painful it is to see a relative in the same condition but can understand the pain of that person, this is sympathy.

**Observer feels nothing** - the incident does not affect the observer at all.

<b>EMPATHY</b>	<b>SYMPATHY</b>
You are in pain, I can feel that.	I am really sorry that you're in pain.





## Indoor Learning

**Ask the students to differentiate between empathy and sympathy with some examples:**

- How do they feel when there is a natural calamity?
- How do they feel when their close friend is in trouble and how do they feel when an unknown person is in trouble? They may be asked to explain.
- A film regarding natural calamity e.g Uttarakhand flood/earthquake in Nepal can be viewed by the students. After viewing the film students may be asked to write a paragraph about how they connect themselves with the calamity shown in the film.

## Outdoor Learning

**Visit to any Old Age Home - orphanage present in the area may be arranged and learners may be asked to interact with the inmates. After the visit they may be asked to express as how did they feel for them:**

- The learners may be asked to prepare a brief, about each old aged inmate after interacting them on their place of birth/parents/childhood/education/dreams/marriage/family values/how joint families were a support. Their unfulfilled dreams/views on the present nuclear family system.
- Do they feel lonely/distressed?
- The learners can be instructed to interact with their grandparents regularly, if staying together and interact with them frequently if staying apart.

## 12. Respecting Elders

*Listen to your elder's advice not because they are always right but they have more experience of being wrong...*

### Objective

- To inculcate in the students a sense of responsibility and respect for elders for making them good citizen.
- To educate the importance of respect for fellow human being.



It is felt that these days the level of respect for others and particularly for the elders is going down in the society at a rapid pace. Whereas, for any civilized society it is a prerequisite for harmony and progress.

Treating others with respect makes the world nicer to live in, be it at home, at school, in the work environment or anywhere else. It can be very easily done if we, treat others the way we like others to treat us. In the context of treating elders it becomes all the more important.

Elders, who have put in more years of life, have more experience and wisdom, benefit us by their valuable advice and blessings. They teach us about enduring change and handling life's adversity. Therefore, they need to be treated with grace, dignity and respect.



Further, our own family elders need more care as they have contributed so much in bringing up and shaping our lives. Sadly, however, instead of treating our elders with respect they deserve, many of us are often either too busy or dismiss them and their contributions to us, family and the society.

Children, therefore, need to internalize this characteristic in life that they owe a duty to appreciate elders and treat them with courtesy, respect and honour. They have to learn this important quality from the very beginning in life both at home and the school.

**Ways to honour our elders:** Senior citizens have a lifetime experience. Younger generations must learn the importance of respecting their elders both in the society in general and in the family especially. They must find time to listen to them and spend quality time with them. Here are few ways of appreciating and respecting our elders:

1. **Be gracious to everyone:** Children must always remember that being gracious to everyone, regardless of their age, shows our true character.
2. **Greeting:** We must wish our elders, whenever and wherever we find a chance to do that.
3. **Be polite and respectful:** Being polite to elders is a mark of respect to them. Being polite and respectful to them will brighten their day as well as ours as we may feel good about cheering them up. We must explain to children that whenever someone who is elder to them comes over to their house they must pay their respects. If they meet parents or grandparents, they must pay respect to them.
4. **Express gratitude-** Children should be grateful to their elders for all that they have given them. They have devoted their entire life to make our life more meaningful and special. This should be understood and valued by children.
5. **Humanity:** If an elder needs our help we must extend that. If someone elder comes to us we should be courteous, get up and offer him or her seat. Always accompany them to the door when he or she leaves. This etiquette is not only for the elders but for anyone who visits us. We should always go with the guests till the door to drop them and see them off and thank them for visiting us. This gives them the feeling that we were happy about their arrival. When an elderly person approaches an entrance to a building, hold the door and allow him or her to go first. Extend generous help to make their lives easier.
6. **Refrain from interrupting-** While someone is speaking we should not



interrupt in between. Children should make it a habit of listening to their elders before intervening. They should listen to them carefully and completely, before giving their point of view. Even if you don't agree with what they're saying, at least listen and you may come away with an important nugget that you can use in the future.

7. **Spend time with them-** Children should spend some time with their parents and grandparents and not leave them alone, during their old age. They need attention and love, to make them feel secure, safe and important. Parents should also set good examples so that the children learn from them. Never use abusive language or high tones while having an argument with elders of the family. Just raising




voices will not make you right. Children have impressionable minds. Therefore, parents must behave as they would like their children to behave. Many seniors get lonely, when they are retired and no longer have their work schedule, or they have lost their spouse and some friends. They still need a rich social life for happiness. If they get isolated over time it can lead to health decline. It is important to not only spend precious time with them and learn from them but also help them for healthy aging. When in the company of an elder listen carefully as their words come with many decades of experience.

8. **Make eye contact and smile:** When approaching or greeting elders always make eye contact. This shows that we are acknowledging their presence. A warm smile from us can make their day much brighter.
9. **Give time and attention:** Most elderly people appreciate having our attention. Sit down with them and show that you care.
10. **Show good manners:** Always say, "Please," and "Thank you."
11. **Manners:** Children should behave well with everyone and particularly with elder persons . They must pay their respects to them, address them properly and show their best behaviour. They should give the elders first preference in seats, queues, eating etc.
12. **Help the elders:** Helping elders is a form of respect. Children should help elders even if they are not related to them. For example, if they find an old person trying to cross the street they must help him or her. The blessings and good wishes of the old are precious. They will benefit children in life.

13. **Have empathy with elders:** Put mentally yourself in the position of the elderly person. How would you feel if people disrespected you just because you were old. Use the “Golden Rule” when you are with your elders.

#### **Additional points for family elders:**

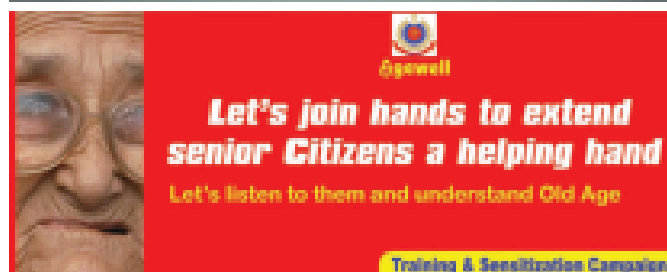
1. **Show your love:** If the elderly person is a grandparent, aunt, uncle, or related to you in any way, show that you love him or her. Offer a hug and say something affectionate. Ask questions about your ancestors; go through family photo albums, mementos and other ancestral things at home. It can be an enriching experience.
- 
2. **Eat together:** Eating together on a regular basis is one of the greatest social customs. While eating together we discuss many things.
  3. **Ask for advice:** Our elders always have more experience of life, than us. They are Knowledge Banks. They have a different perspective from someone who is seeing things for the first time. With this experience some lessons are handed down. The wisdom of the older people can truly enrich our life. Children must learn and gain something from their experience. It will help them in future and maintaining their present.
  4. **Tell elders how much you appreciate and respect them:** Even if you demonstrate that you respect your elders through your actions, it is important to actually tell them how much you appreciate and respect them. Complimenting and appreciating will give them a positive message and will convey powerful vibes and bring a smile to their face.
  5. **Don't make fun of elders:** We should never make a fun of elders.
  6. **Address them properly:** Address them as they want to be called. You may call them uncle, aunt or brother etc. as their age demands or may use titles like Mr, Ms or Dr, etc. followed by their last name.
  7. **Speak clearly and without slang:** Keep your voice as clear as possible, avoid using slang, and be willing to speak louder, if needed.
  8. **Discuss family heritage, history and traditions:** There is an inherent strength in family stories. In fact, putting together an oral family history can not only bring family members together and strengthen the ties

between generations. Family history translates into stronger family bonds and life successes. Children who have more knowledge of their family history also tend to show greater emotional resilience, facing stress and challenges more effectively as they have a stronger sense of where they come from and who they are.

9. **Keep in touch with them:** If you live too far from your elderly loved ones see them on a regular basis, pick up the phone and call them. In our busy lives, it is easy to forget the amount of happiness an elder will experience if we take time out of our day to say 'hello' and chat. Phone calls are a personal way of saying you care.



10. **Take care of elders:** People are what they are today because their parents brought them up and made emotional, monetary, affectionate and care-giving investment in them. When parents are older it is their turn to do the same for them. As parents are duty-bound to nurture and bring up children so are the children in the old age of parents to cater to their emotional, physical and monetary needs. Showing love and concern to our elders is the least that we can do for them who have made us what we are today.





## Indoor Learning

- Student be made to grasp the importance of treating others with respect. It can start with the fellow students and everyone around.
- A film highlighting the importance of elders in family and society may be screened for the students.
- The film *Baghban* may be shown to student as it will be very inspiring for them.
- Group discussion may be organized on the topic “Elders are our treasure of knowledge and they should be taken care of with respect and gratitude.
- Inspiring lectures of senior citizens who are the role models for younger generation may be arranged.



## Outdoor Learning

**Visit to any Old Age Home present in the area may be arranged and learners may be asked to interact with the inmates. After the visit they may be asked to express as how did they feel for them:**

- The learners may be asked to prepare a brief, about each old aged inmate after interacting them on their place of birth/parents/childhood/education/dreams/marriage/family values/how joint families were a support. Their unfulfilled dreams/views on the present nuclear family system.
- Do they feel lonely/distressed?
- The learners can be instructed to interact with their grandparents regularly, if staying together and interact with them frequently if staying apart.



Find out about this day.



# 13. Attitude

## Objectives

- To educate students about the power of positive attitude
- Consequences of positive and negative attitude
- Role of positive attitude and positive thinking in achieving success.
- How to develop positive thinking and positive frame of mind?

Attitude is a  
Little Thing,  
That makes  
a big difference.

## What is attitude?

*Attitude is a settled way of thinking or feeling about something*

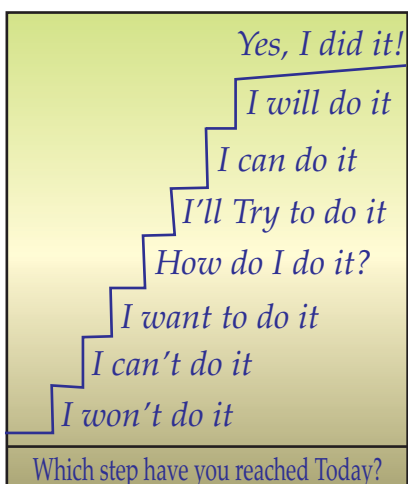
- Oxford dictionary.

Attitude is a feeling, belief, or opinion of approval or disapproval towards something. Attitude is predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or a situation.

Life is 10% what happens to you and 90% how you react to it. You may not be able to control every situation and its outcome, but you can control your attitude and how you deal with it.

You may have lot of money, may have excellent quality of leadership, work very hard, may be very knowledgeable and skilled but if your attitude is bad,

negative and lacks proper response then you do not achieve 100%. It is with the combination of all these attributes and with positive and proper attitude that you can achieve 100%.



## Where Does Attitude Come From?

You determine your attitude. It governs the way you perceive the world and the way the world perceives you. Each one of us encounters hard times, hurt feelings, heartache, and physical and emotional pain. We may blame others,

circumstances or events for a situation but the key is our response and reaction to those things or people. We usually feel people and things causing a reaction in us. The key is to realize that it is not what happens to you that matters; it is how you choose to respond. In fact, we choose that reaction, to be in a good mood or bad mood. We choose how people affect our mood. We can choose to respond in a positive or negative way to these challenges. Under any given set of circumstances you have the freedom to choose your attitude. For example, someone abuses you without any provocation or reason. It is your choice to ignore the silly behaviour and keep calm or retort back with more force and create unruly scene. Life seems to reward us most when we approach the world with a positive attitude. So, it can be said that the attitude comes from within

*Mahatma Gandhi said, "Our greatness lies not so much in being able to remake the world as being able to remake ourselves."*

### **Attitude is everything**

**Attitude contains 8 letters, each of which defines its meaning:**

Always make today your best day  
Treat others with respect  
Take pride in a job well done  
Interrupt negative thoughts  
Think positive  
Utilize your personal talents  
Derive pleasure in work  
Expect positive outcome

There are two kinds of people —

1. Those who take responsibility for their lives
2. Those who blame others

People who take responsibility for their situations are positive people who see the world as a good place. They have made the conscious decision to be this way. Keep in mind, choosing our mental attitude is the only thing we can control in our life. Each morning we wake up we can choose to be in a good mood or can choose to be in a bad mood. Each time something bad happens, we can choose to be a victim or we can choose to learn from it.



## Positive *vis-a-vis* Negative Attitude

- **Impact of our attitude on us and on others:** If our attitude is negative we can hardly achieve anything and also create negativity in the environment and bad impression on others around us. But if our attitude is positive we get emotional kick and inspiration and are more likely to achieve our target. We create a positive environment, win friends and inspire others around us.
- **Can the attitude be changed?** Yes, Attitude can be affected by repetitive messages such as communications, training and advertising. Since bad moods are contagious, consider what we can do when we are feeling stressed.
- **Positive attitude manifests in the following ways:** Positive thinking, constructive thinking, creative thinking, optimism, motivation and energy to do things, accomplish goals, and attitude of happiness. With a positive attitude we experience pleasant and happy feelings. This brings brightness to the eyes, more energy, and happiness. We spread good will, happiness and success all around. Our body language and voice reflect our upbeat mood.
- **Positive thinking:** Positive thinking is a mental and emotional state that focuses on the bright side of life and leads to positive results: A positive person anticipates happiness, health and success, and believes he or she can



All birds find shelter during rain  
but the eagle avoids rain by  
flying about the clouds.  
Problems are common,  
but attitude makes the difference!

**Dr. Abdul Kalam**

overcome any obstacle and difficulty. We need to adopt the attitude of positive thinking in everything we do.

- **Positive Attitude:** "I never loose. Either I win or I learn to do things in different ways."
- **Rewards of a Positive Attitude:** People like to be around positive people. Having a positive attitude improves our relationships, makes us happier and leads to success.
- **Everything is a Learning Experience:** Everything that happens to us in our life is a learning experience. This is positive. We learn from these

experiences by choosing a positive attitude that prepares us for challenge in life.

- **A positive frame of mind can help us in many ways**, such as expecting success and not failure, making us feel inspired, it gives us the strength not to give up, if we encounter obstacles on our way. It makes us look at failure and problems as blessings in disguise, believing in ourself and in our abilities, enables us to show self-esteem and confidence. Instead of succumbing to problems, we look for solutions and recognize opportunities.



### **More Benefits of a Positive Attitude**

It helps you achieve goals and attain success, brings more happiness into life and produces more energy. Positive attitude increases faith in our abilities, and brings hope for a brighter future. We are empowered to inspire and motivate ourself and others. We encounter fewer obstacles and difficulties in daily life. We receive more respect, affection and love from people. We get energized that affects not only us, but it also affects our environment and the people around us. If positive attitude is strong enough, it becomes contagious and radiates light around us.

A positive attitude helps us cope more easily with the daily affairs of life. It brings optimism into life, and makes it easier to handle worries and negative thinking. It brings constructive changes into life, and makes us happier, brighter and more successful.

With a positive attitude we see the bright side of life, become optimistic, and expect the best to happen. We must strive to develop this state of mind.

**Winston Churchill** former British Prime Minister and a statesman said “Attitude is a little thing that makes a big difference.”

### **Simple Tips for Developing a Positive Attitude**

1. Choose to be happy. Yes, it is a matter of choice. When negative thoughts enter your mind, just refuse to look at them and do your best to substitute them with happy thoughts.

2. Look at the brighter side of life. It's a matter of choice and repeated attempts are needed
3. Choose to be optimistic
4. Find reasons to smile more often. You can find such reasons, try to search for them



5. Have faith in yourself and believe that the Universe can help you
6. Associate yourself with happy people
7. Read inspiring stories
8. Read inspiring quotes
9. Repeat affirmations that inspire and motivate you
10. Visualize only what you want to happen
11. Learn to master your thoughts
12. Engage yourself in optimistic view of solving problems with such words as "I can do it" and "I will do it". As a result of internal dialogue, you are more likely to persevere. A positive selftalk becomes a positive self-fulfilling prophecy.

13. **Avoid Negative People:** Negative people will search for other people and attempt to bring them down to their level and spread negative attitude. A negative attitude leads to stress, anxiety, unhappiness, depression, poor relationships, difficulty at work, ulcers and ultimately poor health.



**Henry Ford once said, "If you think you can, you can. If you think you can't, you can't. Either way, you are right."**

The following story illustrates how this power works: Karan, filled up form for civil services examination, but he didn't believe he will get it, since his self-esteem was low, and therefore he did not prepare for the exam sincerely and remained in the negative thinking and got stressed. He had a negative attitude toward himself, and therefore, believed that the other applicants were better and more intelligent than him. His mind was occupied with negative thoughts and fears. He anticipated failure and was tense and negative.

When the exam approached he did not do well and ultimately failed even in the preliminary examination. Jairam, a financially poor boy filled up form with zeal, enthusiasm and with positive mind set with thought that he would work hard and get selected. He prepared for examination with a positive feeling with full confidence, he cleared the preliminary examination. He studied hard for the main examination and cleared the same. During the interview he was full of confidence and impressed the interview board members with his answers given confidently. Ultimately he was selected.

### What do we learn from this story?

Negative thoughts discourage us and positive attitude encourages us to achieve our goals.

**Positive Thinking Instructions and Advice:** Attitude and thoughts take time to change.

- a. Use your imagination to visualize only favourable and beneficial situations. Use positive words in your inner dialogues, or when talking with others.
- b. Keep yourself cheerful as this helps to think positively. Once a negative thought enters your mind replace it with a constructive one. If the negative thought returns, replace it again with a positive one. Persistence will eventually teach your mind to think positively, and to ignore negative thoughts. Do not give up and try happy thoughts in your mind.
- c. Think positively, expect only favourable results and situations, and circumstances will change accordingly.







- d. If you persevere, you will transform the way your mind thinks. It might take some time for the changes to take place, but eventually they will. You can try the repetition of affirmations. The power of concentration, willpower, self-discipline and peace of mind, also contribute to the development of a positive mind.
- e. Negative attitude says: you cannot achieve success. Positive attitude says: You can achieve success.
- f. One of the most important steps you can take toward achieving your greatest potential is to

monitor your attitude and its impact on your work performance, relationships and everyone around you.

Habitual bad attitudes are often the product of past experiences and events. Common causes include low self-esteem, stress, fear, resentment, anger and an inability to handle change. It takes serious work to examine the roots of a harmful attitude, but the rewards of ridding ourselves of this heavy baggage can last a lifetime. The principles of etiquette are passed on from one generation to the next with the knowledge that good manners and compassion are fundamental to building useful and satisfying life.

*Keep your thoughts positive  
because your thoughts  
become your words.*

*Keep your words positive  
because your words  
become your behaviour.*

*Keep your behaviour positive  
because your behaviour  
becomes your habits.*

*Keep your habits positive  
because your habits  
become your values.*

*Keep your values positive  
because your values  
become your destiny.*



*- Mahatma Gandhi*





## Indoor Learning

- a. Students may be asked to give their opinion on following topics:
  - Role of positive attitude in achieving success
  - Negative attitude is a road block in the way of achieving goal
- b. Stories of successful heroes and role models be read to students and role of positive attitude be highlighted.

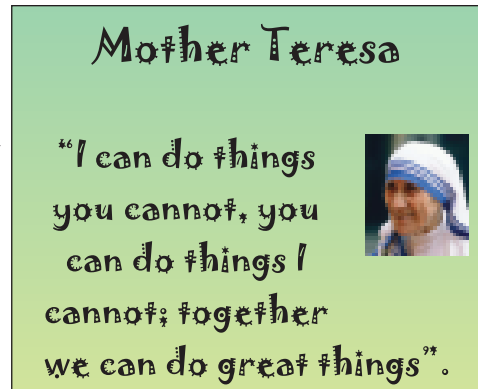


- c. Advisers from any field or walk of life may be invited to interact with students and highlight their success story and role of attitude which played vital role in their making a successful person.
- d. Budding achievers amongst the students may be invited to share their experiences as this will inspire their fellow beings.
- e. Think of a situation in your life when something bad happened and try to find out what could be your response other than what it was at that time. Could you have been better with the positive attitude?
- f. The students may be shown movies like M.S. Dhoni, Bhag Milkha Bhag, Maricom etc.

# 14. Team Spirit

## Objectives

- To educate students about team spirit and its importance in achieving goals in all walks of life.
- To motivate and develop a sense of responsibility, accountability and working in coordination in teams.



## Team Spirit

Team Spirit is the feeling of pride and loyalty that exists among the members of a team that makes them want their team to do well or to be the best. Team spirit is

willingness to cooperate as part of a team. It is feeling of belonging together that the members of group have towards others in the group.



## What is Team Spirit?

- The spirit of a group that enthruses its members to succeed and excel.
- Willingness of each member of a team or group to work together with loyalty and enthusiasm is called team spirit.

## Characteristics of Team Spirit

- **Sense of purpose:** Team spirit is essential to achieve a clear and specific goal
- **Competence:** Team should consist of members who are capable of contributing towards the goal.
- **Cooperative spirit:** All members need to work together in a cooperative spirit to achieve the specific goal.

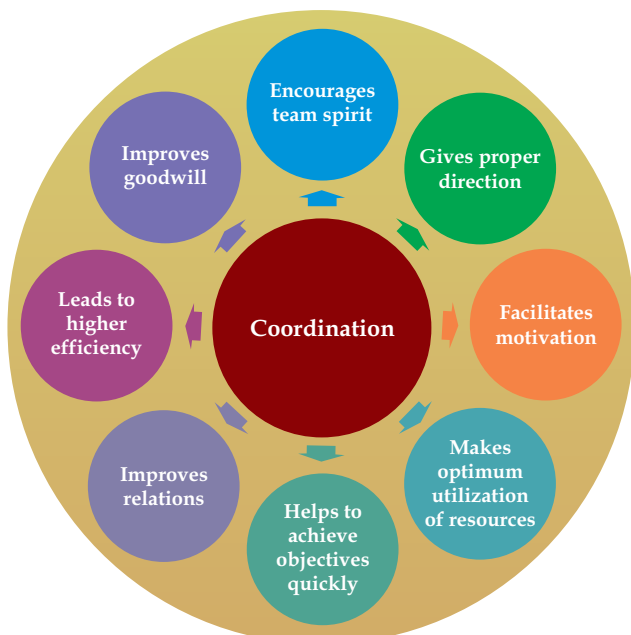


- **Playing by the rules:** The team should have a set of rules that determine its operating procedures
- **Accountability:** The team must be held accountable as a whole both for failure as well as for success.
- **Healthy competition:** Team improves relations between its members
- **Learning from each other.** Working together the members can learn different things from each other.
- **Coordination** Working togetherness of team leads to greater coordination with in the team and results into higher efficiency.



### Importance of Team Spirit

- All team members are responsible for getting success of a work.
- Team has a faster pace than an individual work.
- Cultivating team spirit helps improve the chemistry of a group and increases the probability of success.
- Multiple characteristics, unity, positive reinforcement, focus and sense of urgency help in obtaining a specific goal.
- Team spirit improves the ability of individuals to work together and boosts their morale.



Source: <http://kalyan-city.blogspot.in>



## Indoor Learning

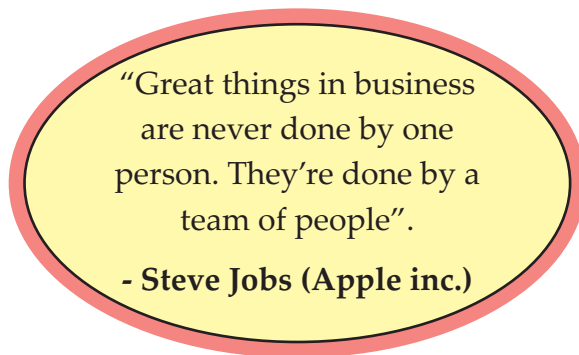
1. Film 'Chak-de-India' which is very good presentation on team spirit be shown to the learners and following questions be asked:-
  - a. Which type of game is Hockey?
  - b. What is the result when players have egos and want to show individual skills?
  - c. What happens when players have coordination and team spirit?
  - d. What is the role of the team leader in getting success?
2. Group of learners be formed and they should be asked to engage in following activities:-
  - a. **Blind fold Activity** - A circle of students is formed. One person is selected to stand in the middle of the circle blind folded. The objective and challenge for the group forming circle is to pass a box containing glass-balls around the circle without making any noise.
  - b. **Making a perfect square** - In this activity the team is given a rope, members of team are blind folded and are asked to make a perfect square with the help of rope. The coordination among the members of team will play an important role in forming the perfect square. After the activity, the analysis be made, where did the team lack - without criticising and blaming individually - as the activity is the responsibility of the team.
  - c. **Trust walk** - In this activity pairs are formed. Pairs are blindfolded and they are led on a walk around surrounding area or a course chosen by partners. This is a great activity for focussing on communication skills and developing trust on partners, team members and leader.
  - d. **Problem solving** - A situation is given to the team. Whilst on a sailing holiday an accident causes the boat to set on fire. Time is just enough to pick a few items. The team has to decide which items are top priority. Team works together and decides which item will be most essential. The team has to use its decision making skills and cooperation to prioritize the listed items.

## Outdoor Learning

3. The following activities can be organized for outdoor learning-
  - a. The learners are encouraged to play team games and play matches with the teams from neighbouring schools. On the ground they will learn the importance of healthy competition and team spirit.
  - b. The learners are taken to sports complexes and stadia for interaction with sports persons, coaches and they may also be taken to watch practice sessions and matches of team games.



- c. Camps may be organized where 5-6 groups of learners be formed. They can be given certain tasks to be accomplished. This will certainly encourage team spirit and healthy competition among the groups.



“Coming together is a beginning, keeping together is progress and working together is success”

- Henry Ford

# 15. Discipline

## Objectives

To apprise and enlighten the students about:

- Discipline and its importance in human life.
- Basic discipline norms for family, school and society?
- What is self-discipline and how to be self-disciplined in life?



## What is discipline?

Discipline has been differently defined as:

- The training that makes people more willing to obey or more able to control themselves.
- The ability to control yourself or other people even in difficult situations.
- Discipline means the observance of certain well-defined rules. For instance, some students singing a song in chorus have to maintain the same tune. Imagine a situation wherein some students are singing but every one of them in different tone. How would you feel?



# What is self-discipline?

## Self-discipline is

- Bridge between goals and accomplishments.
- Ability to control one's feelings and overcome one's weaknesses.
- Training and control of oneself and one's conduct, usually for personal improvement.
- Ability to pursue what one thinks is right despite temptations to abandon it.

In order to understand it better, let us consider some examples. Suppose someone is walking in the middle of a crowded road with heavy and fast moving traffic. What will happen? Everyday the newspapers are full of news of road accidents, some of them are fatal. Why is it so?

Think of another situation in which a class of 40 students are being taught by the teacher. Thirty seven of them are listening very attentively and three gossiping loudly, are disturbing the entire class. They are not only wasting their own time but disturbing the entire class. It is indiscipline.

Many people do not observe the rules. They choose to walk on the middle of the road instead of using the pavement. Walking or driving by following the set rules is discipline and not following them is indiscipline. So discipline is essential in every activity of life and without it the world around us would be chaotic. The discipline protects us in our day to day activities and makes the life easy.

## Importance of discipline in life

### 1. Staying Active:

Discipline is a way of positive outlook to life. It instills enthusiasm and self-confidence from within. So it keeps us active and not lazy instead.

### 2. Staying Healthy:

The good habits like taking food, having bath, exercise, waking up and sleeping at





right time are important ingredients of a disciplined life. Exercise and other regular good habits will tune the body and mind so well that a person remains always healthy.

### **3. Self-Control:**

A person with self-discipline has better self-control over himself. He is careful in his use of words while talking, his behaviour etc., distancing himself from being entangled in silly problems. This way he also builds good relations with people.

### **4. Being Focussed:**

Being disciplined helps one stay focused towards his/her work, activities or goals. Persons with strong goals are more focussed and keep up to work in time in everyday life.



### **5. Respected by Others:**

The easiest way to get respect is to be disciplined. People around and the subordinates also respect a person who is disciplined. There are chances that seeing yourself disciplined, other might consider you as a 'role model'.

### **6. Better Education:**

Education is incomplete without learning discipline. Classroom discipline helps students to listen to teachings well and also cover the entire syllabus. While coming to school in time helps them wake up early, attend nature calls, have bath and breakfast in time. Hence discipline in schools helps students to stay healthy and acquire better knowledge.

### **7. Have more time in a day:**

A disciplined person has more time in a day than an undisciplined person. So more time means, there is more chance of doing extra work or other pending works.

### **8. Stay Tension free:**

One has tension during examination or daily routine work. This is an internal anxiety or unknown fear about the outcome of the work. Staying disciplined

**“Discipline turns ability into achievement”.**

helps one study well in advance and not just before examination, so he remains tension free.

### 9. Discipline makes us successful in life:

Nature, governments, schools and individuals need a level of discipline in order to function successfully.

A disciplined person lists personal goals and works until those goals are accomplished, despite failures and setbacks. Discipline allows one to sacrifice instant gratification in favor of long-term goals.



Discipline is necessary to maintain a balance in work and play. Discipline creates self-confidence and self-esteem, which leads to satisfaction and happiness.



To be successful in life we need discipline in most of the activities such as waking up early in the morning, studying, exercising, developing new skills, fulfilling promises and working on projects.

Lack of self-discipline can lead to failures, health issues, relationship problems and other problems. Being disciplined can help one overcome negative habits, laziness and procrastination.

Self-imposed discipline ensures progress and advancement in self, families, schools and countries.

*“The one quality which sets one man apart from another – the key which lifts one to every aspiration while others are caught up in the mire of mediocrity – is not talent, formal education, not intellectual brightness – it is self-discipline. With self-discipline, all things are possible. Without it, even the simplest goal can seem like the impossible dream.”*

**- Theodore Roosevelt**

## Discipline: Setting Behaviour Expectations

1. **Decide on family rules:** A good place to start is with 4-5 family rules, which the students and their parents may be asked to observe.

- We speak nicely to each other
- We look after each other
- Everyone helps out around the house
- We look after our own belongings
- We maintain cleanliness in the house and keep our things in order

2. **Teach children what behaviour is expected:** Children learn by watching what elders do. Showing children the expected behaviour will help them learn, if parents and teachers do it themselves. For example, family sitting down together to eat meals can help children learn this behaviour.



Parents and teachers should act as role models.

3. **Praise children for good behaviour:** Always praise children for their good behaviour. When children get praise for behaving well they get the motivation to keep behaving well in future.
4. **Set clear limits and consequences:** Parents may be advised to decide on a consequence for breaking a family rule. For example, they might withhold pocket money if the child hasn't done her/his household chores. But if s/he hits her/his sibling, timeout is a better consequence. When parents use consequences in the same way and for the same behaviour every time, child knows what to expect.

## Significance of Discipline in different works of life

### 1. Discipline in Family and Society

Discipline can re-establish the lost warmth of relations which existed in joint family system and can help organising the society in a better way.

The talent without discipline is like an octopus on roller stakes.  
There is plenty of movement, but you never know if it is going forward, backwards or sideways.

*-H. Jackson Brown, Jr*

## 2. Discipline on Roads:

Strict observance of traffic rules leads to proper management of traffic on roads.

## 3. Discipline in Resource Conservation

Appropriate and disciplined use of resources leads to saving of water and conservation of energy.



## 4. Discipline Regarding Protection of Environment:

This leads to containment of various types of pollution and keeping the environment clean.



## 5. Discipline in Sports

This leads to development of sportsman spirit and team spirit in coordination.

Thus we see that discipline is important not only in the life of an individual but for an organized and developed society. A disciplined society makes a disciplined nation.



## Discipline at a Glance

**1** Discipline in life has many virtues like being focused, staying healthy and also avoiding problems. As per the current life style and social trends, discipline techniques seem to be one of the essential life skills.

**2** Discipline extends to personal life, career, work, study, life style and even social life. So it is good to inculcate student discipline in school. School discipline can help children habituate it that can be carried on for life.

**3** Discipline is a way of life, where one tries to be on time and live in a systematic way.

**4** Discipline is a habit and not an adaptation in life. So one can practice discipline for better life.

**5** Discipline is not limited to money, riches or poverty but it is just a personal orientation towards life.

**6** Discipline is one of the factors by which people judge others. Those highly talented and hard working people cannot be successful if they are not disciplined.

**7** For them more than knowledge, communication or skill, discipline played a key role in their way to success.

**8** Many successful people attribute their success to discipline.



### Indoor Learning

- (a) Students may be divided into various groups. Discussion and debate can be organised emphasising the role of discipline in the society.
- (b) Students may be asked to speak about self-discipline and discipline in the family. The student may be given 5 to 10 minutes; the best speaker may be applauded.
- (c) A short film about importance of discipline may be shown to the students.



### Outdoor Learning

- (a) Camps can be organized where the students may be taught various aspects of discipline by their own efforts.
- (b) The group managing the best camp may be rewarded.

# Logos of Police Forces

## States



Manipur Police







Union Territories

