Letter no. BSGUK/ SHQ/13117-13217/ 2026 **Date- 02-09-2026**

From,
State Secretary
The Bharat Scouts & Guides Uttarakhand

To,
District Chief Commissioners and Chief Education Officers:
Districts- Almora/ Nainital/Pithoragarh/Bageshwar/Champawat/ Dehra Dun/ Udhamsingh Nagar/ Haridwar/ Pauri/Chamoli/Rudra Prayag/Tehri/Uttarkashi/Shanti Kunj

Subject: Forwading Information regarding the upcoming Training

Dear Sir,

Please note that the State Headquarters is in receipt of the below mentioned programme(s) from the National Headquafters please find the attached mail which are to be forwarded to the eligible participants from Schools and the Degree/ PG Colleges in your respective district.

Sl no.	Circular number	Date	Subject
1.	NTC 46/2026/1323	13/08/2026	61st Course for Leader Trainers (Residential Module)
2.	NTC 47/2026/1324	13/08/2026	Course for Assistant Leader Trainers (Scout Wing) Residential Module

You are hereby requested to forward it to the eligible candidates from your district enabling them to participate in the aforesaid programmes.

Attachment(s): - Copy of NHQ Circular(s)

"Creating Better Uttarakhand"

Yours in Scouting

RAVINDRA MOHAN KALA
Digitally signed by RAVINDRA MOHAN KALA
Date: 2026.09.02 12:59:25 +05'30'

(R M Kala)
UID- BSG798627234
State Secretary
The Bharat Scouts & Guides Uttarakhand

Copy to: -

1. State Chief Commissioner, The Bharat Scouts & Guides Uttarakhand (Ex-Officio- Director Secondary Education Uttarakhand Govt.)
2. state commissioner (scout/ Guide) The Bharat scouts & Guides Uttarakhand
3. Director, Higher Education, Uttarakhand
4. Regional Officer, CBSE Regional Office Kaulagarh Road, Dehra Dun
5. Joint Director, Higher Education, Uttarakhand
6. State Organizing Commissioner (Scout/ Guide) The Bharat Scouts & Guides Uttarakhand
7. District Secretaries, The Bharat Scouts & Guides Uttarakhand Principal,
8. All PG and Degree Colleges (Kumaon and Garhwal Division) Uttarakhand State

THE BHARAT SCOUTS AND GUIDES

Creating - Better India
Since 1909

NATIONAL TRAINING CENTER, PACHMARHI

To
All the State Secretary
State Associations of
The Bharat Scouts and Guides
Indian Union

Circular No : 47 /2026/1324
Date : 13/08/2026

Sub : Course for Assistant Leader Trainers [Scout Wing] Residential Module.

Sir/Madam,

Greetings from National Training Centre, Pachmarhi.

We are pleased to inform you that the Bharat Scouts and Guides, National Training Centre, Pachmarhi is organizing the residential module of **"Course for Assistant Leader Trainers—(Scout Wing), at National Training Centre, Pachmarhi from 22.11.2026 to 28.11.2026.** The course details are as follows:-

Name of the Course	**Course for Assistant Leader Trainers [Scout Wing].**
Purpose	The aims for the training of Assistant Leader Trainers are "to introduce the principles and methods of training and to identify the purpose of Leaders training and demonstrate the methods and techniques used and their application in the interpretation of policies and procedures" of the Bharat Scouts and Guides.
Dates	From 22.11.2026 To 28.11.2026
Venue	The Bharat Scouts and Guides, National Training Centre, Pachmarhi
Reporting	22.11.2026, before registration. Reporting will be from 08.30 to 10.30 hrs. Participants will appear for reporting with proper uniform. Late comers will not be admitted.
Departure	28.11.2026, evening. Return reservation to be made accordingly. Participants will not be allowed to leave early.
Timeline	• To be registered at https://bsgevent.in by– 21.09.2026. Note- Please note that registration is on a "First Come First basis" The registration portal may close earlier than timeline, once the required number of registration has been reached. • Endorse by State Association - 22.09.2026. • Application should reach at ntc@bsgindaia.org along with all documents by– 22.09.2026.
Registration	As per the digitization process of National Headquarters all participants to be registered through at https://bsgevent.in
Weather	12°C to 25°C
Scout Guide Welfare Fund	Rs. 3500/- (Rupees. Three Thousand Five Hundred Only) to cover the cost of boarding, lodging, training materials and souvenir of Course. NO CASH– will be accepted at the time of Registration. All the payment to be made through online. UTR Number and Date, should be submitted along the application form or at the time of registration. BANK DETAILS FOR ONLINE PAYMENT Bank Name– State Bank of India Branch– Pachmarhi Branch Bank A/c No. – 11265122084 IFSC Code - SBIN0001046 **OR** **QR CODE (Attached with this circular)**
Subsidy	Subsidy @ Rs. 70/- per head per day and travelling expenses @ Rs.550/- or actual whichever is less will be reimbursed on receipt of Government Grant

Cont.2.

Eligibility	**1. At least one year experience after receiving the HWB Parchment of any section** **2. Should Assist Two Basic/ Advanced Course, after receiving HWB Parchment** **3. Run the unit effectively.** **4. Having valid warrant of appointment.**
What to Bring	Uniform : Two sets of Correct & Complete uniform as per APRO II / APRO III. Camp Kit– Other for changes, Night dress, Toiletries, Shaving Kit, Towel, Pen, Pencil, Eraser, Scale, Sketch Pen, Track Suit, Sport Shoes, Slipper, Personal medicines, Torch, any other items as per requirement of person concerned. Warm cloths as weather will be very cold. Laptop Computer and Powerpoint presentation will be helpful in training.
How to Reach	Pachmarhi is located on the Mumbai Jabalpur route, between Itarsi and Jabalpur Station. Pipariya is the nearest Railway station from Pachmarhi. The distance from Pipariya to Pachmarhi is 56 KM. Buses are available from Pipariya to Pachmarhi. Numbers of private jeeps are also available on nominal rate. The Bharat Scouts & Guides, NTC is just 05 KM. from Pachmarhi bus stand. Local Conveyance are available. Those who are coming by private Jeep can directly come up to NTC. Google location : https://goo.gl/maps/5oh3qve9UTEKUU8x8
Assessment Areas	

01	**Self Learning Modules**	**07**	**Test—on Basic Scouting Knowledge**
02	**Pre Course Assignment**	**08**	**Quiz / Test— on Scouting for Boys, (Camp fire yarn no. 1-14)**
03	**Uniform**	**09**	**Test on– Wolf Cub Hand Book– 1-8 Bite—OR AID to Scout Mastership–The Boy and Scout– 2&3—OR Rover to Success Rock—Horse , Wine, Women**
04	**B.P.Six**	**10**	**Leadership, Sprit**
05	**Lesson Demonstration**	**11**	**Punctuality**
06	**Games Demonstration**		

Self Learning Modules	Attached herewith
Pre-Course Assignment	To be sent with invitation letter
Completion of Safe from Harm (SfH)	Each participants should complete the "SAFE FROM HARM" e-learning through the provide link https://lms.scout.org/courses/show/214280 as a pre course assignment and print out the certificate to be submitted at the time of reporting

1. Candidate should apply through **https: //bsgevents.in.** subsequently the same will be approved / rejected by the concerned state association.
2. Candidate should submit a hardcopy of related documents as mentioned at the time of reporting.
3. It is advised that amount for SGWF to be transferred online at the time of reporting.
4. State Training Commissioners are requested make use of this opportunity.

Your co-operation is highly solicited

Thanking you.
Yours in Training,

Smriti Sourabh Ray
Deputy Director of Scouts
(Leader Training)

Encl. :
1. Self learning Module.

Copy to :
1. All the NHQ office Bearers.
2. The Growth Manager –Membership Growth Cell, BSG, NHQ.
3. All Assistant Directors – with a request to ensure participation from their region
4. All the State Training Commissioner (Scout).

From No.05 ALT

Application for Course for Assistant Leader Trainers (SW)

To

The Dy. Director (S) Ldr. Trg.
Bharat Scouts & Guides,
National Training Centre,
Pachmarhi, M.P. 461881.

Passport Photo in Uniform

Sir,

I hereby apply for the Course for Assistant Leader Trainers to be held at NTC Pachmarhi from _____to _____

1. Name of State : .....
2. Full Name (In Block Letters) : .....
3. Full Home Address : .....

.....

.....

..... PIN Code : .....

E-mail ..... Mob. .....

UID .....
Online Membership Registration – visit and register at www.bsgindia.org

4. Occupation / Employment : .....
5. Where employed / How long : .....
6. Date of Birth : .....
7. Educational Qualification :
8. Whether have been a Cub / Scout / Rover, if so give details, Place, Years etc. :
9. Service in the Movement as an Adult Leaders. Give details. Rank, Years, Warrant Nos.
10. List of books on Scouting you have studied.
11. Scout subject in which you are well versed.
12. I now hold warrant for rank (Photocopy enclosed) : ..... Warrant No. _____ Date _____ Valid till _____
13. Past training details

Sl	Name of the Course	From	To	Place	Certificate No. & Date	Leader of the Course
1	Basic Course					
2	Advanced Course					
3	HWB Course					
4	Pre-ALT Course/HWB Course					

Cont.- 02

14. Training Courses Assisted after Pre-ALT./ **HWB Course**

Sl.	Name of the Course	From	To	Type of work done	No. of Participant	Leader of the Course
1						
2						
3						
4						

* Produce Certificate issued by Competent Authority.

15. Any special interest / skill : _____

Signature of the Candidate

Recommendation

The applicant Mr/Ms..... is an active Unit Leader of ..... LA/DA and is interested to spare his services in the area of Unit Leaders Training. We recommend that he / she may be admitted to the Course for Assistant Leader Trainers (SW). **His /Her Hon'ble Charge may be issued on successful completion of the course**

Signature of State Secretary **State Training Commissioner (Scouts)**

Encl :

1. Photocopy of HWB Parchment
2. Photocopy of Pre-ALT certificate / **If any**
3. Unit Running Certificate
4. Course Assisted Certificate by LOC/STC(S)
5. Attested copy of valid warrant.

USE FOR THE NTC OFFICE

Admitted in the Course from ..... to .....

Observations if any :

DY. DIRECTOR (S) LDR. TRG.

Annexure 'A'

UNIT RUNNING CERTIFICATE

This is to certify that Mr. / Ms. / Mrs. …… Cub Master / Scout Master / Rover Scout Leader of (Name of the Unit) ……..... .. ……..……. His / her Warrant No. is . ……... ……...…….. dated …… and Group Charter No. is …… dated ……... He / she is running Unit effectively.

Dist. Org. Commr. (S)	**Dist. Trg. Commr. (S)**	**District Commr. (S)**
Name ……..	**Name ……..**	**Name ……..**
District ……	**District ……**	**District …….**

****

Annexure 'B'

COURSE ASSISTED CERTIFICATE

This is to certify that Mr. / Mrs. / Ms. …… Cub Master / Scout Master / Rover Scout Leader of (Name of the Unit) ….. …… ……..…. has assisted full time during Basic / Advanced Course for Unit Leaders of Cub / Scout / Rover section was held at …… State …… from ……. to …….

Leader of the Course (ALT / LT)

Name : ……

Hon'ble Charge No…….

Form No.08 ALT

The Bharat Scouts & Guides, National Training Centre, Pachmarhi (M.P.)

Recommendation for appointment as Assistant Leader Trainer (Scout Wing)

Passport Size Colour Photo In Scout Uniform

1. Name of the State Association : .....

2. Name of the Candidate : .....
(Block letters)

3. Full Postal Address : .....

.....

..... Pin Code | | | | | | |

E-mail ID : ..... Phone/Mob. .....

UID _____

Online Membership Registration – visit and register at www.scout.ind.in

4. Date of Birth : D | | | M | | | Y | | | | | Age : ..... Years.

5. Educational Qualifications : .....

6. Name of the Group : .....

Registered from : ..... Warrant No. ..... Date : .....

7. Completed HWB in Cub/ Scout/ Rover : .....

Name of District ..... Place .....

8. H.W.B. Parchment No. & Date: Parchment No. ..... Date .....

9. Pre-ALT Course / **Option-** : Certificate No. ..... Date .....

10. Current Rank/ Position In the Movement _____

Date_____ **Signature of the Applicant**

(Cont-2)

TO BE FILLED BY STATE TRAINING COMMISSIONER (S)

Shri/ Ms. ……
is an active Scouter of our State

	Remarks
Scouting Knowledge	
Leadership Qualities	
Willingness to spare time	
Warrant Holder	

Honourable Charge of Assist Leader Trainer may be issued his / her favour

State Training Commissioner (S)

State Chief Commissioner

FOR THE USE AT NATIONAL TRAINING CENTRE

11– Details of Training Course after completing Pre ALT / HWB Course

Courses Date	Venue	LOC	Cert. No./Date

Recommendation received on :_____

Recommendation for appointment: _____

Dy. Director Scout (Leader Training)

Chief Commissioner (Scouts)

Chief National Commissioner

Honourable Charge No. : _____ Date :_____ Issued On : _____

Merchant Name : THE BHARAT SCOUTS AND GUI

UPI ID : 11265122084@sbi

BHARAT INTERFACE FOR MONEY

UNIFIED PAYMENTS INTERFACE

भारत 2023 INDIA

वसुधैव कुटुम्बकम्

ONE EARTH • ONE FAMILY • ONE FUTURE

BANK DETAILS FOR ONLINE PAYMENT

Bank Name - State Bank of India

Branch - Pachmarhi

Bank A/c No. – 11265122084

IFSC Code - SBIN0001046

Remove Watermark Wondershare PDFelement

THE AWARD RELATED TO COMMUNITY DEDEVELOPMENT.

Introduction:

An awards ceremony makes people feel that their work is valued. It shows approval and gratitude for each person's good job, and it makes people aware that good work will be rewarded. It shows others, such as the general public and other staff members, that you're aware of outstanding accomplishments.

I PRIME-MINISTER SHIELD COMPETITION

Scout/Guide Units working in the field of Community development for at least a year are judged at the State level recognized at the National level and are awarded Certificates & Shields. Members of Winning units and their leaders are awarded certificates and shields by the Prime Minister of India.

PURPOSE:	Motivate Scouts and Guides of the country to play their useful role in the service of the nation and in the movement.
PERIOD:	The Competition will cover the period from 1st July every year to 30th June of the succeeding year.
METHODOLOGY:	• The Competition will be held in four subjects and is open to all Scout Troops/Guide Companies. • Competition will be separately for the Scout and Guide Wins. • State Association will give wide publicity and invite applications. The State Association Will forward application forms along with a registration fee Rs. 10/- per unit to NHQ.
ELIGIBILITY:	• Minimum of 2 competing Districts. • A competing district is one, which registers at least two units.
LOG-BOOK:	• To be maintained by competing Units. The Log Book should be preferably 15'X12' in size.
JUDGING:	• Division/District recommends best unit in each group to state. State recommends one best among each group of subjects to NHQ. • A state can get 3 Shields for Scouts and 3 Shields for Guides.
AWARD:	• In State, the Scout Troop, Guide Company standing first and gaining 70% and above marks will be awarded Prime Minister's Shield and a certificate signed by the Prime Minister. • All participating units, which gain more than 50% marks in the group of subjects, will be awarded a certificate of Merit signed by the Prime Minister.
PROJECT AREA:	The area of work for Unit will be selected by respective Units and approved by the District Commissioner. It shall not be less than 30 families and not more than 50 families.

Remove Watermark Wondershare PDFelement

PRIME MINISTER'S SHIELD COMPETITION

1. **Preamble:** The Prime Minister of India has bee pleased to permit the Bharat Scouts & Guides to initiate a competition on an All India level.

2. **Purpose:** The purpose of instituting the competition is to make an effort to motivate the Scouts and Guides of the Country to play their useful role in the service of the nation and in the Movement.

3. **Period:** 1st July in every year to 30th June of the succeeding year.

4. **Methodology**
   - Separate for Scout / Guide Unit.
   - 2 Subjects compulsory – Subject No. one compulsory, Subject No. 2 as per the interest / choice of the Troop / Company.

5. **Eligibility**
   - Minimum of two competing Districts.
   - A competing District is one which registers at least 2 units.

6. **Registration**
   - Registration for the competition at National Headquarters. through Headquarters.
   - Registration Fee. Rs. 10/- Per Unit.
   - Registration must be completed before the end of the May.

7. **Judging**
   - The record maintained will be send by the Unit to their District / Divisional Headquarters by 30th July of the succeeding year.
   - The District Association will judge these records of the Units and forwarded to the State Headquarters by 30th August.
   - State Association will judge these records and forward to the National Headquarters by the 30th Sept. The records of the Unit standing first.
   - The National Association will declare the results of each State on the basis of these records.

8. **Panel of Judges:** Dist. Level. State Level. National Level.

9. **Awards:** Troop / Company – Standing 1st in each group of subjects and gaining 70% & above of the total will be awarded the Prime Minister Shield and Certificate signed by the Prime Minister.

10. **Project Area:** The area of work for each Unit will be selected by the respective Units and approved by the Dist. Commissioner concerned.

11. **Log Book Sizes:** The Lob Book of Prime Minister Shield Competition should be preferably 15" X 12" and not exceed 18" X 15" in size.

Remove Watermark Wondershare PDFelement

II UPA - RASHTRAPATI AWARD

Rover/Ranger Units are also encouraged to promote projects for the development of community. The best units selected at State level are recommended for awards at National level in the name of Upa-Rashtrapatiji, (H.E. the Vice President of India) who is the Patron of B.S. & G

PURPOSE:	Motivate Rover/Ranger to play their useful role in serving the community and the movement by taking up concrete community service and community development Projects.
PERIOD:	The Competition will cover the period from April every year to 31st March of the succeeding year.
METHODOLOGY :	• The Competition will be held in three categories and is open to all Rover Crews and Ranger Teams in the Country. • The competition will be held separately for the Rover and Ranger sections of the Movement. • The Rover Crews and Ranger Teams will participate in all the three categories prescribed for this competition. • The State Association will give wide publicity and invite applications from the Units intending to participate in it by filling the Registration Forms, which may be obtained from the State. The State Association forwards the Registration to NHQ along with a registration fee of Rs. 10/- per unit.
ELIGIBILITY:	Minimum 4 competing Districts. • A Competing District is one which registers at least one Unit from Rover/Ranger Sections.
LOG BOOK:	To be maintained by Competing Units.
JUDGING:	The Log Book of the best Unit one each from Rover and Ranger Sections will be sent for consideration of the State level panel of judges according to the present time schedule. The State Level panel of judges will select the best two from the entries received and recommend the same to NHQ for the awards.
PROJECT AREA:	The area of work will be selected by respective Units approved by the District Commissioner concerned. It shall not be less than one basti / hamlet and not more than 3 Basties / hamlets.
AWARD:	• In each State the Rover crew and Ranger Team Standing First and gaining 70% and above marks will be awarded the Vice-President's Merit Certificate along with a Shield by the Vice – President.

Remove Watermark Wondershare PDFelement

	• All the Units which gain more than 50% marks in all the categories but less than 70% will be awarded a participation certificate signed by the National Commissioner.

UPARASHTRAPATI AWARD COMPETITION

1. **Preamble:** The Vice-President of India has been pleased to permit the Bharat Scouts and Guides to initiate a competition on an All India level.
2. **Purpose:** To make an effort to motivate the Rovers and Rangers of the country to play their role in serving the community and community development.
3. **Period:** July 1st to June 30th.
4. **Methodology:** The competition will be held separately for the Rover and Ranger sections of the Movement.
5. **Eligibility:** A Minimum of 3 competing Districts.
   B A competing District is one which registers at least one Unit from Rover / Ranger Sections.
6. **Registration:** Applications forms duly forwarded by the State Association along with a registration fee of Rs. 10/- (Rupees Ten only) per Unit. Registration at National Headquarters must be done before the end of September.
7. **Judging:** Unit will maintain a record of the activities undertaken by it in a Log Book issued by the NHQ.

   The record thus maintained will be sent by Units of their District / Divisional Headquarters by 31st October, forward to the State Headquarters, forward to the National Headquarters by 30th December. The National Association will declare the results of each on the basis of these records.

8. **Panel of Judges.**

The Divisional / District / Local
1. President
2. District Chief Commissioner
3. District Commissioner (Scouts / Guides)
4. District Organising Commissioners
5. District Training Commissioners

The State level panel of judges
1. President of the State Association
2. State Chief Commissioner
3. State Commissioner
4. Headquarter Commissioner
5. Regional Organising Commissioner
6. State Organising Commissioner
7. State Training Commissioner

National level panel of judges
1. President of the National Association
2. National Commissioner
3. Chief Commissioner (Scouts)
4. Chief Commissioner (Guides)
5. Jt. Director of Scouts
6. National Headquarters Commissioners

At least 3 of the above will form the quorum

9. **Award**

   1. In each State the Rover Crew and Ranger Team standing first in the competition and gaining 70% and above marks of the total will be awarded the Vice-President's Merit Certificate by the Vice-President.

Remove Watermark Wondershare PDFelement

2. Each award winning Unit will be invited to send its Sr. Rover / Ranger Mate, Rover Scout Leader / Ranger Leader to a special Rally where these awards will be presented.
3. Each Unit obtaining the participation certificate will be invited to send its Rover / Ranger Mate and Rover Scout Leader / Ranger Leader to this Rally to receive the Certificate.
4. The Rover / Rangers of the Unit Obtaining the Certificate of Merit will also be awarded individual certificates which will be presented to them in the Rally.

10. Project Area

The area of work for each Unit will be selected by respective Units approved by the District Commissioners concerned. It shall not be less than one basti / hamlet and not more than 3 basti / hamlets preferably near their group headquarters.

11. Subject for Competition

- Category – 1: Self Development.
- Category – 2: Service within the Movement.
- Category – 3: Service outside the Movement.

III LAXMI MUZUMDAR AWARD

WHAT	Lakshmi Mazumdar Award is to honor the memory of Ex-National Commissioner Mrs. Lakshmi Mazumdar and to keep alive her contribution to the Movement.
PURPOSE	To recognized the Outstanding Involvement in the Community for • A Community Service or Community Development Project organized by the Registered Units of the Bharat Scouts and Guides in the locality. • A long term or a short-term Project • A small or a large Project within the country/State
NOMINATION	Nomination to be sent in the prescribed format along with relevant supported documents by District Chief Commissioner through State Chief Commissioner
PERIOD	One Year (1st August to 31st July every year)
ELIGIBILITY	One entry from each section of both the wings separately i.e. Scout, Guide, Rover, and Ranger
LAST DATE OF NOMINATION	31st July at N.H.Q.
AWARDED TO	Scout Troop, Guide Company, Rover Crew and Ranger Team
LOG BOOK	Log Book must be prepared and submitted to N.H.Q. by 30th Sept. Log Book must contains the detailed report of activities, participants list, activities photographs, news cutting if any, certificate of recognition of work if any.
JUDGING	By Committee of 5 Judges appointed by the Chief National Commissioner

Remove Watermark Wondershare PDFelement

SELECTION	On the recommendation of DCC through SCC, a panel of 5 judges at N.H.Q. will be declared the name of Award-Winning Units.
RECOGNITION	• A Certificate will be presented to the winning Group/Unit from each section and a copy to be presented to the State Association at the National Council Meeting. • Unit Leaders and participants of the winning units will get the certificate signed by the Chief National Commissioner • A Certificate of recognition will be awarded to each group entry for the Lakshmi Mazumdar Award in tribute to the outstanding service.

Note: Work on the following Proficiency Badges can be done for the above awards:

Scout Proficiency Badges

1. Aids Awareness
2. Cancer Awareness
3. Community Worker
4. Drug Awareness
5. Disaster Management
6. Friend to Animals
7. Leprosy Control
8. Nutrition Educator
9. Public Healthy Man
10. Rural Engineer
11. Rural Worker
12. Sanitation Promoter
13. Soil Conservator
14. Solar Energy Awareness
15. World Conservation

Rover Proficiency Badges

1. Blood Donor
2. Civil Defence
3. Community Worker
4. Population Education
5. Soil Conservation
6. World Conservation

Wondershare PDFelement

AWARDS RELATED TO COMMUNITY DEVELOPMENT PROJECTS.

Introduction

Community: is a Social Group having many characteristics of society.

Development: is a process of growth from a state of dependence to one of autonomy.

Community development means the development of the people of a community. It is a term that refers to the assessment of the needs problems and resources of the community and trying to solve them to the best of their efforts with the active participation of all.

The United Nations has defined the term community development as a process by which the efforts of the people themselves are united with those of the governmental authorities to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of the nation and to enable them to contribute fully to national progress. It is a movement designed to promote better living for the whole community with active participation and initiative of the community.

Objectives:

By the end of the module, the participants will be

1. Able to define community development.
2. Explain community development programmes.
3. State the steps of community development programmes.

Thought of Reflection

Community development is an academic discipline that is aimed at promoting participative democracy, stable development, human rights, equal opportunities, and social justice, through organizing, educating and empowering people within the communities. Community development is a process in which community members take collective action to generate solutions to existing problems. The economic, social, environmental and cultural welfare of the community often evolves from this type of collective action. Community development actions can be either initiative within a small group or a broader community. Community development is a broad term that defines the practices of civic leaders, activists that are aimed at involving citizens and professionals in the various aspects of community life to build stronger and more stable local communities. Community development is a professional discipline, and a practice-based profession focused on promoting participative democracy, sustainable growth, increasing the number of economic opportunities, improving social justice, through organising, educating and empowering people in the urban and rural communities.

The development objective of the Community Development Project is to establish an effective and sustainable instrument to improve the living conditions and the economic status of disadvantaged communities.

Development Projects: Community Development Project is a new experiment in the development and planning activities of the world. Such a project has been specially launched only in Asian Countries.

The Community Development Programmes are based on the following principles.

1. Drawing programmes for fulfilling various needs of the community.
2. Involving people in planning and developmental activities.
3. Bringing about material as well as psychological betterment.
4. Teaching rural people the political set-up in democracy.
5. Creating the local leadership.
6. Drawing up national policy for the development of the country.
7. Setting up cooperative societies for carrying out development works.
8. Development based on socialism.

Programmes of Community Development:

The Community Development Project has a large number of programmes intended to bring about changes in the rural community. The programmes included in the project are as follows:

1. **Agriculture: development** of the Agriculture sector is the first aim of community development. The facilities include providing improved means of implements to the agriculturists, providing them with improved seeds and better irrigation facilities and

so on. The real task is to bring about the improvement in agriculture so that the condition of the rural society may improve.

2. **Development of Communication**: rural conditions improve only when the means of communication and transport in rural areas are developed. The project aims at the construction of new roads and also improving transport and communication facilities.
3. **Development of Education**: The Constitution of India envisages compulsory primary education. It stresses adult education. Under the Community Development Project centres of social education, night schools and other institutions for imparting education have been planned. Apart from these libraries, reading rooms and centres of social education has to be set up. These institutions aim at expanding education and extension of educational facilities.
4. **Development of Health Services**: To improve the standards of rural life, one has to change facilities regarding health needs improvement. It is done by providing facilities of medical and health services, maternity and child welfare services, etc. provision of health services is one of the development measures taken up by the Community Development Project.
5. **Employment Facilities**: Rural societies are characterized by seasonal employment, as agriculture is the only means of livelihood. It also suffers from unemployment and underemployment. Community Development Project aims at setting up small scale cottage industries in rural areas, through which employees could be provided for rural people.
6. **Housing Facilities:** Rural areas in India suffer from a lack of proper houses. The houses in rural do not have basic facilities and are unhygienic. The development programmes include providing better housing facilities.
7. **Social Welfare Activities**: Social welfare activities such as providing better facilities for recreation, women's education have been taken up in Community Development Project.

Steps for Initiating Community Development Project:

Step 01: Goal Setting

Step 02: Understanding the people in the community

Step 03: Identify the opportunities, problems and issues in community development.

Step 04: Prioritize issues and problems

Step 05: Resource mapping

Step 06: Plan and prepare the activity

Step 07: Prepare the design for implementation.

Step 08: Prepare time and cost estimates.

Step 09: Implementation of community development activities and programmes.

Step 10: Documentation of the activity.

Step 11: Monitoring.

Step 12: Evaluation

Step 13: Recycle the planning and implementation process.

Conclusion:

Community development is a wholesome approach to community problems and cannot be inclined to one line of argument. Due to the interdependency of the community development system, borrowing from other disciplines is inevitable pre-empting the reason why community development cannot have just a single approach.

Therefore, community development should be open-ended to allow for freedom of participation as well as involve the doctrines of human society.

An Attempt to Recollect

Having gone through it so far, you can now try to test your memory by answering the following question.

1. What is a community?
2. What is the main objective of a community development project?
3. What are the conditions of houses in rural areas?
4. What is development?
5. What is the most important step in a community development project?

For Further Reading:

- Briggs, Xavier de Souza, and Elizabeth Mueller and Mercer Sullivan, From Neighbourhood to Community:
- Ferguson, Ronald F. and William T. Dickens, eds., Urban Problems and Community Development.
- Grogan, Paul and Tony Proscio, Comeback Cities:
- Towards Shared International Standards for Community Development Practice.

How much have I got it right?

Here are answers to your memory test:

1) What is a community?

A: A community is a Social Group having many characteristics of society.

2) What is the main objective of a community development project?

A: The development objective of the Community Development Project is to establish an effective and sustainable instrument to improve the living conditions and the economic status of disadvantaged communities.

3) What are the conditions of houses in rural areas?

A: The houses in rural areas do not have basic facilities and are unhygienic.

4) What is development?

A: Development is a process of growth from a state of dependence to one of autonomy.

5) What is the most important step in a community development project?

A: the most important step in a community development project is setting a goal.

THE BHARAT SCOUTS AND GUIDES.

NATIONAL TRAINING CENTRE. PACHMARHI.

The selection of staff for the Courses.

Introduction.

The selection of course staff for different courses of BSG training is mainly depend upon the purpose of that particular training. There are two types of training, i.e., Unit Leaders training and Adult Training.

The Unit Leaders training is based on Boy, Girl Programme. The policy endorses Scouting Method as a means of enabling adult leaders to gain the necessary knowledge, skills, attitudes and values for the delivery of a high-quality Boy, Girl Programme related to the new education policy.

Training of Adults promotes to gain necessary knowledge, skills, attitudes and values for the development of adult members to fulfil their roles and achieve the Mission.

Objectives of Module

By the end of this module, you will be able to:

i. explains the necessity to increase the quality of the Boy, Girl Programme.

ii. builds individual skills and experience that are of value in our lives beyond Scouting and Guiding.

iii. create more opportunities for new leaders to take more responsibility and bring new ideas for the organisation.

iv. define new focus on Learning and Development.

v. explains the purpose of adult leaders training.

vi. select the appropriate and qualitative staff for the course.

Staff needed for the Course.

1. LOC- Leader of the course- 01.

2. ALOC-Assistant Trainer-01.

3. Helper Trainers-03.

4. Tutors or counsellors-04.

5. Quarter Master (Food)-01.

6. Quarter Master (Gear)-01.

7. Support Staff-04.

Leader of the Course

The purpose of the training is to help leaders and adult leaders to increase their knowledge, develop their skills and modify their attitudes. The Training Process is a dynamic process of change leading to personal development and increased job performance. Trainers will be Active, playing the roles of stimulators, facilitators, solution givers and mostly resource agents. The leader of the course is a responsible person for the entire training process and learning of adults. He is responsible for everything but does not do everything.

Qualification of LOC

Leader of the HWB Course: Leader trainer (L.T.) of respective wing.

Leader of the Other Course: Leader trainer (L.T.) or Assistant Leader Trainer.

Appointed by- State Training Commissioner (STC) and authorised by Deputy director of Leader training of respective wing. i.e., DDS(LT) or DDG(LT).

Assistant Trainers and Helpers

Helper trainers are also playing a supporting role for LOC. Those who are working with Boys and have the experience to implement, especially the Boy girl programme, are especially practical Scouters. They are also qualified Unit leaders, who are prepared to spend time and receive training. They are willing to work as a member of the Team. When we select the staff members, The LOC must know their interest in practical as well as theoretical subjects. The Pre-training for them will be through sending Handouts, briefing sessions in advance and daily meetings.

JOB: To Perform Duties allotted by the Leader. Help to maintain the proper spirit of the Course.

Qualification of Assistants Trainers

The Assistant Trainers must be ALT for the respective Sections. Cub/Scout/Rover, as the case may be. Their recruitment will be done from

among the unit leaders. They may be appointed by professionals and HWB holders. They must be Leaders of the Adults.

Recruitment of Counsellors & Tutors

The counsellors play an important role as a communication bridge between Trainers and Trainees. To feel more at peace, at ease in daily activities, more comfortable and joyful environment in courses, counsellors are needed. The participants must feel connected, which reduce the stress at the workplace. The selection of counsellors from amongst the staff (LTs or ALTs) depends upon Courses. The selection is mainly based on being very experienced, able to interrupt adjustability, toleration and stay for the whole duration. The Pre-training for them will be through sending Handouts, briefing sessions in advance and daily meetings.

JOB: Help to Guide and advice Trainers for sessions and daily routine. They play important role in helping the assessment of trainees.

Quartermaster (Gear & Food) Recruitment.

The Quartermasters are recruited amongst the Unit leaders and non-executive or honorary rank bases. They may be parents also. In the everyday staff meeting, they give feedback for smooth going of courses.

Selection of QM: Those who have experience in Marketing, account keeping and feeding are invited. The quartermaster should have knowledge of the prices of materials needed. He must be resourceful, helpful and hard working. He should be appointed before the course and available.

Training: Through the special courses are conducted for gaining experience for this duty.

Job: Arrange and issue all the equipment before, and be responsible for returning and properly storing.

i) Prepare the Camp menu. (Day today)

ii) Arrange and supply food in time.

iii) Have control over Kitchen staff.

iv) Arrange resource materials before needed.

v) Help brotherly to participants and in support and guidance of LOC.

Supportive Staff

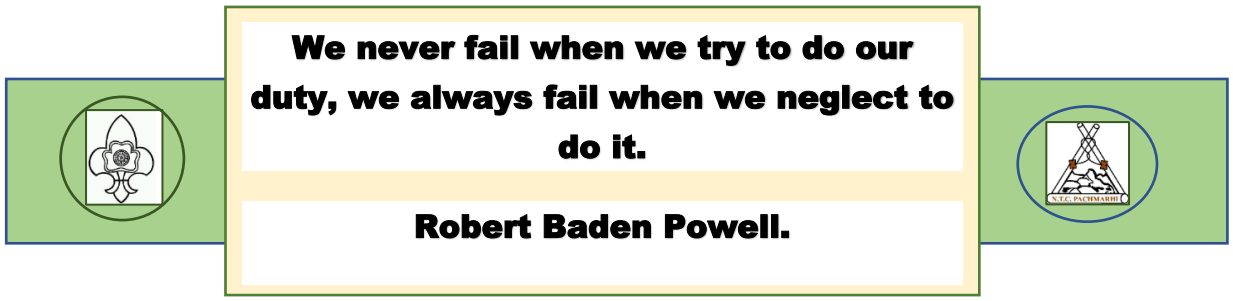
Supportive staff are responsible to keep the tempo of courses.

Kitchen Staff: The selection of Kitchen staff amongst the regular staff of the Association or voluntarily supported as per need. If possible, recruit Rovers for these duties.

Duties other than Kitchen: To keep camp records, handouts, typing and office work.

Conclusion

In brief that all the staff plays their roles in formal as well as informal training. The quality, of course, decides the quality of programme implementation. The course staff experience service for Scouting, LOC must give opportunities to take responsibilities and work in a friendly environment. The purpose of Adult Training must be fulfilled during the course. The most important thing is that evaluate the course activity during and after the course for feedback.



THE BHARAT SCOUTS AND GUIDES.

NATIONAL TRAINING CENTRE. PACHMARHI.

CREATING LEARNING EXPERIENCES

INTRODUCTION

Everything we learn comes from our experiences, that's a fact. An experience is any situation you encounter that takes an amount of time and leaves an impression. These experiences don't necessarily have to take place in an educational setting like a school. They can take place at home, outside, in the office, or anywhere else.

Not every experience is as educational in training. Some experiences can be straight out boring or annoying. Fortunately, we've all had experiences that were very educational and that will last a lifetime.

OBJECTIVES

By the end of the session participants will be able to: -

1. Explain what is meant by learning experience (L.E.)
2. List out the important characteristics of learning experiences.
3. Name/ mention various factors which should be kept in mind while creating learning experiences.
4. Write the steps of the process of creating learning experiences.
5. Explain the advantages of practical learning experiences.

LEARNING EXPERIENCES

A learning experience is an opportunity or suitable situation created for the participants to learn something by listening, observing, or involving themselves practically to learn by their own effort. It is also an opportunity for the application of knowledge, (skill) & attitude obtained; in a created situation or actual situation.

Whatever efforts will be made by the trainees and the trainer to achieve a particular objective in a given time are included in learning experiences. The trainer should give such a Learning Experience that can involve all classroom learning activities, strategies, and attempts made to learn a particular topic, subtopic, skill or attitude, etc. in a 'simulated' or real learning situation.

'Learning by doing is one of the fundamentals (method) of Scouting. By listening to explanations or seeing a demonstration, participants may not be trained

well. They should experience. forget; what we see, we remember; and what we do, we retain. Games competitions, group discussions, projects, workshops, activities are tools for the application of knowledge, skill, and attitude.

Hence a trainer should be proficient in creating/planning good and interesting learning experiences (reducing lecture and talk) on almost all topics of a course so that training may be interesting, enjoyable, and long-lasting by which participants may get trained to do their job.

CHARACTERISTIC OF LEARNING EXPERIENCES

1. Learning experiences are goal-oriented. A learning experience will make no sense if you don't reach your goals. Choosing and formulating the right goals is an important part of designing a learning experience. This can be quite a challenge, depending on the scale and complexity of the experience that you are designing. Coming up with activities that enable the learner to actually reach specific goals is vital to a great design. That's where a thorough and innovative approach, like working with the Learning Experience Canvas, can really make a difference.

2. Learning experiences depend upon the activities of a learner as well as instructor, (trainer). This means that students are not just sitting at their desks listening to lecture after lecture. This is not teacher-directed learning. It is student-led learning where your class is up and moving and exploring the world around them. This could look like something as simple as taking a community walk, field trip or even virtually connecting with other students or relevant special interest groups.

3. Learning experiences become more effective if based on individual/social/situational needs. Each learner is a unique personality, and when we speak about how adults learn, we're not implying that all adult learners are exactly the same. There are no definitive adult learners' characteristics and needs that apply to everybody. And there definitely are different types of adult learners and different ways adults learn.

4. Learning experiences are transferable in education, **Authentic learning** is an instructional approach that allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner.

5. Providing learning experiences is a strategy and not a product. Among the various adult learners' characteristics and needs, one of the most consistent traits is

that adults don't care about abstract theories, but practical results. Being able to see the immediate tangible benefits from their training is what draws them to learning. In other words, their training has to enable them to perform tasks faster and better, or to do things that they couldn't do before.

6. Learning experiences may be framed for each area of learning – Cognitive, Affective, and Psychomotor (knowledge, attitude, and skill). When working with adult learners, you should cut any unnecessary theoretical background from your training content. Keep only the essential parts, and enrich your training with simulations and real-life case studies that facilitate knowledge transfer. Incorporate on-the-job training sessions that teach your learners specific skills that they'll be able to apply to their own everyday workflows.

7. Learning experiences become more effective if learners' participation is actively involved.

Most adults learn through experience. That's how they learn their most important work and life skills. Even the things that we've been taught at school only actually sink in after we've used them in practice. Adults also love to share their experience in a subject matter—which you can leverage to have your adult learners to teach one another.

Start by integrating forums, discussions, and real-time chats into your learning program to help your learners swap stories and experiences with their peers. They will learn more through this impromptu collaboration, and they'll enjoy the learning process more as well.

Adults are characterized by maturity, self-confidence, autonomy, solid decision-making, and are generally more practical, multi-tasking, purposeful, self-directed, experienced, and less open-minded and receptive to change. All these traits affect their motivation, as well as their ability to learn. So let's see the adult learners' cognitive and social characteristics, and what instructional designers need to know in order to create the right course content and structure, and adjust their attitude.

FACTORS OF LEARNING EXPERIENCES

(I) Age of learners.
(II) Needs of learners.
(III) Nature of experience
(IV) Previous experience.
(V) Maturity level of learners.

(VI) Capabilities and abilities of learner.
(VII) Time available.
(VIII) Readiness of the learner.
(IX) Attention and interest of learners.
(X) Suitability of the time.
(XI) Resources available.

HOW TO CREATE LEARNING EXPERIENCES

1. Formulate objectives of the task.
2. Use Task-Analysis techniques (systematic analysis of the topic or task) to be select them / sub-theme / focus.
3. Have a comprehensive view of the focus.
4. List out and select appropriate learning activities.
5. List out the most suitable aids you can use.
6. Name the most suitable strategies to be employed.
7. Decide the learning situation – Real/simulated (If simulated situation – think, and assign roles to be played, if any)
8. Summarize the steps of learning experiences to be given.
9. Review these steps in relation to the objectives, need, age, ability etc. of the learners.
10. Take the final decision.

How many times have you completed a training exercise, returned to the job to apply your new knowledge, and thought, “Wait, how do I do this again?” The time spent partaking in the learning experience seems unjustified when retention rates plummet and job performance wanes.

Keeping a list of best practices in instructional design on hand will allow you to design learning experiences that get the job done – that is, change behaviours and improve performance on the job.

SOME IDEAS FOR BETTER LEARNING EXPERIENCES

BUILD-IN DAILY PRACTICE

No one ever mastered a skill on the first try. Understanding concepts, definitions, and theories do not equal capability. If this were so, doctors would skip a residency program and jump straight to treating patients without supervision. Why

shouldn't they? Four years of grueling medical school should have prepared them for the real world, right? **So practice makes a man perfect.**

ENCOURAGE SOCIAL LEARNING

Social learning means information sharing. Information (Handouts and learning material) shared is information repeated, and repetition increases retention. Small group exercises, on-the-job mentoring, and learning networks, whether formal or informal allow learners to bounce questions and ideas off one another, creating learning experiences that foster memorability.

BREAK LEARNING INTO SMALLER PARTS.

Learning can be overwhelming when viewing the big picture. Breaking down information into digestible chunks or microlearning allows learners to master a section before moving on. Eventually, the chunks create the whole. Structure your learning experience so learners complete small segments at a time.

FOCUS ONE AT A TIME

No matter how hard we try, the brain cannot actually multitask. People who believe they are multitasking are actually switching between two tasks very quickly. Whenever this switch occurs, a cognitive switching penalty takes place. Basically, the brain wastes time and loses information while rebooting. Create the learning experience to allow learners to have a singular focus.

MAKE LEARNING VISUAL

Vision trumps all other senses in learning. This doesn't mean throwing all information upon a PowerPoint. It does mean that utilizing video, posters, flow charts, flashcards, and other visual focal points will keep your learner engaged. If in the classroom, consider providing your learners with highlighters, pens, and pencils to color code or recreate by hand the visuals they've seen during the learning experience.

LEARN IN CONTEXT

With this in mind, classroom training isn't always appropriate, especially when learning a new topic or session. Seek to create learning experiences that reflect the environment in which the learner will use the information with his previous knowledge.

USE SPACED REPETITION

As you probably remember from high school, cramming doesn't produce long-term results. To ensure long-term retention, spread out your learning. Studies have shown that recall improves when learners take a break during tasks. As a general rule, it's better to study or partake in a learning experience for 20 minutes a day, than for two hours one day a week. Avoid the knowledge dump.

INVEST IN TEMPORARY LOSS

Learning a new skill will undoubtedly result in a period of poor performance, at first. When you learned how to type on a new keyboard, your typing speed got worse before it got better.

That's why when trainees learn a new skill or a topic, it's very likely that there will be dips in results as they adjust. This temporary dip doesn't necessarily mean that the learning experience isn't working. Allow for this short-term dip (to a point), and as the learner becomes more competent, long-term gains will outweigh short-term losses.

FOCUS ON CRITICAL COMPONENTS FIRST

According to Learning Principle,(The Pareto Principle) states that) for any event, 80% of the effects come from 20% of the causes. Learning speed can be increased by focusing on the critical 20% and by structuring the learning to accommodate. Work with a subject matter expert to identify the most critical information and structure the learning experience to cover these components first.

PREPARE FOR RESISTANCE

The body and mind constantly seek equilibrium. When pushed out of balance, both attempt to auto-correct. This tendency is great during a crisis, but a negative force when encouraging positive change. Prepare for this resistance by gaining buy-in on the front end.

A short explainer video with testimonials from company higher-ups will appeal to the heart of your learners. Remember "Heart, Head & Hands." Learners need to first believe learning can happen (heart). They need to understand what is happening, and why (head). And they need to know how to make it happen (hands).

LEARN TOWARDS A GOAL

Having a goal or business outcome that you're leaning toward gives the information meaning and purpose. Learning for the sake of learning does not bring long-term results, and it is waste of time and money. Be constant in your focus, making sure the learner understands every minute spent in the learning experience

is justified. Consistent reminders of the end goal will keep your learners motivated and moving forward.

ADVANTAGES OF PRACTICAL LEARNING EXPERIENCES

The learning process becomes easy, convenient, and more interesting.

(a) Learning experience may be retained longer in the memory of learners as learning by doing.

(b) Learners feel more at home while learning through created learning experiences.

They are based on psychological principles of learning so they are easily accepted by the learners.

This strategy takes care of the learner's needs, age, mental and maturity level, etc., hence they learn more quickly.

(c) Since the learners learn through practical experiences – they feel more satisfied.

(d) Difficult concepts can be taught easily and effectively.

It provides strong motivations and stimulates for further learning.

(e) Learning experience includes a series of successive steps or stages; therefore the learners learn progressively.

(f) L.E. provides opportunities through having experiences, then more listening – they learn effectively.

(g) L.E. provides a non-judgmental climate, therefore they understand, accept, trust and learn, whatever is taught to them by creating learning experiences.

(h) The learners will get practical experience to solve certain problems which may creep in during that activity.

<u>Group Work</u> – Read the syllabus of the Basic Course for Unit Leaders and write a list of practical learning experiences (games, stimulation, lectures, activities projects, etc.) to be given for each topic (theory as well as practical) during a course.

A great learning experience adds value to the learner

CONCLUSION

This means we are helping them understand something they couldn't learn before, it's easy to use, and well-crafted. The entire experience should feel purposeful and put the needs of the learner first.

The growing use of the term *learning experience* by educators and others reflects larger pedagogical and technological shifts that have occurred in the design and delivery of education to students, and it most likely represents an attempt to update conceptions of how, when, and where learning does and can take place.

For example, new technologies have dramatically multiplied and diversified the ways in which students can learn from and interact with educators, in addition to the level of independence they may have when learning. Students can email, chat, or have video conversations with teachers, and they can use online course-management systems to organize and exchange learning materials (e.g., the assignments given by teachers or the work turned in by students).

Students can use software programs, apps, and educational games to learn on their own time, at their own pace, and without instruction or supervision from teachers. Students can also watch videos created by their teachers, conduct online research to learn more about a concept taught in a class, or use tablets to record scientific observations in a natural environment—among countless other possible options and scenarios.

While listening to a lecture, reading a book, or completing a homework assignment remain "learning experiences," students are now learning in different ways than they have in the past and in a wider variety of outside-of-school settings, such as through internships, volunteer activities and so on.

Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime

THE BHARAT SCOUTS AND GUIDES.
NATIONAL TRAINING CENTRE.
PACHMARHI.

GROUP DYNAMICS

The term "group dynamics" describes the way in which people in a group interact with one another. When dynamics are positive, the group works well together. When dynamics are poor, the group's effectiveness is reduced.

OBJECTIVES

By the end of the session, participants will be able to:-

1. Explain the meaning of the term Group Dynamics.
2. List out the basic assumptions of Group Dynamics.
3. Narrate the factors in Group Dynamics.
4. Tell important characteristics of Group Dynamics.
5. Identify the various Groups in Scouting Movement.
6. Describe the advantages of Group Dynamics in Scouting / Guiding.

INTRODUCTION

Kust Lewin (1890-1947) was the first person who worked scientifically and popularized the term Group Dynamics around 1930. He established a center for Research on Group Dynamics. The important problems which were studied at this center were group goals, group decisions, group productivity, group interaction, group-standard, norms, etc. The term 'Group Dynamics' is consists of two words- 1. Group, and 2. Dynamics.

MEANING OF THE 'GROUP'

'Group is not a mere collection of people. It has its own characteristics. Only that 'collection of people may be termed as the group which has-1. Common Goal, 2. Common Task, 3. Common values & norms and 4. Degree of giving and take. The group is a 'Social Units of interacting personalities who think, feel, and act together and who have some common aims, interests, stimulation, emotions, and loyalties.

MEANING OF THE 'DYNAMICS'

The term 'Dynamics, is derived from a Greek word that means 'Force'.

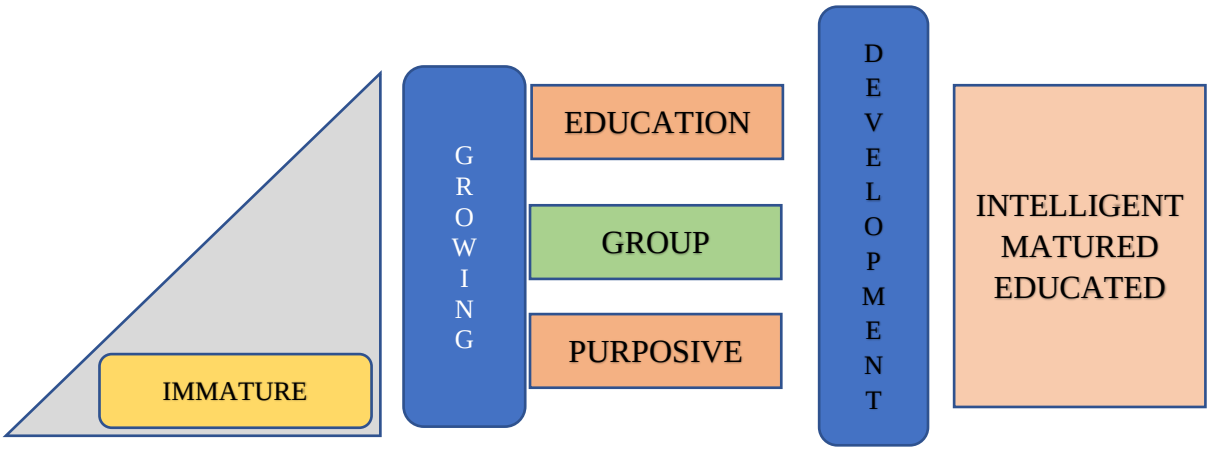
Some examples of group dynamics.
As human social environments became more complex, they acquired adaptations by way of group dynamics that enhance survival. Examples include mechanisms for dealing with status, reciprocity, identifying cheaters, ostracism, altruism, group decision, leadership, and intergroup relations.

The four key elements of group dynamics.

Group member resources, structure (group size, group roles, group norms, and group cohesiveness), group processes (the communication, group decision-making processes, power dynamics, conflicting interactions, etc.), and group tasks (complexity and interdependence).

characteristics of Team Dynamics that Make for a Winning Team

- Shared Purpose. The difference between a team and a group is that a team has a shared goal. ...
- Trust and Openness. ...
- Willingness to Correct Mistakes. ...
- Diversity and Inclusion. ...
- Interdependence and a Sense of Belonging. ...
- Consensus Decision Making. ...
- Participative Leadership.
- These stages are commonly known as: Forming, Storming, Norming, Performing, and Adjourning.
- A group with a positive dynamic is easy to spot. Team members trust one another, they work towards a collective decision, and they hold one another accountable for making things happen. As well as this, researchers have found that when a team has a positive dynamic, its members are nearly twice as creative as an average group [1].
- In a group with poor group dynamics, people's behavior disrupts work. As a result, the group may not come to any decision, or it may make the wrong choice, because group members could not explore options effectively.
-



GROUP DYNAMICS

The word 'Group Dynamics' refers to the forces operating in a group. It invades the area of changes that take place within the Group (S) due to operating forces in that group. 'Group Dynamics' implies as interactive psychological relationship in which group members develop a common perception based on shared feelings and emotions. In simple words Group Dynamics is the study of the forces exerted by the group on the individual or by the individual on the group.

ASSUMPTIONS OF GROUP DYNAMICS

1. Group is inevitable.
2. Group mobilize powerful forces that produce effects of utmost importance to individuals.
3. Group produces consequence—desirable of under sizable.
4. Group enhance desirable consequences.
   Therefore the study of Group Dynamics provides better knowledge about group formation and behavior modification etc.

FACTORS IN GROUP DYNAMICS

1. Individual Goals	**2. Group Goals.,**	**3. Competitive Spirit.,**
4. Democratic climate in the group.	**5. Satisfaction of common needs.**	**6. Group cohesiveness—(cohesiveness is the degree to which members desire to remain in the group).**
7. Size of the group.	**8. Communication within the group and also outside the group.**	**9. Degree of participation and loyalty.**
10. Group belongingness.		

CHARACTERISTICS OF GROUP DYNAMICS (GROUP BEHAVIOUR)

1. Behavior of group members influences and causes a change in the behavior of others.
2. Group implies a sense of oneness, sense of dedication and loyalty, sense of imitation and sympathy, etc.
3. Group members have common goals, interests and values.
4. Each group has its own norms, customs, traditions, and rules.
5. Ties of mutual obligation bind the members of the group with each other.
6. Group goals, group policy, and group characteristic influences the members of that group.
7. All groups are a form of defense against the world outside the groups.
8. Groups has always an inner strength with an objective that constitutes a challenge to the group.

And all its members, and which moves its action. If precautions are not taken, then the same strength may destroy the group.

Key Points

The term "group dynamics" describes how people in a group interact with one another. When dynamics are positive, the group works well together. When dynamics are poor, the group's effectiveness is reduced.

Problems can come from weak leadership, too much deference to authority, blocking, groupthink, and free riding, among others.

To strengthen your team's dynamics, use the following strategies:

- Know your team.
- Tackle problems quickly with good feedback.
- Define roles and responsibilities.
- Break down barriers.
- Focus on communication.
- Pay attention.

IN SCOUTING / GUIDING WE FIND A NUMBER OF GROUPS E.G.

1. Flock; 2. Pack; 3. Patrol; 4. Crew; 5. Team; 6. Unit.,7. Group; 8. Group of Unit Leaders; 9. Training Team; 10. Various Committee of Scouting and Guiding.

To make the members of this Group effective, every trainer should study the Group Dynamics.

ADVANTAGES OF GROUP DYNAMICS IN SCOUTING / GUIDING.

1. Unit leaders can create 'Group – consciousness' by giving knowledge to their Scouts / Guides regarding fundamentals, Scouting / Guiding methods, principles, rules, etc.
2. Unit Leader can impart moral teachings through e.g., 'SARB DHARM PRARTHANA' it is seen that people learn effectively through group performance.
3. The Unit Leader must develop the qualities of citizenship among Scouts / Guides. Many things/qualities of citizenship may be learned easily through imitation in the group – situation rather than mere teaching or in individual instruction.
4. Unit Leaders can teach many difficult topics of Scouting / Guiding easily using group techniques e.g., Group Project, Group Work, Group Discussion, Workshop, etc.
5. Many subjects like nature study hikes, wide games, expeditions may be taught effectively in group situations only.
6. Many information's regarding innovations and new changes in the Scouting may be given in Training Team meet of HWB Reunion or any other such group – situations. The group can react and can suggest better changes or improvements in innovations.
7. Unit leaders cannot celebrate days and festivals in isolation. They require a group of Scouts / Guides to celebrate 'Foundation Day.
8. For arranging Rallies, (Block, Tehsil, Distt., Divisional or State), and Jamborees, etc., we need the group of Scouts / Guides and Scouters / Guiders. Without these groups, the Jamborees or Rallies cannot be successful.
9. Groups are also needed in Scouting / Guiding for inter patrol or troop competitions.

REMEMBER (FIVE IMPORTANT POINTS)

1. FORMING: A) Little Agreement. B) Unclear Purpose. C) Guidance & Direction.

2. STORMING: -A) Conflict. B) Increased Clarity by Purpose. C) Power Struggle.

3. NORMING: -A) Agreement & Consensus. B) Clear Role Responsibility. C) Facilitation.

4. PERFORMING: A) Clear vision & Purpose. B) Focus On Goal Achievement. C) Delegation.

5. ADJOURNING: _A) Task Completion. B) Good Feeling About Achievement. C) Recognition.

CONCLUSION

(a) Scouting provides groups, corresponding to a Boy's / Girl's age and phase of development.

(b) Pack is a complete group. It has the typical grouping of individuals. (Always centered around the figure of Akela).

(c) Patrol is adjusted to adolescent needs and corresponds to a new stage of development in the individual.

(d) Similarly, Rover Crews and Ranger Teams also contribute towards their age needs, etc.

(e) Whether it is Pack or Patrol or Crew or Team, they have to work in groups and through groups, they work effectively.

(f) The Scouter / Guider should use the group for a useful and constructive purpose. If the need arises such groups may be formed.

THE BHARAT SCOUTS AND GUIDES.

NATIONAL TRAINING CENTRE. PACHMARHI.

MICROTEACHING IN COURSES

INTRODUCTION

Hello, Unit Leaders! Today we are going to discuss the important topic of **MICRO TEACHING.**

Our Trainers use a variety of approaches when instructing us. We are also deal with our scouts through lectures, during which we encourage them to work together to accomplish the Youth Programme. Our regular teaching method is Macro teaching. However, we use a variety of techniques when instructing our Participants. But in our training courses, you will now be going to practice the Microteaching method for small groups or even work one-on-one with course participants for a short period of time. This practice is useful for your next job of teaching adults.

The conventional teaching practice method is going by follows three steps, i.e., a few lectures on teaching practice, then a demonstration lesson by the master trainer, and finally, teaching in live an actual class situation. Macro teaching is an effective teaching program. It depends on the behavior of the Trainer in the classroom, his/ her teaching techniques, and the interaction among Trainers and pupils.

Microteaching, as well as Macro teaching, are used to develop teaching skills. But we practice Microteaching in courses for teaching adults (teaching of Unit Leaders).

OBJECTIVES

- To find out and assimilate new teaching skills in controlled conditions.
- To develop confidence in teaching and mastering a variety of teaching skills on a small group of Participants.
- To utilize the obtainable material and time to the utmost level possible.
- To modify the teaching method to achieve perfection in teaching.

WHAT IS MACRO TEACHING?

The term “macro” means “large-scale” or “overall.” If you look at a macro teaching PDF online, you can find the definition. When applied to teaching, the macro method simply indicates an instruction that is being delivered to the entire class at one time. This is a useful method for when Trainers need to give instructions for an assignment or introduce a new concept or background information to the class.

Trainers can also implement macro teaching on a professional development level when they are looking at long-term curriculum planning for the year. Macro planning, for instance, allows you to review course goals with your Participants for an entire semester (or year) at the beginning of the course. This helps your Participants know what to expect from the course as they progress through the subject matter.

WHAT IS MICRO-TEACHING?

Micro-teaching is a teaching technique used to develop the teaching skills of Trainers. This is an opportunity where Trainers can teach a classroom and get feedback on their skills. Trainer trainees or Trainer pupils have to do their presentations for a small group of Participants in front of a Counsellor. They can do a teaching presentation for their colleagues or a small group of their Participants for a short period of time.

1. Micro-teaching occurs when a Trainer works with a small group of participants for a short period of time.

2. Micro-teaching occurs when a Trainer works with small groups of participants, he/she has formed based on their reading ability.

3. Micro lesson planning happens when a Trainer creates individual classroom activities that occur on a day-to-day basis.

4. Microteaching is often used to help novice and trainee Trainers practice and hone their teaching skills. The focus on a single skill or concept allied to the smaller number of Participants allows for concentration on a specific type of teaching delivery. The more confined environment also aids a video recording of the Trainer’s practice and/or monitoring by in-class assessors.

5. It often features the teaching of a single skill or concept, with the smaller group enabling the Trainer to give individual attention to each participant, helping them master the skill involved in learning the concept.

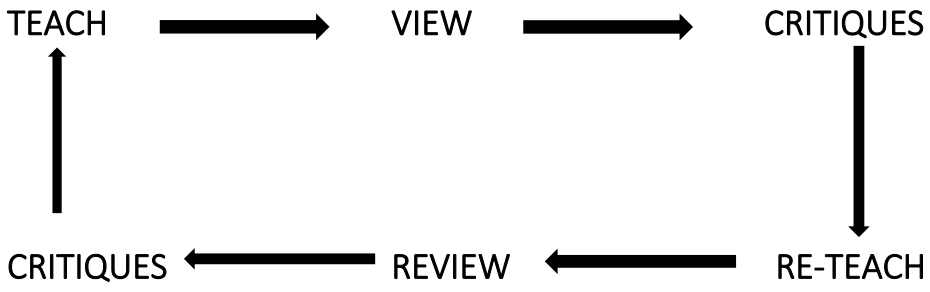
6. Micro-teaching often features kinetic learning, with Participants learning from "hands-on" experience, and a more interactive environment with Participants able to ask questions of the Trainer.

DIFFERENCE BETWEEN MICRO AND MACRO TEACHING

The key difference between micro-teaching and simulated teaching is that micro-teaching refers to a Trainer-training technique for learning and practicing teaching skills in a real classroom environment, whereas simulated teaching refers to a technique that is used for Trainers to practice teaching skills in a synthetic environment.

Both micro-teaching and simulated teaching are used to develop teaching skills. But there is a distinct difference between micro-teaching and simulated teaching.

MICROTEACHING CYCLE



EACH CYCLE IS DEVOTED TO ONE SKILL ONLY SUCH AS:

- **TRAINER'S EXPLANATION.**
- **PROMOTING GROUP DISCUSSION.**
- **ASKING QUESTIONS.**
- **ELICITING PARTICIPATION.**

MICRO TEACHING IS A SCALED-DOWN TEACHING ENCOUNTER.
SCALED-DOWN IN TEACHING.

BASIC PRINCIPLES

1. A PARTICIPANTS-TRAINER TEACHES FOR 5 TO 10 MINUTES.

2. NUMBER OF TRAINEES ARE SMALL.

3. TRAINEES LEAVE AT THE END.

4. THE PARTICIPANTS TRAINERS DISCUSS THEIR PERFORMANCE WITH THE SUPERVISOR AND ALSO WITH THE PARTICIPANTS.

5. THEY RE-CASTS THEIR PLANS IN THE LIGHT OF SUGGESTIONS GIVEN.

6. THEY RETEACH THE LESSON TO A DIFFERENT GROUP.

7. YOU MAY RECORD THE MICRO LESSON AND REPLAY, IT AT THE TIME OF DISCUSSION.

MICROTEACHING IN TRAINING COURSES

Our training courses come with a test that aspiring the upcoming trainees must clear to become trainers. Trainee Trainers are evaluated based on certain skills that they should possess to become trainers. Examiners, Participant trainees, counsellors, and co-trainees are present to evaluate them. This test is known as micro-teaching. Micro-teaching skills are essential in Assistant Leader training courses. These skills help them in dealing with future Adult Training courses. There are different types of micro-teaching skills that to-be Trainers must learn to become successful.

If you're wondering what are the skills in micro-teaching, take a look at the list below. Different types of micro-teaching skills are essential for a trainee to become a Trainer. Some of the microlearning skills are as follows:

1. The skill of introduction
2. The skill of explaining
3. The skill of questioning
4. The skill of stimulus variation
5. The skill of reinforcement
6. The skill of illustration

7. The skill of blackboard writing
8. The skill of achieving closure
9. The skill of demonstration

Now that you've got a basic idea of the skills in micro-teaching, let's dive deeper into each one of them.

MICROTEACHING SKILLS

A good education can change anyone. A good teacher can change everything! Education is the most powerful weapon which you can use to change the world. – Nelson Mandela

1. THE SKILL OF INTRODUCTION.

First on the list of the kinds of micro-teaching skills is the skill of introduction. Trainer trainees must possess the skill of giving participants a great introduction before they begin teaching a lesson or topic. It's an art that helps engage participants and tells them exactly what they can expect from a lesson. Trainers must provide their Participants with a framework that they can work upon. It's a great way to ensure that participants understand what a topic or lesson is about. Through the introduction skill, Trainers can use interesting or engaging words to get their participants hooked on and interested in a topic from the very beginning. Without a good introduction, Trainers won't be able to capture their participant's attention.

Micro-teaching skills of introduction involve using previous Participant's knowledge and the right device while trying to introduce a lesson. Trainers must avoid any irrelevant statements or discontinuity.

The major elements of micro-teaching skills of introduction are:

- Maximum use of participant's previous knowledge
- Using the appropriate teaching aids.
- Maintaining continuity in the lesson.
- Relevant statements of objectives

2. THE SKILL OF EXPLAINING.

Next on the list of teaching skills in microteaching is the skill of explanation. The skill of explanation is an intellectual activity that TRAINEE TRAINER must possess when it comes to micro-teaching skills. Ideas, phenomena, and concepts must be communicated well to Participants to help them understand a topic well. Trainer TRAINEE should give examples by highlighting relationships among different OBJECTIVES and ideas.

Trainee Trainers must be able to relate facts with other sets of facts to help promote better understanding. Trainers need to learn microlearning skills like explaining to make Participant's trainee understand concepts and ideas properly. A Trainer who can explain well can make a topic or lesson effective.

3. THE SKILL OF QUESTIONING.

The art of questioning is another important micro-teaching skill that trainers must have. The questioning skill is a technique that helps put meaningful, relevant, specific, clear, and precise questions to Participants. Questioning is a skill used to test the understanding and knowledge of Participants.

By using the skill of questioning, you can judge participant's knowledge and get a better understanding of whether Participants have understood a particular topic. It also helps trainees to try out different ways of teaching to make participants understand topics faster. After questioning, if a Trainer realizes that Participants haven't understood a topic well, they can try to explain things easier for a better grasp.

4. The Skill of Stimulus Variation.

Teaching skills in microteaching are essential to succeed as a Trainer. The skill of stimulus variation is a teaching technique used to keep Participants engaged in a topic or lesson by changing the teaching behavior. It's used to capture a Participants' attention by using different stimuli in the class for maximum response.

"A stimulus is something that evokes a functional reaction in tissues. It has a touching effect on the learner. What to change, when to change, and how to change requires skill on the part of the Trainer for securing and sustaining

attention at a high level. Such a skill is named as the skill of stimulus variation." **Dr. Sneha Joshi.**

The main elements of stimulus variation skills are

- Movement
- Gesture and posture.
- Change in speech pattern
- Focusing
- Change in interaction style
- Oral-visual switching
- Pausing
- Participants' active participation

5. THE SKILL OF REINFORCEMENT.

The skill of reinforcement is another important component of microlearning skills. Trainers use this skill to encourage responses from their Participants using non-verbal actions, such as nods and smiles, or verbal praises. It's a response technique based on the concept of feedback. The reinforcement skill helps to reinforce Participants' behaviour using positive reinforcers rather than negative ones for maximum participation.

6. THE SKILL OF ILLUSTRATION

The skill of illustration is also known as the skill of interpretation. It's used when the skill of explanation doesn't work. When a Trainer fails to make their Participants understand a concept with the skill of explanation, they must use the skill of illustration. Through illustration, they can motivate and stimulate their Participants to help them grasp the ideas and concepts being taught. A Trainer may also use specific and personal examples to illustrate a topic for better understanding.

7. THE SKILL OF BLACKBOARD / CHART PAPER USING.

Blackboard writing or showing chart paper is another essential skill of micro-teaching. It's used to shift focus, grab attention and highlight vital terms and concepts. Trainers can use the skill of blackboard writing to draw attention. It's a good technique that Trainers can use to bring about clearness in concepts and perceptions. It also helps add variety to a lesson.

8. THE SKILL OF ACHIEVING CLOSER BY RECAPITULATING.

Just like the skill of introduction, the skill of achieving closure is also essential. Introducing a topic or lesson is easy, but giving a good closure to a topic can sometimes be tricky. Trainers should ensure they're closing a topic systematically and clearly. They must give enough assignments to their Participants to help them remember the topic or lesson well without overburdening them.

9. THE SKILL OF DEMONSTRATION.

Demonstration in teaching helps make things meaningful and simpler for Participants. It helps trainers link learning with real-life situations. Demonstration describes and explains principles, concepts, and ideas to Participants by showing them devices, experiments, or specimens. It helps create a lively environment in the classroom.

MICRO LESSONS

Micro lessons are bite-sized modules that focus only on key elements or messages of a learning topic. Unlike traditional modules that take hours to get completed, micro-lessons are designed for self-paced learning that can be completed only within five to ten minutes.

Microteaching technique is an application in which video recordings have been made possible as a result of developing technology. Audio and visual technology is an effective and reflective tool in preparing pre-service teachers for the profession of teaching.

LESSON PLANNING

Next, the student teacher plans a short lesson that will enable them to practice these new skills in a mock classroom situation. Though the classroom environment is simulated, student teachers should consider their presentation an actual lesson and present it in an engaging, logical, and understandable manner.

TEACHING AND FEEDBACK

The student teacher conducts the lesson for their instructor and peer group. The session is recorded so that the student teacher can watch it later for self-evaluation. Immediately following the microteaching session, the student teacher receives feedback from their instructor and peers.

Peer feedback should be specific and balanced (including observations on strengths as well as weaknesses) to help the student teacher improve. It's helpful for peers to focus on their personal experience using "I" statements and to provide specific detail in their feedback.

For example, when providing constructive criticism, "I had trouble hearing you at times" is more helpful than "You need to speak louder." When offering praise, "I felt confident commenting because you made eye contact with me" is more helpful than "You engage well with students."

Micro lessons are bite-sized modules that focus only on key elements or messages of a learning topic. Unlike traditional modules that take hours to get completed, micro-lessons are designed for self-paced learning that can be completed only within five to ten minutes.

REPLAN AND RE TEACH

Based on peer feedback and self-evaluation, the student teacher plans the same lesson and teaches it a second time. The goal is to incorporate feedback from the first microteaching session to master the skill being practiced.

The second teaching session is also recorded. At the conclusion, the instructor and peers offer feedback, and the student teacher can view the recording for self-evaluation.

Microteaching often results in better-prepared, more confident teachers with a strong working understanding of the skills they need in the classroom.

CONCLUSION

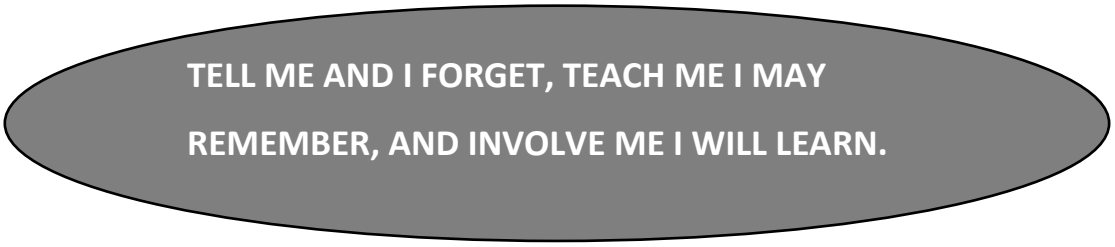
There are different ways that a Trainer can impart information to Participants in a learning environment. The technique he/she uses will depend on several variable factors, such as the number of Participants in a particular

class and the desired lesson outcomes. Micro and macro teaching are two common teaching techniques that differ in their conception and delivery.

Both forms of teaching are planned in advance. A lesson delivered by either micro or macro methods has specific outcomes and emphasis determined in advance. Evidence of Participants' comprehension of the desired learning outcomes will differ. In micro settings, demonstration of understanding is likely to be within the lesson, while assessment from macro teaching is more likely to be through the submission of a written paper.

Microteaching technique is an application in which video recordings have been made possible as a result of developing technology. Audio and visual technology is an effective and reflective tool in preparing pre-service teachers for the profession of teaching.

Micro-teaching skills help determine whether Trainers are trained and well-groomed to carry out their duties effectively. They're a replica of real-life classroom teaching and personality development training given to aspiring Trainers. Teaching skills in micro-teaching help Trainers develop self-confidence, speech modulation, and expressive abilities. They learn time management, improve body language, imbibe a positive attitude and improve communication skills, which are very important when taking up adult training as an assistant or Leader of The Course in the future.



THE BHARAT SCOUTS AND GUIDES.

NATIONAL TRAINING CENTRE. PACHMARHI.

OBTAINING AND USING RESOURCES

INTRODUCTION

Adults in Scouting is a systematic approach for supporting adults to improve the effectiveness, commitment, and motivation of the adult leadership so that better programs are supported in the delivery by and for young people. It also enhances the overall effectiveness and efficiency of the organisation.
Unit leaders and young leaders are members delivering the Youth Program to other youth members; supporting other adults in their role or function or participating in organisational structure. In this case, 'leader' defines the role or function they are performing on behalf of the organisation.

OBJECTIVES

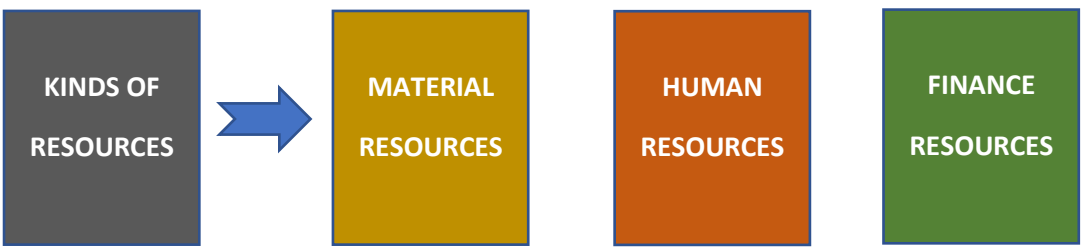
By the end of this module, you can:

Define Resources.
List out resources needed.
State possibilities to obtain those resources.
Explain the use of appropriate resources.

DEFINE RESOURCES.

Resource means an available supply or support, or natural source of revenue, a source of information or expertise.
Resource in the training course is nothing but the available finance, materials, equipment, or human being supported and ready to use.
The resources of an organization or person are the materials, finance, and other things that they have and can use in order to function properly.

In order to run a Training Course, it is very vital for 'Unit Leaders/Trainers' to be able to obtain and use resources. Those resources are guided by the need for the appropriate occasion.



MATERIAL RESOURSES: PLACE, ACCOMODATION, EQUIPMENTS, CAMPING GEARS.

HUMAN RESOURCES: STAFF, OTHER PEOPLE, SENIOR SCOUTS, FORMER PSC SCOUTS, HELPERS,

FINANCIAL RESOURCES: GOVT. GRANT, FEES, OTHER RESOURCES, LOCAL AND DISTRICT OFFICE,

FRIENDS IN SCOUTING AND OTHER WELWISHERS.

Material resources.

Material resources are **materials found in the local area, that have practical use and value for humans**. In training courses, we want the availability of accommodation, equipment to be used, and a proper place for camping needs. These are in first priority. We have to search for this usefulness that is owned by any person or organization.

Materials like audio-visual aids **help to improve the environment of training**, by reducing the number of resources that the economy requires and diminishing the associated environmental impacts, and sustaining required growth by securing adequate supplies of materials and improving competitiveness.

HUMAN RESOURCES

The Human resources (HR) are **within Scouting that is responsible for all things training-related**. That includes recruiting, selecting, training, promoting, and paying. The staff and other related helpers are needed. We can focus on training purposes but nowadays we can insist on safety and activity management also.

Staff needed for the Course.

- LOC
- ALOC
- ASSISTANT TRAINERS – 03.
- TUTORS OR COUNSELLORS-04
- QUARTER MASTER-FOOD-01
- QUARTER MASTER-GEAR-01
- SUPPORT STAFF-04

For the successful use of Human Resources, the following factors should include.

1. Assign job to Quarter Masters.

2. Delicate routine should be prepared and maintained.

3. As in charge of the course, have important sessions like Fundamentals, Law & Promise, Course Objectives.

4. Get consent from other trainers and the topics should be distributed in advance, if possible.

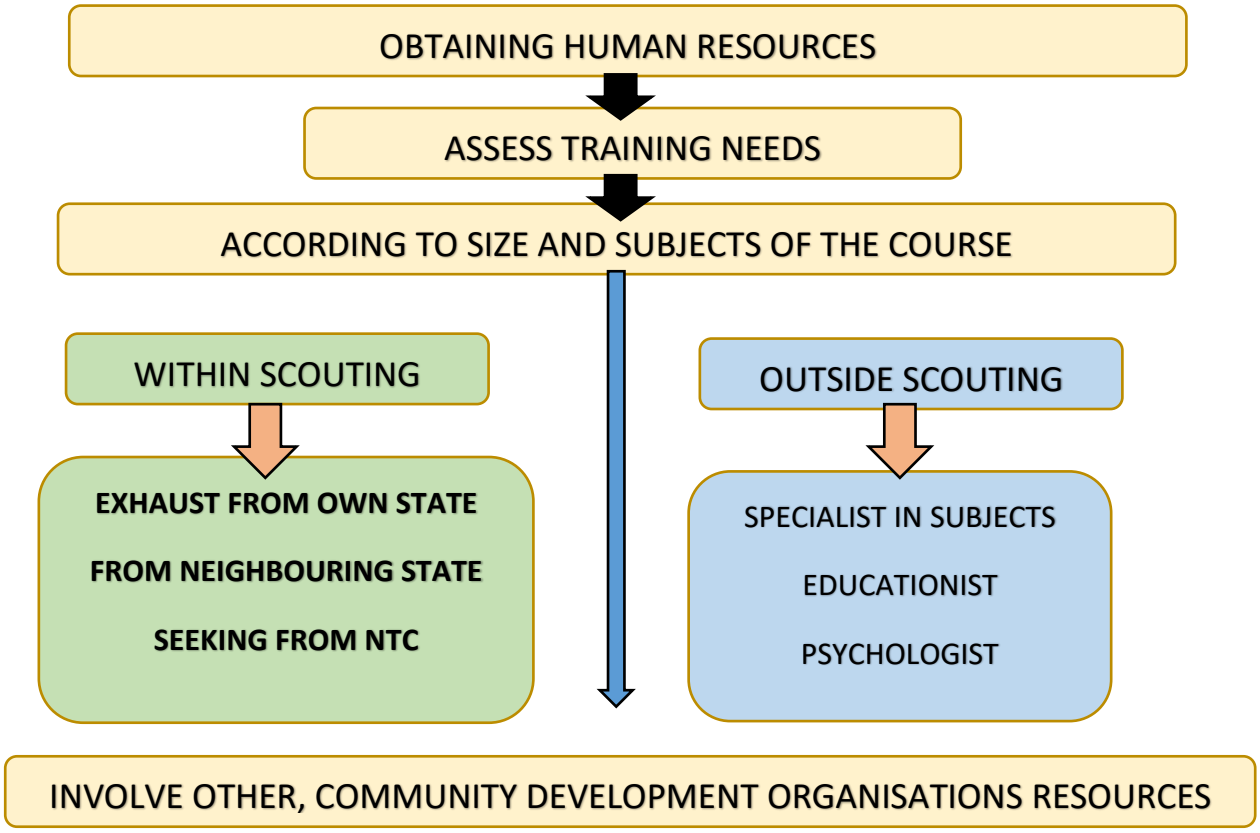
5. Check the Plan already prepared. Take help from assistants.

6. During the camp, meet at the end of the day regularly.

7. Evaluate the work done and encourage all the staff.

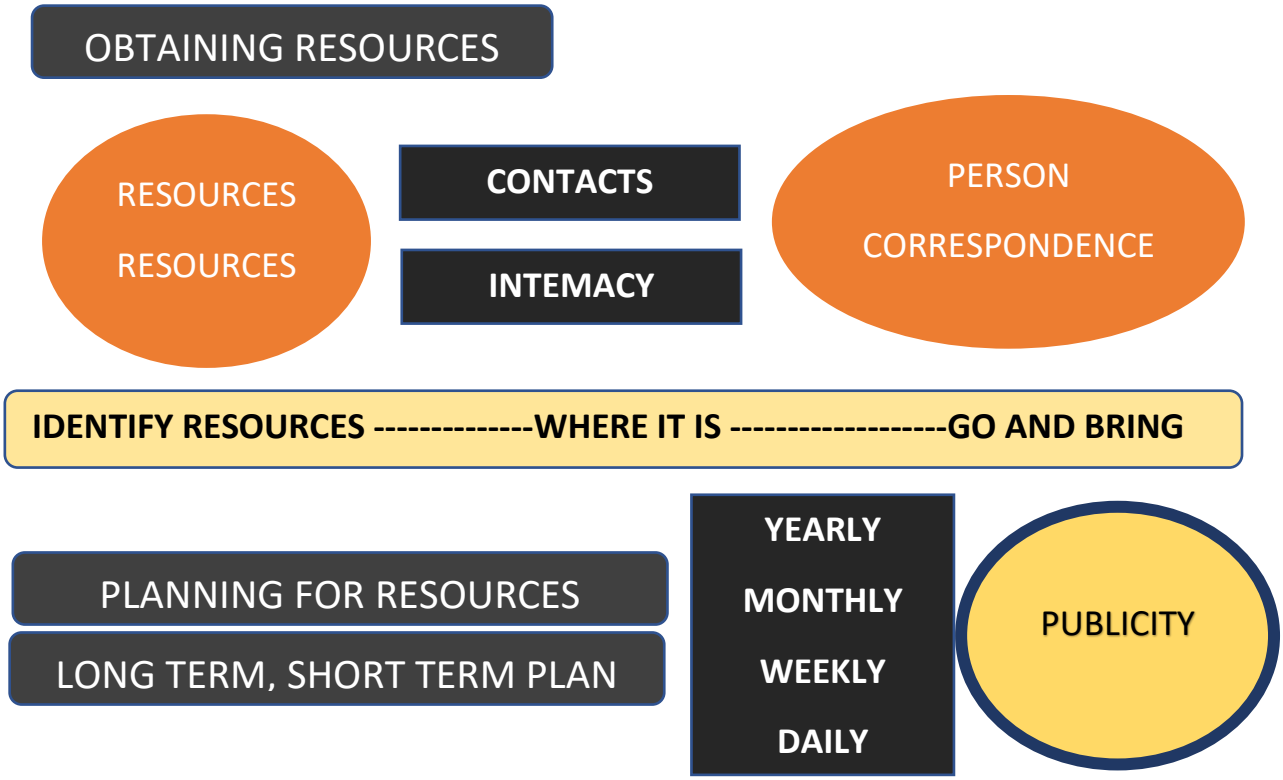
8. Be an optimist, you be an example for them. Be disciplined but cordial.

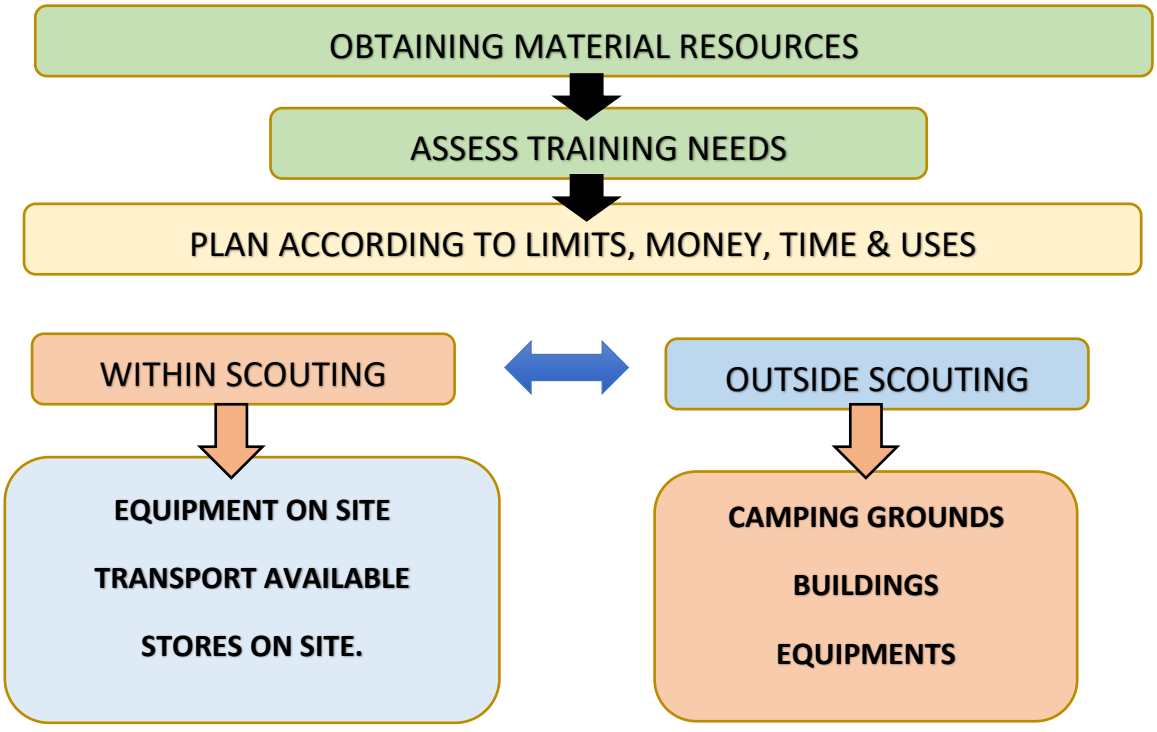
9. Make them a good ambassador of yours.



FINANCE RESOURCE

The financial resource is **a term covering all financial funds for the course**. As we consider an economic perspective, financial resources are part of any project's assets. Course fees are only the source for our Training purpose, but we can raise funds that are needed in emergencies. Finance should be raised with the help of Govt. grants, sponsors, local and district offices, and also on a personal basis.





USING RESOURCES

RESOURCES

RESOURCES

FULLY

MAINTANED

CAREFULLY

SUCCESSFULLY

BY PERSON

REGULAR USERS

SKILFUL TRAINER

DEVELOP YOUR OWN FACILITIES

THE BHARAT SCOUTS AND GUIDES.

NATIONAL TRAINING CENTRE. PACHMARHI.

The Games on Courses

INTRODUCTION

Hello, Unit Leaders! Today we are going to discuss the topic of THE GAMES ON COURSES.

It is the most important aim of a course to allow your learners to learn new skills. When you create games for learning, you must have a proper educational plan to implement them if you want to set up your training as professional training and not as simple games. You cannot do this simply by using games that don't suit your purpose.

Games work! Although relatively few organizations have adopted games as a part of their training curriculum to this point, the research shows unequivocally the benefits of game-based learning.

OBJECTIVES

By the end of this learning module, you should be able to:

a) State the importance of games during courses.

b) Explain the purpose of games.

c) Classify the games according to Sections in the Movement.

d) Create different games for the Scout courses.

e) Purpose of playing games during or on the courses:

f) The playing of games on training courses has the following purposes.

1)Being open to experience: exploring self, exploring one's surroundings, experiencing emotions

2)Engaging in life: emoting, dealing with challenges, responding to successes

3)Cultivating values: valuing yourself, valuing natural laws, figuring out your Values.

4)Managing oneself: managing emotions and progress

5)Developing oneself: challenging yourself and thinking beyond oneself

6)Demonstrating suitable games for playing with the various sections.

7)Providing a stimulating activity which the candidates will enjoy, keeping in view the time, place, number of participants, etc

Remember to:

1)Strike a careful balance between challenging and difficult.

It's important to strike this careful balance when designing your eLearning games to increase the engagement factor and make it immersive for every learner of your audience, not just for the ones who may be more experienced or skilled. Search your audience's needs so that you can learn more about their background and expectations, which will help you to create e games that are challenging enough to excite them, but not so challenging that they become frustrated with the course.

2)Give them choices

Learners want to feel like they are in control. They want power over their educational endeavors, and you can give them this power by giving them choices. Instead of just asking them to progress through a module and earn points at the end, have them make decisions throughout and accrue points based upon right or wrong answers.

3)Show them the outcome.

This particular tip has two aspects. Firstly, you must show your learners how the choices they make will lead to real-world consequences, whether these are good or bad. This will allow them to gain invaluable experience without any real risk involved. Secondly, you need to tell your learners exactly why they are participating in this game and what they will achieve by completing it.

4)Make it exciting!

The simple truth is that not all games are fun and exciting. Some fail to turn the subject matter into one that is engaging and entertaining. By making choices throughout the game, the learners are taking small, but powerful risks that help them to learn through mistakes and build their critical thinking and reasoning skills. And rewards help to boost their motivation so that they want to participate and progress through the levels.

TYPES OF GAMES

Sense Training Games, Circle Games, Team Games. Games for tests, Quiz Games Wide Games.

Some Instructions:

As with all training activities, planning and preparation of the games to Be played, well in advance of the courses is essential.

There is no point in merely haphazardly playing games.

They should be purposeful, varied, and appropriate.

Care must be taken to see that we do not offer games which are enjoyable for adults but unsuitable for boys.

Games must be within the capacity of the Pack, Troop, or Crew regarding space, requirements and equipment are available.

Opportunities must be provided for notes to be made by candidates in their note-book.

Do not use the whole course in the game, with two Sixes / Patrols or volunteers.

Taking notes and making observations becomes easier.

Have a couple of games after Flag-break and a long session.

Have an equipment box for games containing batons, rope, balls, chalk, etc.

Staff can discuss the games daily in meetings.

Games are our most valuable aids in Training Cub / Scout / Rover and Mentally and physically, Games are meant to be enjoyed. There should be fun.

They develop Character, Self-control, Goodnature, Unselfishness, Sportsmanship, Discipline.

HOW TO PLAY THE GAMES

1)Fix the number of participants or groups.

2) State the duration of the game.

3) State the Learning Objectives.

4) Mention the materials needed

5) Give a short description

6) Explain the rules.

7) Explain the possible progression.

Some Examples of Games.

Fruit salad

Number of participants: >= 10 (the more the better)
Duration: 10 min
Learning objectives/purpose: warm-up; deals with post-meal lethargy
Material: 1 chair per person minus one chair
Short description: Have the participants build a circle of chairs with one chair per participant (except for yourself). Assign a fruit out of three or four possible fruits to each participant and yourself, like

"Strawberry, banana, apple, mango, strawberry, banana, apple, mango, strawberry, banana – and I'm an apple."

Explain the rules:

"Whenever the person in the middle calls out a fruit, the participants that fruit was assigned to have to get up and quickly find a new chair to sit on. When they get up, the person in the middle also tries to find a chair. Given that there is one chair less than the number of participants, one person will end up without a chair, and the game starts over. Instead of fruit, the person in the

middle can shout 'fruit salad', which means that everybody has to find another chair. It is not allowed to sit on any of your neighbor's chairs."

Possible progression: There is a Big fun in a fast-paced game, where you have to react quickly.

Count to 33

Number of participants: >= 3 (not more than 20)
Duration: 5 min
Learning objectives/purpose: simple things can be hard to achieve; listen to others
Material: –
Short description: Have the participants stand up and form a circle. Let the participants shout out numbers in the sequence from 1 up to 33 clockwise. Give the instruction:

"Whenever your number is dividable by 3 or ends with a 3 you have to clap your hands together *instead* of shouting out the number."

Whenever a participant makes a mistake, the following participant has to start all over again with 1. Debrief when the group reaches the number 33.
possible progression: Participants will end up with this sequence (numbers are shouted): 1 2 clap 4 5 clap 7 8 clap 10 11 clap clap. 14 clap 16 17 clap 19 20 clap 22 clap clap 25 26 clap 28 29 clap 31 32 clap
you can control the duration of the game by setting the goal (number)."

EGG DROP CHALLENGE

In an egg drop challenge, Scouts try to design a container which can prevent an egg from breaking when dropped. This is an excellent project to get kids interested in science and engineering.

1. Have your Scouts collect recyclable materials for a week and bring them to a meeting.
2. Break Scouts into teams of two or three. (Cub Scouts might need to have parents or leaders as a mentor on their teams.)
3. Give each team a roll of masking tape and a raw egg.

4. Using the recyclables and tape, have them build a contraption for the egg which will protect it from a fall.
5. Drop the egg in the contraption from some height. This must be supervised or done by an adult.
6. See which teams' eggs stayed intact and which broke.
7. Talk about the effectiveness of the various designs.

Name of the game: Crocodile River

Venue: Playground, the two lines indicate a river.

The number of participants: two teams of equal numbers of 8 / 12/ 16 each.

Rules of the game: Each team will have the same number of members- If the opponent's body is touched by the hand on the front side he will be eliminated- One team will stay in the river.

How to play the game:

A team will try to cross the river at a fixed distance. The other team will try to eliminate the members crossing the river- There are crocodiles in the river. The member who will be touched in front will lose his life. Both teams will play the game alternately. The team with the maximum number of members crossing the river will be declared as the winner. The winning team will be greeted with a yell. Purpose of the game: To increase team spirit in the team. To observe the working of the Patrol System.

Conclusion:

One of the objects of Scouting is to supply team games and activities, which can promote the boy's health and strength and help to develop his character. These games have to be made attractive and competitive, and it is through them that we can inculcate the elements of pluck, obedience to rules, discipline, self-control, keenness, fortitude, leadership, and an unselfish team play.

"Scouting is a game for boys under the leadership of boys, under the direction of a "man". Baden Powell.

THE GAMES DEMONSTRATION PLAN FORM

Course ……

Place ……

Date …….. Time ……

Topic ……..

OBJECTIVES:

State objectives of the Game.

By the end of the Game, participants should be able to…….

DEMONSTRATION NAME OF GAME PURPOSE OF GAME:

Simple demo of the game if needed, Suitable Name or Interesting name, Purpose should be told.

MATERIALS REQUIRED:

Materials list should be stated, Keep ready all the materials required,

RULES OF GAME:

State Do's and don't's while playing Game. Tell the boundaries of the Game. Set time limit if any.

HOW TO PLAY :

Describe How many people can participate in the game., Formation Required, and

step by step details.

HOW TO END THE GAME :

Tell when the Game ends, or tell if it can be played again.

Selection of Winner - Recognition.

Total time available for Explanation and playing the game will be 3 minutes.

One of the Aims of Scouting is Leadership Development. Learning to be a member of a team and to get the most out of individuals on a team is through team-building concepts and activities. Choose appropriate team-building games and activities based on your group's age, maturity level, and degree of comfort with each other.

TYPES OF GAMES:

TEAM BUILDING GAMES.

FUN GAMES

QUITE GAMES.

PUZZELS

WIDE GAMES

NIGHT SCOUTING

KIM GAMES

TREASURE HUNT

KNOTTING GAME

PIONEERING GAME.

QUIZ.

MAPPING GAME

COMPASS GAME.

"Scouting is a game for boys under the leadership of boys, under the direction of a "man". Baden Powell.

THE BHARAT SCOUTS AND GUIDES.

NATIONAL TRAINING CENTRE. PACHMARHI.

USE OF AUDIO-VISUAL AIDS IN LEARNING

INTRODUCTION

Excellent trainers understand the importance of audio-visual aids in the learning process. Audio-visual aids are teaching tools that educators use to complement their academic lessons. Examples of audio-visual aids include videos, music clips, flip charts, slideshow presentations, and overhead transparencies. Audio-visual aids should not be used as the only teaching method but should be incorporated periodically throughout lessons to provide extra information for participants. Participants catch on quickly when their trainer understands the importance of charts in the teaching and learning process.

OBJECTIVES

By the end of the module, the participants will be

1. Able to define audio-visual aids.
2. State the objective of teaching aids.
3. Explain the functions of audio-visual aids.
4. Explain different types of audio-visual aids.

Thought of Reflection

Images are not only visual. They're also auditory, they involve sensuous impressions, bundles of information that come to us through our senses, and mainly through seeing and hearing: the audio-visual field.

Audio-Visual Aids are also called instructional material. Audio literally means “hearing” and “visual” means that which is found by seeing. So all such aids, which endeavour to make the knowledge clear to us through our senses are called **materials**. All these learning materials make the learning situations as real as possible and give us first-hand knowledge through the organs of hearing and seeing. Therefore, any device which can be used to make the learning experience more concrete and effective, more realistic, and dynamic can be considered audio-visual material.

We learn through our sense organs. Senses are the ways of knowledge. All the sense organs help us in understanding the environment. Most of the knowledge, which we acquire from school, comes through our ears and eyes.

IMPORTANCE OF AUDIO-VISUAL AIDS

The importance of audio visual aids is evident when it comes time to teach a new or abstract concept that may be difficult to picture or grasp. Audio visual aids allow trainers to demonstrate things to participants that, otherwise, may not be clearly conveyed.

OBJECTIVES OF TEACHING-AIDS

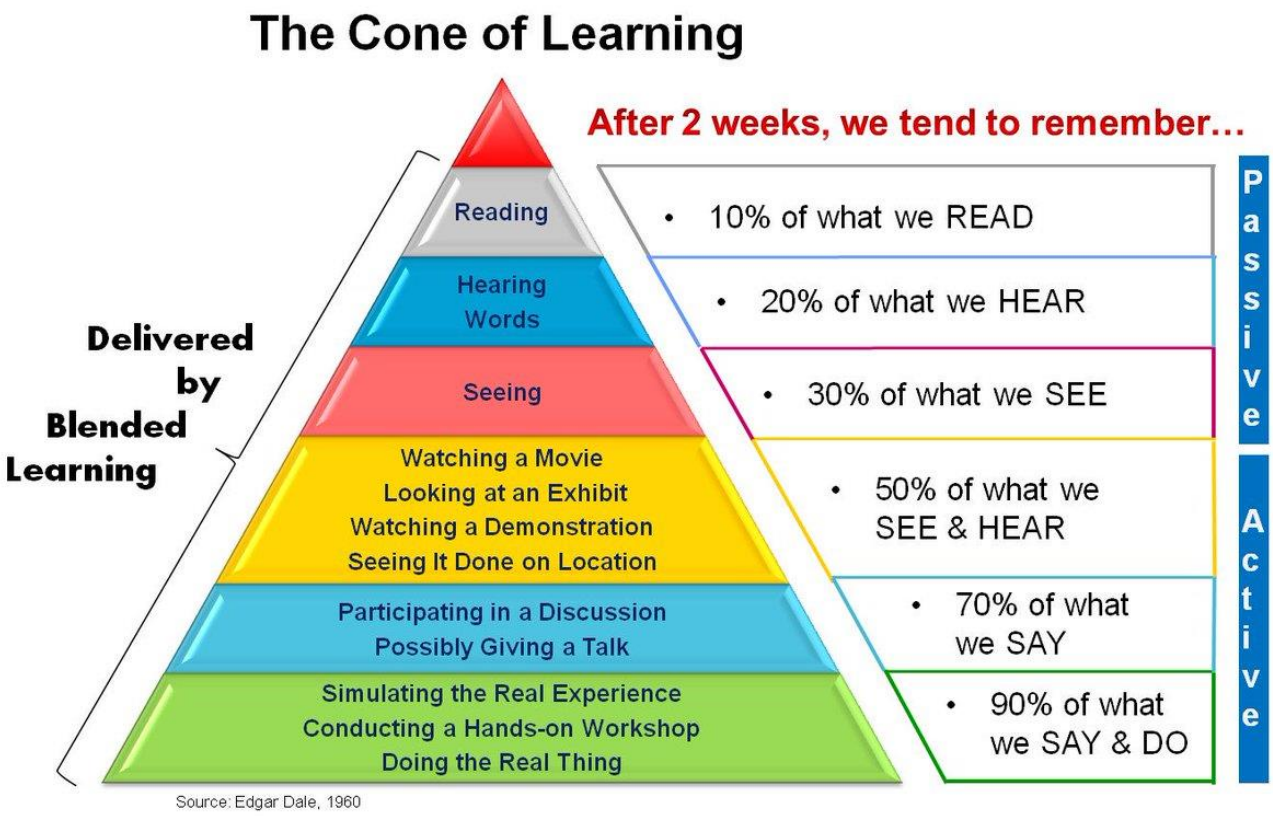
1. To enhance trainers skills which help to make teaching-learning process effective.
2. Make learners active in the classroom.
3. Communicate them according to their capabilities.
4. Develop lesson plan and build interest.
5. To make participants good observer.
6. Develop easy and understandable learning material.
7. Follow child cornered learning process.
8. Involve intimation in objectives.
9. To create interest in different groups.
10. To make teaching process more effective.

FUNCTIONS OF AUDIO-VISUAL AIDS

Some of the important values of the proper use of audio-visual aids are given below

1. **Best motivators**: audio-visual aids are the best motivators. The participants work with more interest and zeal. They are more attentive.
2. **Antidote to the disease of verbal instruction**: They help to reduce verbalism. They help to giving clear concepts and thus help to bring accuracy in learning.
3. **Clear images:** clear images are formed when we see, hear, touch, taste and smell as our experiences are direct, concrete and more or less permanent. Learning through the senses becomes the most natural and consequently the easiest.
4. **Vicarious experience:** It is beyond doubt that the first-hand experience is the best type of educative experience. But it is neither practicable nor desirable to provide such experience to pupils. Substituted experiences may be provided under such conditions.
5. **Variety:** Audio-Visual aids given variety and provide different tools in the hands of the trainer.
6. **Freedom:** When audio-visual aids are employed, there is great scope for children to move about, talk, laugh and comment upon. Under such an atmosphere the participants work because they want to work and not because the trainer wants them to work.
7. **Opportunities to handle and manipulate:** Many visual aids offer opportunities to participants and manipulate things.

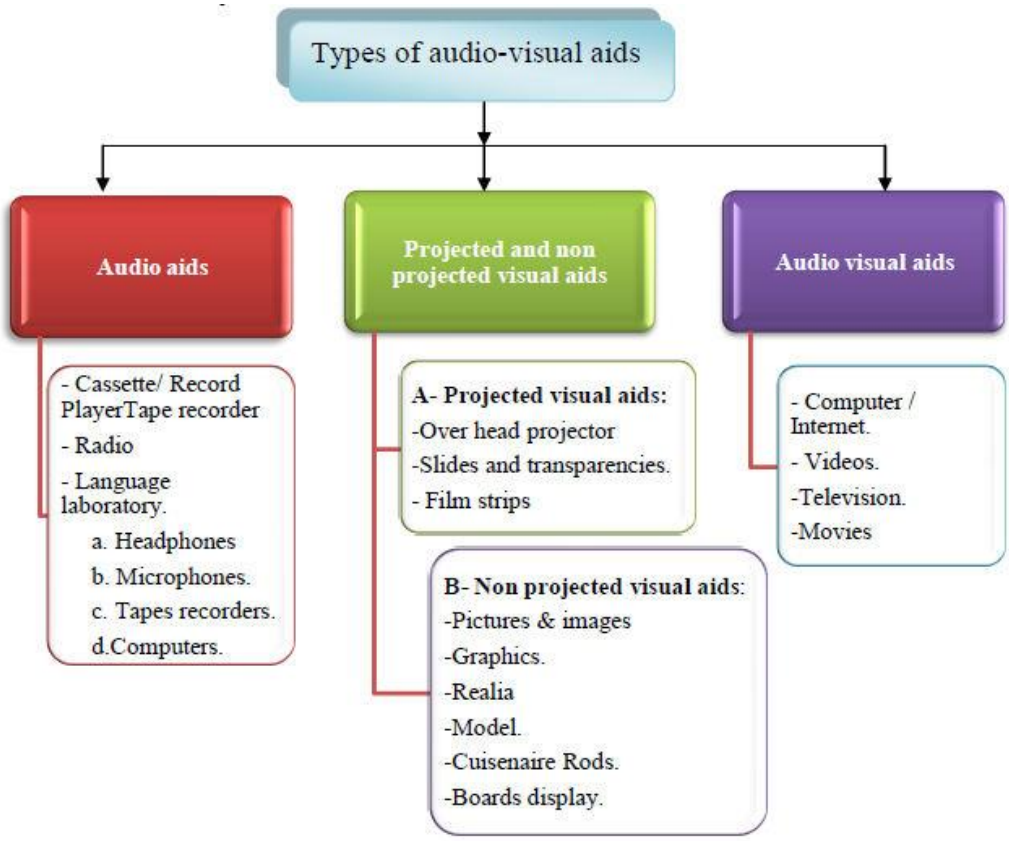
8. **Retentivity:** Audio-Visual aids contribute to increases Retentivity as they stimulate response of the whole organism to the situation in which learning takes place.
9. **Based on maxims of teaching:** The use of audio visual aids enable the trainer to follow the maxims of teaching like concrete to abstract, known to unknown and learning by doing.
10. **Helpful in attracting attention:** Attention is the true factor in any process of teaching and learning. Audio-Visual aids help the trainer in providing proper environment for capturing as well as sustaining the attention and interest of the participants in the classroom work.
11. **Helpful in fixing up new learning:** What is gained in terms of learning needs to be fixed up in the minds of participants. Audio –Visual aids help in achieving this objective by providing several activities, experiences and stimuli to the learners.
12. **Saving of energy and time:** A good deal of energy and time of both the trainers and participants can be saved on account of the use of audio-visual aids as most of the concepts and phenomena may be easily clarified, understood and assimilated through their use.
13. **Realism:** the use of audio-visual aids provides a touch of reality to the learning situation.
14. **Vividness:** Audio-visual aids give vividness to the learning situation.
15. **Meeting individual differences:** There are wide individual differences among learners. Some are ear-oriented; some can be helped through visual demonstrations, while others learn better by doing. The use of a variety of audio-visual aids helps in meeting the needs of different types of participants.
16. **Encouragement to healthy classroom interaction:** Audio-visual aids, through their wide variety of stimuli, provision of active participation of the participants, and various experiences encourage healthy classroom interaction for the effective realization of teaching –learning objectives.
17. **Spread of education on a mass scale:** Audio-visual aids like radio and television help in providing opportunities for education to people living in remote areas.
18. **Promotion of scientific temper:** in place of listening to facts, participants observe demonstrations and phenomena thus cultivate scientific temper



TYPES OF AUDIO-VISUALS

It can be classified simply on the bases of sensory experience. Because human beings derive their experiences mainly through direct sensory contact. Keeping this in view, it can be classified in to three main groups:

1. **Audio Aids** examples are Radio, Tape-recorder, Gramophone, Linguaphone, Audio cassette player, Language laboratory
2. **Visual Aids** examples are Chart, Black and while board, Maps, Pictures, Models, Text-books, Slide projector, Transparency, Flash-cards, Print materials etc.
3. **Audio-visual Aids** examples are LCD project, Film projector, TV, Computer, VCD player, Virtual Classroom, Multimedia etc.



It is clear that audio-visual aids are important tools for the teaching-learning process. It helps the trainer to present the lesson effectively and participants learn and retain the concepts better and for a longer duration. The use of audio-visual aids improves participants' critical and analytical thinking. It helps to remove abstract concepts through visual presentation. However, improper and unplanned use of these aids can have a negative effect on the learning outcome. Therefore, trainers should be well trained through in-service training to maximize the benefits of using these aids.

An Attempt to Recollect

Having gone through so far, you can now try to test your memory by answering the following question.

1. What is audio visual aids
2. What is the importance of audio visual aids?
3. Give examples of visual aids.
4. How do participants develop scientific temper?
5. What is the other name for audio visual aids?

For Further Reading:

1. Audio Visual Paths to learning by Walter Arno Wittich and Jojn Guy Fowlkes.
2. A Textbook of Audio Visual Aids by Lalit Kishore.
3. Audio Visual Aids to Educational Technology by Prof. Harmesh Lal.
4. Audio Visual Education An Introduction by Dr. Naresh kumar Yadav.

How much have I got it right?

Here are answers to your memory test:

1. **What is audio-visual aids**

A. Audio-visual aids are teaching tools that educators use to complement their academic lessons.

2. **What is the importance of audio-visual aids?**

A. The importance of audio-visual aids is evident when it comes time to teach a new or abstract concept that may be difficult to picture or grasp. Audio-visual aids allow trainers to demonstrate things to participants that, otherwise, may not be clearly conveyed.

3. **Give examples of visual aids**.

A. Visual Aids examples are Chart, Black and whiteboard, Maps, Pictures, Models, textbooks, Slide projectors, Transparency, Flash cards, Print materials etc.

4. **How do participants develop a scientific temper?**

A. In place of listening to facts, participants observe demonstrations and phenomena thus cultivating a scientific temper.

5. **What is the other name for audio-visual aids?**

A. Audio Visual Aids are also called instructional material.

THE BHARAT SCOUTS AND GUIDES.

NATIONAL TRAINING CENTRE. PACHMARHI.

WHAT IS SCOUTING GUIDING

INTRODUCTION

'Scouting' is a worldwide youth movement. It is also called the "Scout Movement. The movement has its own method (Scout Method). It has a program of informal education with an emphasis on practical outdoor activities, like camping, hiking, woodcraft, and pioneering. Another significant feature that is widely known is the 'uniform and scarf' making for equality by intentionally hiding all the differences of social standing in a country and making for equality. Distinctive insignia on the uniform is the Fleur-de-lis and the Trefoil. Simply it is fun with a purpose, directed towards helping young boys and girls become healthy, happy, and useful citizens.

No man goeth about more Godly purposes than he who is mindful of upbringing not only his own but other people's children.

Socrates

The real meaning of ' Scouting ' is to observe in order to obtain information or evaluate the information obtained. Since there was no corps of military scouts available for this mission, the Founder, Robert Stephenson Smith Baden Powell had conducted his own scouting trips to learn about the terrain and people of Matabeleland in Rhodesia, Africa, when he had gone there to deal with the rebellion.

For more than 100 years, Scouting programs have instilled in youth the values found in the Scout Promise and Scout Law. Today, these values are just as relevant in helping youth grow to their full potential as they were in 1910. Scouting helps youth develop academic skills, self-confidence, ethics, leadership skills, and citizenship skills that influence their adult lives.

Mission of Scouting
The Mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

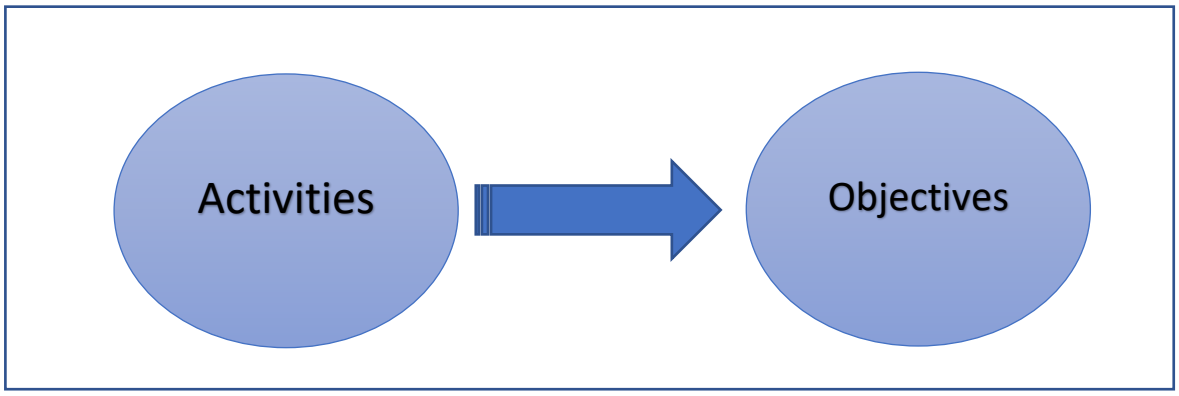
Definition:
The Bharat Scouts & Guides is a voluntary, non-political, educational movement for young people, open to all without distinction of origin, race, or creed, in accordance with the purpose, principles, and methods conceived by the Founder Lord Baden Powell in 1907.

Purpose of Scouting/Guiding:
The purpose of the Movement is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social, and spiritual potentials as individuals, as responsible citizens, and as members of local, national, and international communities.

Scouting can be explained in many other ways

Scouting is a Game

"Scouting" is an educational game, having its own characteristics. It helps the development of the participants, but it advances when the boy or girl is sure about oneself. The development of youth is carried out within different groups from a young age. First, the kid develops in his family. Then in his/her schoolmate's group. And then in society. He gains unique feelings of happiness in each group. The youth gradually become creative to produce useful things for themselves and others and it is a sure sign of Development.



Scouting/Guiding is a Plan

It is a plan to reach its objectives of successive stages in the life of a boy. or girl. Scouting strengthens his/ her character and personality. It is a plan to enhance his / her capacity of resistance, the spirit of service to others (Daily Good Turn), and

religious feelings. Scouting is a plan of development of moral skills, a sense of security in his/her ability.

Scouting will encourage him/her to take responsibility to take care of others. The youth are willing to work and always trying to look for ways for improvement. He/she will be able to commit to the Promise and Law and remain cheerful and smile under any type of pressure. They want to lead and do more progressively.

Scouting/Guiding is a Method

Scouting is the best method to develop young ones, based on individual actions. They make their active progress themselves through learning by doing. The patrol system is a method to teach a sense of responsibility, working with others to maintain the team spirit. It is a method to work in the open air with indirect adult participation. It helps young ones to show his / her individual action for active, progressive, and competitive performance. Scouting is a value-based, educational movement for young people. It offers adults, men, and women from all cultures, the opportunity to support young people with the process of self-development.

Scouting/Guiding is a Program

Scouting is a program by which, the method can be applied and the plan can be carried out. According to different sections (i.e. Pack, Troop & Crew) in Scouting, the program planned has its own characteristics. A stimulating program of variable and non-variable activities has been planned and will be revised from time to time. Scouting is open to all and is a voluntary organisation. It is a worldwide game of fun with a purpose. It is a program of value formation in youth with a specific method and plan.

Youth Program

Broadly the youth program is -
• What – what the young person does in the Movement i.e., the activities
• How – the way in which it is done, i.e., the method
• Why – the educational objectives, in accordance with the purpose and fundamental principles of the Movement

The Pack & Flock:

The program according to this age is related to the tendency of young boys and girls to believe in themselves and live in a world of fantasy. The activities in this section are oriented towards the self-expression of Cubs and Bulbuls. The program is an autonomous action by gradually replacing personal relationships with multi-personal relationships.

The Troop & Company:

The program in this section supports their transitions to adulthood. The age group in this section is the very sensitive adolescent stage. The program supports the national growth of youth in responding effectively to the needs of young people and the needs and expectations of adolescents. Using the Patrol System, they will be preparing themselves to help others. The program enhances taking responsibilities through competitive actions with the help of games, teaching some skills, and preparing them for open-air living.

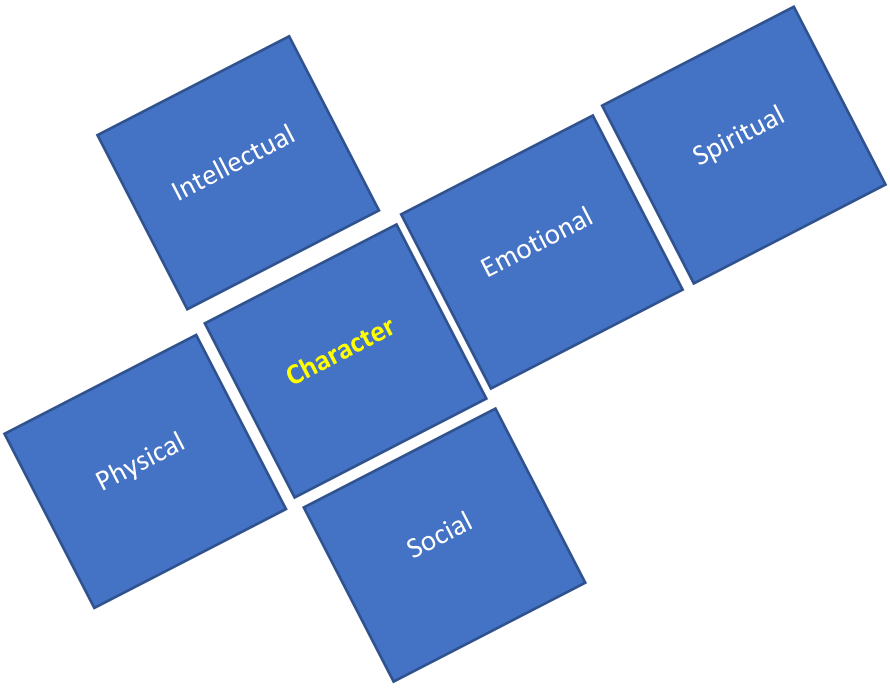
The Crew or A-Team

This age group is the young force of a nation. Youth in this age- range enhance Scouting/Guiding reputation in society. The program affords them space to develop his /her individuality. Service is the motto of this program and youth can play their role voluntarily. The girls and boys in the group want to work together, the program promotes equality and sharing responsibility. It broadens their views, allowing them to work with minimal adult support.

Scouting Guiding is a movement of value formation with a basic Purpose to contribute in the development of young people.

There are six areas of personal growth or areas of development:

- **Spiritual Development - SOUL**
- **Physical Development - BODY**
- **Intellectual Development - INTELLIGENCE**
- **Emotional Development - EMOTIONS**
- **Social Development - SOCIAL NATURE**
- **Character Development – CHARACTER**



Physical Development is carried out through various activities which are suitable and interesting for the age group and interesting. The activities are properly selected, prepared, conducted, and evaluated.

Spiritual development is acquiring deeper knowledge and understanding of the spiritual heritage of one's own community,
discovering the Spiritual Reality which gives meaning to life and drawing conclusions for one's daily life, whilst respecting the spiritual choices of others

Intellectual Development is to develop one's ability to think, innovate and use information in an original way to adapt to new situations.

Emotional Development is to recognise one's own feelings and learning to express them to attain and maintain an inner state of
freedom, balance, and emotional maturity.

Social Development is carried out by acquiring the concept of interdependence with others and developing one's ability to cooperate and lead.

Character Development

And at last, after the development of all areas, **character building** is the most necessary part of life. To recognize one's responsibility towards oneself and one's right to develop, learn and grow in search of happiness whilst respecting others. Learning to assert oneself, make one's own decisions, set aims, and identify the necessary steps to achieve them.

Even though Scout/Guide education has the same four ambitions for older and younger boys/girls (character, manual skills, health, altruism),
the details of the action vary according to the different stages of development of the child.
Scouting/Guiding provides opportunities to participate in challenging educational activities in a progressively self-directing environment, aimed at developing confidence and self-esteem.

• To develop an understanding of personal health and fitness.
• To provide an appreciation of, and experience in, the outdoor environment.
• To develop creative skills and provide for and encourage individual hobbies, interests and skills and through them a sense of individual achievement.

The Scout/Guide Law

The Scout Law is a code of conduct that sets out the principles that guide us in language that is readily understood by the young people; and the Promise, a voluntary and personal commitment to living in accordance with the Scout Law.

The Scout /Guide Promise

The Promise is a code of duties in the scouting age. It denotes love and pride for the culture of the country. Respecting others, self-discipline, perseverance led to joyous life.

Scouting is an education for life.

The successful life of the unit results from the application of the Scout/Guide Method. The main result of applying this Method as a whole is that a special environment is created in the unit and in the patrols, a particular atmosphere, which we call unit life. Unit life is what makes young people stay happily in the unit.

Unit life is what makes Scouting attractive to young people. This atmosphere is so powerful that anyone coming into the section immediately realises that they are in a different environment than it is worth making the most of. The fact that they perceive this is what makes them stay. The richness of unit life leads them to prefer Scouting/Guiding to any other option. If unit life is rewarding, the Patrol System will unfold all its potential, the young people will come to identify powerfully with it and it will never cross their minds to leave.

Conclusion

Scouting /Guiding plays an important role in the life span of youth. One can describe the changes taking place from the Cubs/Bulbuls to the Rovers/Rangers in the following ways

1. It widens the framework of living from his/her family to the environment (society). At the level of Cubs and Bulbuls, activities are short and take place in the immediate environment. (The family). At the Rover/Ranger age, national, international gatherings and service or solidarity activities enable young people to become aware of the intercultural dimension.

2. The activities and life of the group form part of an increasingly vast network of relationships, in which the young people themselves take on greater responsibility. Gradually, the activities put the young people in direct contact with real social life, and allow them to experience true adult roles through social service or community development projects.

3. A small child's imagination is fired by the magic of legends. At the end of childhood and beginning of adolescence, girls and boys easily identify with mainly imaginary heroes whose qualities and success they want to emulate. In adolescence, the characters with which a teenager identifies come from real life: champions, contemporary stars, scientists, etc. "Play" takes a foothold in reality.

4. It helps to develop the rules of the game into universal values. Through life in the Cub/ Bulbuls and Scouts/Guides, they discover the Scout/Guide Law as the rule of the game. The Scout/Guide Law helps young adolescents to discover living values: loyalty, trustworthiness, etc. Through their projects, Rovers/Rangers gain direct experience of the meaning of universal values such as democracy, the right to be different, tolerance, respect for the rights of others, dedication to one's duty, and world citizenship.

"Scouting is not an abstruse or difficult science; rather it is a jolly game if you take it in the right light. At the same time, it is educative and like mercy, it is apt to benefit him that giveth as well as him that receives." Baden Powell.

THE BHARAT SCOUTS AND GUIDES
Creating - Better India
Since 1909

NATIONAL TRAINING CENTER, PACHMARHI

To
All the State Secretaries
State Associations of
The Bharat Scouts and Guides
Indian Union

Circular No : 46/2026/1323
Date : 13/08/ 2026

Sub : 61ST Course for Leader Trainers [Residential Module].

Sir/Madam,

Greetings from National Training Centre, Pachmarhi.

We are pleased to inform you that The Bharat Scouts and Guides National Training Centre is organizing the residential module of **" 61ST Course for Leader Trainers (Scout Wing)" at NTC Pachmarhi from 25.10.2026 TO 31.10.2026**. The course details are as follows :

Name of the Course	61ST Course for Leader Trainers (Scout Wing)
Purpose	• To provide an opportunity for the sharing of experiences in the consideration of advanced training methods, demonstration and development of new training methods and an examination of existing training methods and techniques with the objectives of recommending improvement. • To provide a trainer to run all types of courses of the section concerned.
Dates	From–25.10.2026 To 31.10.2026
Venue	The Bharat Scouts and Guides, National Training Centre, Pachmarhi, Narmadapuram, Madhya Pradesh-461881
Reporting	25.10.2026, before registration. Registration from 09.00 to 10.30 hrs. Participants will appear for registration with proper uniform. Late comers will not be admitted.
Departure	31.10.2026, after Lunch. Return reservation to be made accordingly. Participants will not be allowed to leave early
Eligibility	1. Must have thorough understanding and acceptance of the principles, aims and methods of Scouting and Training. 2. Must have given at least one year of satisfactory service as an Assistant Leader Trainers. NB : Condition at SL No. 2 can be relaxed up to one year in case of full time professionals at all levels. 3. Should have conducted two Basic courses or two Advanced courses or one Basic and one Advanced courses in appropriate section after ALT. 4. Should have assisted in a HWB Course of the appropriate section as full time staff or should have at least two Golden Arrow Cubs / Rashtrapati Scouts/Rovers as the case may be to his/her credit. Submit a certificate to this effect from DOC/DTC.
Registration	As per the digitization process of National Headquarters all participants to be registered through at https://bsgevents.in
Weather	20°C to 30°C

Timeline	• **01.09.2026– 5.30 PM, bsgevent.in portal will closed.** • **(Seat limited, admission on first com first served basis)** • **25.09.2026- 5.30 PM—selection letter to be issued by NTC** • **10.10.2026- AT 7.00 PM—Pre-Course Counselling (virtually)** • **24.10.2026 —Pre-Course Assignment to be submitted.**
Scout Guide Welfare Fund	Rs.3500/- (Rupees. Three Thousand Five Hundred Only) to cover the cost of boarding, lodging and training materials. NO CASH– will be accepted at the time of Registration. All the payment done through online. Bank Slip/ UTR Number and Date. Deposit slip should be submitted along the application form or at the time of Registration. **BANK DETAILS FOR ONLINE PAYMENT** Bank Name– State Bank of India Branch– Pachmarhi Branch Bank A/c No. – 11265122084 IFSC Code - SBIN0001046 **OR** **QR CODE (Attached with this circular)**
Subsidy	Subsidy @ Rs. 70/- per head per day and travelling expenses @ Rs. 550/- or actual whichever is less will be reimbursed on receipt of Government Grant
How to Reach	Pachmarhi is located on the Mumbai Jabalpur route, between Itarsi and Jabalpur Station. Pipariya is the nearest Railway station from Pachmarhi. The distance from Pipariya to Pachmarhi is 56 k.m. Buses are available from Pipariya to Pachmarhi. Numbers of private jeeps are also available on nominal rate. The Bharat Scouts & Guides, NTC is just 5 k.m. from Pachmarhi bus stand. Local Conveyance are available. Those who are coming by private Jeep can directly come up to NTC. **Google location : https://goo.gl/maps/5oh3qve9UTEKUU8x8**
Self Learning Modules	Attached herewith- to be studied at their own pace, before attending residential modules.
Pre-Course Assignment	Will issue along with selection letter.
Completion of Safe from Harm (SfH)	Each participants should complete the **"SAFE FORM HARM"** e-learning through the provide link **https://lms.scout.org/courses/show/214280** and print out the certificate to be submitted at the time of reporting

1. Candidate should apply through **https: //bsgevents.in.** subsequently the same will be approved / rejected by the concerned state association.
2. Candidate should submit a hardcopy of related documents as mentioned at the time of reporting.
3. It is advised that amount for SGWF to be transferred online at the time of reporting.
4. State Training Commissioners are requested make use of this opportunity.

Your co-operation is highly solicited

Thanking you.
Yours in Training,

Smriti Sourabh Ray
Deputy Director of Scouts
(Leader Training)

Encl. :
1. Application Form.
2. Unit Running Certificate.
3. Basic / Advanced Course conducted certificate.
4. HWB Assisted certificate.
5. Produced Golden Arrow / Rashtrapati Scout/Rover certificate.
6. Recommendation form

Copy to :
1. All the NHQ office Bearers.
2. The Growth Manager –Membership Growth Cell, BSG, NHQ.
3. All Assistant Directors – with a request to ensure participation from their region
4. The State Training Commissioner (Scout).

From No.05 LT

Application for Course for Leader Trainers (SW)

To

The Dy. Director (S) Ldr. Trg.
Bharat Scouts & Guides,
National Training Centre,
Pachmarhi, M.P. 461881.

Passport Photo in Uniform

Sir,

I hereby apply for the Course for Leader Trainers to be held at NTC Pachmarhi from _____to _____

1. Name of State : .....

2. Full Name (In Block Letters) : .....

3. Full Home Address : .....

.....

.....

..... PIN Code : .....

E-mail ..... Mob. .....

UID .....

4. Occupation / Employment : .....

5. Where employed / How long : .....

6. Date of Birth : .....

7. Educational Qualification :

8. Whether have been a Cub / Scout / Rover, if so give details, Place, Years etc. :

9. Service in the Movement as an Adult Leaders. Give details. Rank, Years, Warrant Nos.

10. List of books on Scouting you have studied.

11. Scout subject in which you are well versed.

12. I now hold warrant for rank (Photocopy enclosed) : .....
Warrant No. _____ Date _____ Valid till _____

13. Past training details

Sl	Name of the Course	From	To	Place	Certificate No. & Date	Leader of the Course
1	Basic Course					
2	Advanced Course					
3	HWB Course					
4	Pre-ALT Course					
5	ALT Hon'ble Charge No_____ Date _____ Valid upto _____					

Cont. 02

14. Training Courses Assisted after ALT Course

Sl	Name of the Course	From	To	Type of work done	No. of Participant	Leader of the Course
1						
2						
3						
4						

* Produce Certificate issued by Competent Authority.

15a. Assisted Himalaya Wood Badge Course from …… to …….. at ……..
…… as full time staff. Leader of the Course ……..

15b. Produce Golden Arrow Cubs / Rashtrapati Scouts / Rashtrapati Rovers in unit after receiving ALT Hon'ble Charge

16. Any special interest / skill : _____

Signature of the Candidate

Recommendation

The applicant Mr/Ms…… is an active Unit Leader of my LA/DA and is interested to spare his services in the area of Unit Leaders Training. We recommend that he / she may be admitted to the Course for Leader Trainers (SW).

State Training Commissioner (Scouts)

Forwarded to National Training Centre, Pachmarhi

Date **Signature of State Secretary**

Encl :

1. Unit Running Certificate
2. Course Assisted Certificate by LOC/STC(S)
3. Attested copy of valid warrant.
4. Recommendation form.

USE FOR THE NTC OFFICE

Admitted in the Course from …… to ……

Observations if any :

DY. DIRECTOR (S) LDR. TRG.

HWB COURSE ASSISTED CERTIFICATE

This is to certify that Mr. / Ms. / Mrs. ……..…… Cub Master / Scout Master / Rover Scout Leader of (Name of the Unit) …….. . .. …… …….…. has assisted full time staff during HWB Course for Unit C/S/R section was held at …...…….…… … State …… …… from ……...……..… to ……...…..……

Leader of the Course **State Training Commissioner (S)**

********** **OR** **********

Produced Arrow Cub / Rashtrapati Scout / Rashtrapati Rover Certificate

This is to certify that Mr. / Ms. / Mrs. …….…… has produced the following (as per concerned section):

Two Golden Arrow Cubs
Two Rashtrapati Scouts
Two Rashtrapati Rovers

Their names and certificates number and dates are hereunder :

Name …… Cer.No. ……. Date .....

Name …… Cer.No. ……. Date .....

COURSE CONDUCTED (BASIC / ADVANCED) CERTIFICATE

This is to certify that Mr. / Ms. / Mrs. …….. ……..…

Cub Master / Scout Master / Rover Scout Leader of (Name of the Unit) ……...

..…… …….…. has conducted as Leader of the Course as per details :

Sl	Basic / Advanced	Section	From	To	Place	State
1						
2						
3						
4						

State Training Commissioner (S)

The Bharat Scouts & Guides, National Training Centre, Pachmarhi (M.P.) **Form-IX**

Recommendation for appointment as Leader Trainer (Scout Wing)

Passport Size Colour Photo In Scout Uniform

1. Name of the State Association : _____

2. Name of the Candidate : _____
(Block letters)

3. Full Postal Address : _____

_____

_____ Pin Code | | | | | | |

E-mail ID : _____ Phone/Mob. _____

UID _____

4. Date of Birth : D | | | M | | | Y | | | | | Age : _____ Years.

5. Educational Qualifications : _____

6. Name of the Group : _____

- Charter …… Date……
- Warrant No…… Date……
- Name of District …… Date……

Registered from : _____ Warrant No. _____ Date : _____

7. Completed HWB in Cub/Scout/Rover : _____

8. H.W.B. Parchment No. & Date : Parchment No. _____ Date _____

9. Pre-ALT Course : Certificate No. _____ Date _____

10. ALT Course : Certificate No. _____ Date _____

: ALT H'be No. _____ Date _____

12. Current rank in the Movement. _____

Date : _____ **Signature of the Applicant**

TO BE FILLED BY STATE TRAINING COMMISSIONER (S)

	Remarks
Scouting Knowledge	
Leadership Qualities	
Willingness to spare time	
Warrant Holder	

State Training Commissioner (S)

State Chief Commissioner

Date :……

FOR THE USE AT NATIONAL TRAINING CENTRE

LT Course Certificate no.---------- Dated ----------

Recommendation received on :

Recommendation for appointment:

Dy. Director of Scout (Leader Training)

Chief Commissioner (Scouts)

Chief National Commissioner

Honourable Charge No. : _____ Date :_____ Issued On : _____

Merchant Name : THE BHARAT SCOUTS AND GUI

UPI ID : 11265122084@sbi

BHARAT INTERFACE FOR MONEY

UNIFIED PAYMENTS INTERFACE

भारत 2023 INDIA

वसुधैव कुटुम्बकम्

ONE EARTH • ONE FAMILY • ONE FUTURE

BANK DETAILS FOR ONLINE PAYMENT

Bank Name - State Bank of India

Branch - Pachmarhi

Bank A/c No. – 11265122084

IFSC Code - SBIN0001046

6 AREAS OF TRAINING

1). FORMAL TRAINING
2). INFORMAL TRAINING
3). PERSONAL SUPPORT
4). SELF TRAINING
5). TRAINING ASSIGNMENT
6). TRAINING STUDIES

FORMAL TRAINING – TRAINING COURSES

1. PRACTICAL SKILLS
2. PROGRAMME PLANNING
3. LEADERSHIP
   - Planning the Personal Growth of young People
   - Planning the Development of work
   - Unit Administration
   - Evaluation
   - Exercising Responsibility

INFORMAL TRAINING

During training courses - After the training courses - Leaders meet – Meetings- Visits

PERSONAL SUPPORT

By meeting Leaders of Adults (Commissioners)
From District level officials
From Heads of Institutions /Group leader

SELF TRAINING

……..By reading and using available material through.

……..By acquiring skills out side scouting (professional).

……..By applying the lesson learnt.

……..By evaluation of his own performance.

……..By observing the work of others.

TRAINING ASSIGNMENT

Practical projects, activities that have precisely defined objectives.

The assignments are to be practiced in the Units with the members.

TRAINING STUDIES

Studies containing questions, which is to be answered after self study or reading literature pertaining to the subject.

****

PERSONAL SUPPORT

To run a team smoothly systematically is a challenge for the Ranger Leader. It is easier to get training for the R.L., but the success of her depends on running the team properly. To run the team successfully she must think from where she can get the support and arrange accordingly, then she can become a successful leader.

Dist. Level Officials :
For community development projects and community services the Ranger Leader can take help of different organisation of district or dist level officials, because without their permission it cannot be possible. Some time they not only gave the physical support but also the economical support. For training or Ranger their co-operation helps a lot.

Guiders
Ranger Leader should keep relation with the guiders or her own district and local areas. Guiders can help the rangers as a guideline because they are well trained before. The trained guiders who are the members of badge committee can become examiners for rangers.

Training Counsellors :
In district level different training counsellors are appointed. Her experience and language are very important. They are experts in their subjects and well known in their area, like map reading expert, hike expert pioneering expert etc. The aim of Ranger Leader must to take advantage or their knowledge and ability. By this the R.L. can develop and increase the rangering. In the training and their presence is very important.

Leaders being human needs :

- A sense of belonging.
- Personal counselling Support.
- Recognition of demands in the family.
- Recognition of their successes.
- Identifying opportunities for advancement and motivating them to grab such opportunities.
- The Provision of personal support, grows parallelly as the responsibility of the leader increases.

Self Learning Module - LEADER TRAINER COURSE

SELF TRAINING/ LEARNING

INTRODUCTION.

The Self Learning Module of LEADER TRAINER course will introduce the most important area i.e. self training/.learning.. Self Training is an essential learning experience. To some extent, it will always happen, but this cannot be left to chance.

Training Courses should be planned to ensure that the participant continues to train himself afterwards. He must be made aware of his future training needs. He must learn how to satisfy them; and he must have the desire to do so.

If care is taken to prepare the participant, self training can also take place before a Course.

Support material can be distributed and studied before the Courses. Such material should be kept short and simple if it is to be useful.

One possibility, which encourages pre-course study, is to distribute a questionnaire, which is to be answered beforehand, possibly from reasonably accessible sources, e.g. handbook, magazines.

During a Training Course, further reading can be recommended. Indeed some of the support material issued in the Courses (e.g. handouts) can be designed for study after the Courses, rather than during it.

Every opportunity should be taken to show how the learning which takes place during the Courses can be continued and developed afterwards.

Apart from reading and studying, a Unit Leader can also be encouraged to:

- Practice skills learnt on training Courses and else where.
- Develop skills outside Scouting (e.g. in his professional work, in his hobbies).
- Evaluate his own performance as a Unit Leader.

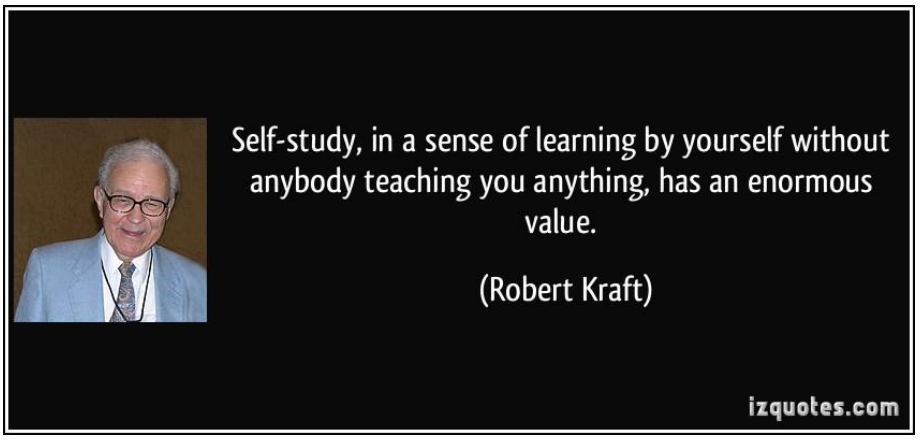
Observe the work of other Unit Leaders

Objectives

1.Define

1. Define self training /learning
2. Concept of self Learning or training

3. List different ways and principles of self learning / training
4. Understand about how to develop self learning
5. Define self learning module
6. List the different theory of self learning



What is the concept of self learning or Self training?

Students/trainee, who self-learn/train, on the other hand, **essentially teach themselves**. Instead of having a concept explained to them, they use instructions, context clues, and examples to figure out the answer on their own. When a student develops the ability to self-learn, they can study any subject confidently.

Particularly in Scouting, Scouters need Self Training for their own all round development to set personal example.

DIFFERENT WAYS OF SELF TRAINING/Learning

- Self study.
- Collection of literature and information.
- By using mass media.
- Collection of illustrations, songs and stories.
- Building up personal kit and literature.
- Competency to apply the known knowledge.
- Integration of emotion and religion.
- Formal subjects are to be integrated with Scouting and Scouting with formal subject.

- Developing positive attitude while observation.
- Developing Scout skills by practice.
- Observation of Natural and man made Environment.
- Clarifying and finding solution to problems.
- Knowing about happenings around us.
- Competency to use Training technique and modern technology.

To continue Self Training a Unit Leader should be encouraged to –

- practice skills learnt on training courses and observe.
- develop skills outside Guiding.
- Evaluate his own performance as a Unit Leader.
- observe the work of other Unit Leaders.
- read and improve his competencies to make the unit programme better and better with experience.

Principles of self-learning / self training

- Learn who you are. Know your strengths, passions, weaknesses, talents, gifts, values, experiences, successes, failures. ...
- convenient environment. ...
- Teaching others. ...
- Be careful who you learn from. ...
- adapted to the lives of learners. ...
- Try every medium. ...
- Get in arguments.

Putting it All Together-5 steps of self learning / self training

- Give learners choices in their learning materials.
- Ask learners to make goals.
- Build learner knowledge through problem-solving and discussion questions.
- Break the skills down for learners and align with practice activities.
- Foster communities of practice.

How to Pursue More Self-Directed Learning / training

How can you develop my self learning skills?

Now that we've covered some of the background and benefits associated with self-directed learning, let's look at some of the steps we can take to achieve it. Below are 20 ways to put yourself first when it comes to your education.

1. Identify your learning goals.

You can't achieve what you haven't envisioned. Identifying what you want to learn is the first step of the process.

2. Question the significance of things.

Make a habit of not taking things for face value and you'll start to ask questions because you acutally care about the answer.

3. Seek out interesting challenges.

Who says challenges are unpleasant by definition? Identify a problem you care about and reward yourself by solving it. That's what genuine learning is all about.

4. Monitor your own learning process.

Learning is much more enjoyable when you've set your own standards. Whether you receive the grade you want or not, try to measure your progress against your own personal learning goals.

5. Understand your own approach.

Many of us assume we know our own learning style and preferences, but do we really? Take a moment to consider what format or medium helps you learn best.

6. Use game-based motivation strategies.

Reward systems can work wonders when it comes to self-directed learning. Give yourself fun reasons to challenge yourself and work hard.

7. Start with background on a topic.

Get to know your topic by reading the Wiki page on it first. It's important to have context before you dive into details.

8. Cultivate intrinsic motivation.

Intrinsic motivation doesn't come naturally to everyone, but it can be learned. Help yourself enjoy learning more by collecting interesting facts or planning to share your knowledge with other people.

9. Share your learning with peers and mentors.

Knowing you are going to share what you've learned with someone else can make a huge difference when it comes to learning. Your attention and memory both receive a boost when you picture yourself relaying new material to another person.

10. Create something out of what you've learned.

Make a habit of creating something–a diagram, a song, a journal entry– with the new material you've learned. Not only will it help solidify the material in your long term memory, but it will also help you look forward to future learning endeavors.

11. Build your own personal learning syllabus.

Have you ever looked at a syllabus from a course and wished you had more of a say in it? Now's your chance. Learn what you want, when you want, how you want.

12. Use time (or lack thereof) to your advantage.

We're all busy, but sometimes this can be an advantage. Take the thirty minutes you have during your lunch hour or post-work session at the gym to complete a "unit" on a topic of interest.

13. Pursue knowledge, not good grades.

It's hard to ignore grades when they seem to mean so much to university admissions staff. But it's important to keep in mind that they aren't the end-all-be-all. Grades don't always reflect how much you've actually learned, and that's what counts in the end.

14. Create your own personal learning record.

There are so many great tools out there to help you document your learning. Have some fun with a digital learning portfolio– especially ten years down the road when you're going through your old notes and projects!

15. Verbalise your achievements.

It's one thing to know what you've learned; it's quite another to make it known. Verbalising your achievements can be extremely rewarding, and can help you reflect on what you think you've learned vs. what you've actually learned.

16. Make a list of topics “to master.”

Creating a list of topics to master is almost as fun as crossing them off. Remember to make concrete, easily-achievable goals as well as more general, overarching ones.

17. Practise using what you’ve learned.

We all value knowledge we can actually use. Sometimes we need to make an effort to use it, though. Create your own opportunities to use your knowledge and you’ll find the results very rewarding.

18. Value progress over performance.

We never stop learning, and that’s one of the many reasons why self-directed learning can be so enjoyable. Countless topics, questions, and problems means countless opportunities to feel stimulated and accomplished.

19. Keep your goals realistic.

One of the major killjoys of self-directed learning is created not by the “system” but by ourselves: unrealistic goals. It’s easy to get discouraged when we don’t achieve what we want to. Try to keep things in perspective and create goals you can reasonably achieve.

20. Build a network of “learning colleagues.”

What is self learning material?

Self Learning Material (SLM) is **developed with the approach of self-explanatory, self-contained, self-directed, self - motivating and self-evaluating**. Proper planning has been done prior to development of the learning material.

How effective is self learning?

Self-directed learning has been found to have many advantages. **It increases students' options, self-confidence, independence, motivation and also the development of different skills for lifelong learning**. It seems that many different educational solutions can be used in order to promote independent learning.

Which is the most effective method for self learning?

The most effective method for encouraging self learning is:

- Have a Clear Focus: Your brain enjoys novelty, and you should take advantage of it by applying what you've learned to your goal.

- Learn Every Second: When you leave your house in the morning, your learning session begins!
- Arrange for Learning Sessions.

What are self-learning modules?

Self-learning modules are **designed where the learner is free to chose what to learn, how to learn, when to learn and where to learn**. This flexibility is an importance characteristic in open learning process.

What are the types of self-learning?

Self-learning

- Autodidacticism.
- Learning theory (education)
- Night self-learning.
- Unsupervised learning, a kind of machine learning.

Characteristics of SLM

Self learning modules are **designed to provide with a solid knowledge base and actualize learning experiences**. Self learning modules are designed to provide with a solid knowledge base and actualize learning experiences

What is self-learning theory?

In its broadest meaning, self-directed learning describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning ...

There are five primary educational learning theories: **behaviorism, cognitive, constructivism, humanism, and connectivism**. Additional learning theories include transformative, social, and experiential

CHECK POINT

Select the Correct one from given answer:-

1.How many principles of self training / learning is there ?
a) 6 b) 7 c)8 d) 5

2. To continue Self Training a Unit Leader should be encouraged to practice skills learnt on training courses and observe

a) True b) False

3. Self training /learning do not ask learners to make goals

a) True b) false

4.There are 4 types of self learning process ?

a) True b) false

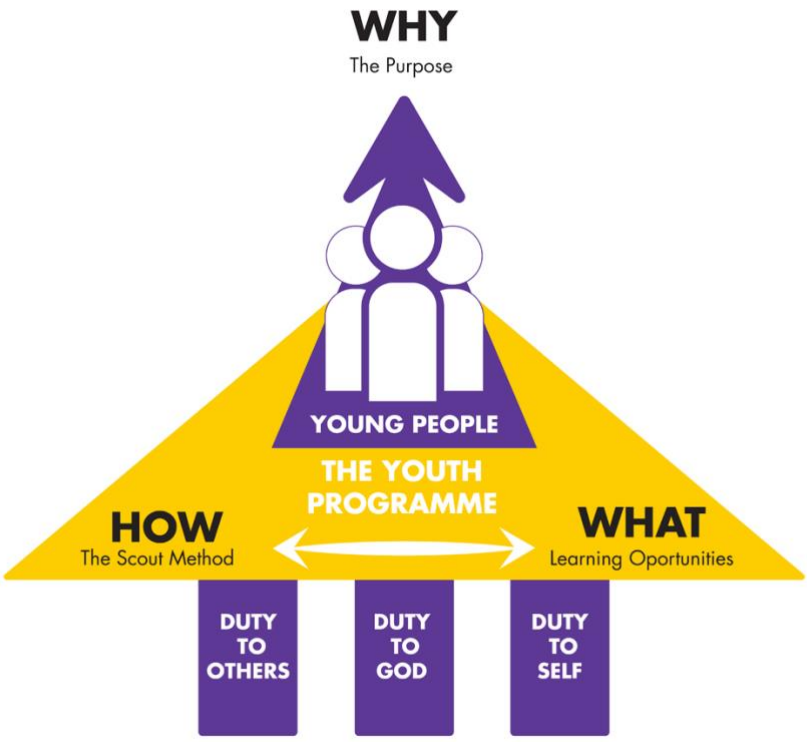
5.How many educational learning theories are there ?

a) 6 b) 5 c) 7 d)4

WORLD SCOUT YOUTH PROGRAMME POLICY AND AIS

The Youth Programme is the educational means used to achieve the purpose of Scouting, which is 'to contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities'. Therefore, the Youth Programme is the means through which Scouting contributes to the empowerment of autonomous individuals and the holistic development of active global citizens for the community.

The Youth Programme in Scouting is the totality of the learning opportunities from which young people can benefit (What), created to achieve the purpose of Scouting (Why), and experienced through the Scout Method (How).



The Youth Programme Content

The World Scout Youth Programme Policy is a guide for the ongoing development of the Youth Programme in NSOs. The Policy sets out the common elements of Scouting education that NSOs should implement according to their circumstances, sharing the same concept of Scouting as education for life with Scouts all over the world.

"Scouting is an educational movement for and of young people based upon the Fundamentals of Scouting: its purpose, principles, and method. The cause of Scouting is Education for Life, where the Youth Programme is the main medium through which young people are educated. Hence the Youth Programme is the central element of Scouting, the vehicle through which the purpose of Scouting is achieved. Without the Youth Programme, there is no Scouting (World Scout Youth Programme Policy, Purpose of the World Scout Youth Programme Policy, page 7)."

All functions of an NSO support the implementation of the Youth Programme. For example, management structures, adult training, communication teams, and financial resources. This means that all adults in Scouting work together to implement an effective Youth Programme, no matter their role.

Part of the Policy describes all learning opportunities in Scouting from which young people can benefit.

"Adults and young people should work together in partnership to create learning opportunities. It is up to young people to turn these opportunities into meaningful experiences for themselves (learning is a choice). The adults support the young people in this process. Hence, the primary role of the adult in Scouting is not to plan or execute activities, but to facilitate the learning of young people (World Scout Youth Programme Policy, What, page 12)."

When developing its Youth Programme, an NSO should consider many other areas in addition to the content of the Programme:

- The Youth Programme should be organised into different age sections based on the development stages of young people. The content of the programme should be age appropriate.
- When reviewing the Programme, NSOs should also review adult training schemes to ensure that the Youth Programme is implemented appropriately.
- NSOs should establish an infrastructure to support the implementation, monitoring, and further development of the Programme.
- They should also ensure that they have sufficient qualified and active adults, with the relevant knowledge and skills.

The Youth Programme is implemented through a partnership between young people and adults, based on the young people's interests, needs and abilities. An effective Youth Programme, one which appeals to young people and is perceived to be relevant to the social reality in which it is offered will also attract adult leaders committed to supporting

its implementation. Those responsible for the Youth Programme and adult training in an NSO should, together

- analyse the role of adults and the competencies they need to perform their role.
- identify their training and personal development needs.
- design and implement a support framework that meets those needs.
- evaluate the effectiveness of personal development in terms of its impact on the implementation of the Youth Programme.

The World Scout Youth Programme Policy also describes adult roles and responsibilities:

"The Youth Programme should be everyone's job within the Scout Movement at all levels. It is important to differentiate between who is facilitating, supporting, and developing the Youth Programme. At all levels of Youth Programme, three roles performed by adults can be identified:

- **Facilitator:** creates the right circumstances for young people to gain positive learning experiences through their Scout life. This role is linked more to the implementation of the programme.
- **Developer:** evaluates, analyses, and designs the programme according to young people's needs, taking into account any new trends that arise. This role is generally practised by the Youth Programme teams that develop the programme at any level.
- **Supporter**: assists the development and implementation of the Youth Programme. It includes a wide span of adults in Scouting who may be volunteers or professionals working in the field of the Youth Programme or elsewhere e.g. in Adult Support. (World Scout Youth Programme Policy, Key Principles for the Youth Programme, page 18)."

Visit also:
World Scout Youth Programme Policy
WOSM Youth Programme Service

Self Learning Module 6- LEADER TRAINER COURSE

NEEDS AND ASPIRATIONS OF YOUNG PEOPLE.

INTRODUCTION.

The Self Learning Module of LEADER TRAINER course will introduce the most important area i.e. needs and aspiration of young people.

OBJECTIVES :

By the end of the of the module you will able to

- Define 4 needs of Youth
- List the needs of young people
- Define aspiration
- List the aspiration of young people.

Lesson

Youth Development research emphasizes the importance of meeting four basic human needs: **belonging, mastery, independence and generosity**. It's clear that youth whose needs are met in positive ways are likely to grow into good citizens and contributing members of their families and communities. and group tasks.

4 Needs of Youth

1. Need to Belong

Youth need to know they are cared about by others and feel a sense of connection to others in the group. youth need to feel physically and emotionally safe while actively participating in a group. Here's how you can help. • Help group members to get to know each other through introductions, group games, mixers, and small group

activities. • Create opportunities for members to interact with each other through the project work and group tasks. • Develop traditions to welcome new members and celebrate individuals. • Find ways to involve family and community members in as many activities as possible.

2. **The Need to Master**

Youth need to feel and believe they are capable and experience success at solving problems and meeting challenges to develop their self-confidence. By exploring projects and activities, youth master skills to make positive career and life choices. . • Provide project learning experiences. • Model and teach that failure or frustration is not a disgrace but a part of the learning experience. • Be fair and consistent when enforcing rules and giving feedback.

3. **The Need to be Independent**

Youth need to know that they are able to influence people and events through decision-making and action. By exercising independence through leadership opportunities, youth mature in self-discipline and responsibility and learn to better understand themselves. • Give youth opportunities to lead simple tasks and then progress to more difficult ones. • Recruit, train and support young people who are ready for more responsibility. • Avoid jumping in to help unless you are really needed, encourage young people to overcome obstacles on their own. • Encourage, motivate and praise members who complete leadership roles.

4 **The Need to Be Generous**

Youth need to feel their lives have meaning and purpose. By exploring community service and citizenship activities, youth can connect to communities and learn to give back to others.

Have your group adopt a specific service project that fits their interests and abilities and meets a community need • Arrange tours of local sites and opportunities to get involved. • Encourage youth to consider the feelings of others. • Set up mentoring opportunities where youth learn from others.

NEEDS OF YOUNG PEOPLE:

- Looks the future.
- Get employment.
- Become a good citizen.
- Make a place in the society.
- Take perfect decision.
- Accommodate herself accordingly to the situation
- Adjust in the modern life style.
- Create new source of income.
- Make good social life style.
- Develop Skills.
- Involvement in Voluntary Organisations.
- Become self- dependent.
- Keep self respect.
- Courage to face the difficulties in life.
- Decision Maker.
- Behave like Adult.
- To get love and affection from others.
- Knowledge of good literature.
- Active participation in Literacy, Polio, Sanitation Promotion, Blood Donation etc.

ASPIRATION OF YOUNG PEOPLE

Human life is full of ambition. Ambition makes strong motivation. It is fixed. Through ambition any person can reach at the Development.

Youth aspirations are **a process of young people hoping and imagining what their lives will be like in the future**. Aspirations are not simply formed through individual interest, but through youths' interactions with other people, institutions, and other aspects of their social lives.

> **Whatever you think, you will be. If you think yourself weak, weak you will be; if you think yourself strong you will be." By Swami Vivekananda**

Home to Swami Vivekananda and one-fifth of the world's youth, India has the largest young workforce. In the past 73 years of being a republic nation, we have seen the world progressing, and if the nation which gave the philosophies of Swami Vivekananda to the world needs to catch up the speed, the youth will have to take the lead. Jacinda Arden (PM New Zealand), Sana Marin (PM Finland), Sebastian Kurtz (Former chancellor of Austria), are examples from countries who have achieved a lot due to their young population in governance. In India too, if the younger generation learns the complex art and science of early decision-making, the aspirations and ambitions may bear fruits.

Indian industrialist Ratan Tata says, "**The future of India will be driven by the phenomenal aspirations of the young population. If we are to meet our commitments to achieve population stabilization and contribute to the national aspirations of the $5 trillion economies by 2024, we must focus and invest in the young citizens of the future."**

For young people today, economic independence, the freedom to make life choices and contribute their bit to society is quite important. India is in the throes of the digital revolution currently — machine learning, robotics, artificial intelligence, all have given wings to youth to dream big.

These dreams and ambitions shape the future of any nation and higher education plays a major role in career opportunities and youth's abilities.

Founder and Chairman, Universal Business School, Tarun Anand, on changing aspirations of youth, says, "The Youth of today are looking for a purpose in their lives and once they get that they put all their energies towards achieving this. They want to give back to society by either creating products which make our lives better or through directly working on social causes which directly impact society.

"They are bold enough to challenge the status quo and are not willing to be silent spectators in the past. They have a voice and know how to use it and with them being more tech-savvy they know how to amplify their voice through social media. This is a great moment for educators who can harness their energy and passion and provide them with a platform to make a change."

The New Education Policy, 2020, also reflects these changing aspirations of youth and its role in India's future. It takes a shift from what to think to how to think.

And while the policies have provided mixed results towards engaging the young in the past, a recent report released by Lokniti-CSDS and Konrad Adenauer Stiftung indicates that the youth of the country worries over various issues and it can be linked to the pandemic resulting in worsening financial, emotional and health crisis.

Over the past few years, the enrollment ratio in higher education has also increased. A report by Lokniti CSDS supports it, as four in five youth from the youngest cohort are studying and only 4% are earning. Also, 42% of young women and 36% of younger men are pursuing higher education degrees. This indicates educational empowerment, paving way for better future opportunities.

Similarly, the job preference is also changing. While 5 years ago 65% of youth preferred government jobs, now the number has subsequently decreased to 55%, with an increasing interest of 25% in starting their own business.

Aspiration of Youth

- Achieve success in their own field.
- Good employment.
- Present skills and crafts in society.
- Create good impression in society.
- To get power.
- High standard of Social and Economical life style.
- Proceed in every field.
- An ideal representation or personality.
- Maintain good health.
- Represent herself attractively in the society.
- Faith in the religion.
- Follow the Aim, Law, Ideas of Dharma.
- Service.

CHECK POINT

Select the Correct one from given answer:-

1.How many types of needs are there ?

a) 5 b) 4 c) 3 d) 2

2. Employment is the need of young people.

a) True b) false

3.Developing skill is not a need of Young people.

a) True b) false

4.Achieve success in their own field is one of the aspiration of youth?

a) True b) false

5. Create good impression is one of the need of young people?
a) true b) false

THE BHARAT SCOUTS AND GUIDES

National Headquarter, New Delhi

Training Administration

Training Administration

The significant of Training administration is to create such impression of the course /subjects to the trainees and the support towards trainees, their teamwork, time management, planning, their presentation, developing new training methods, communication to the trainees for their all-round improvement of the subject so that they can appreciate and grow much interest..

Success of the training depends on objectives, Goals, target, knowledge and enthusiasm delivered during training.

- ❖ Designing of Training Event
- ❖ Competency of Training Team
- ❖ Training Administration.

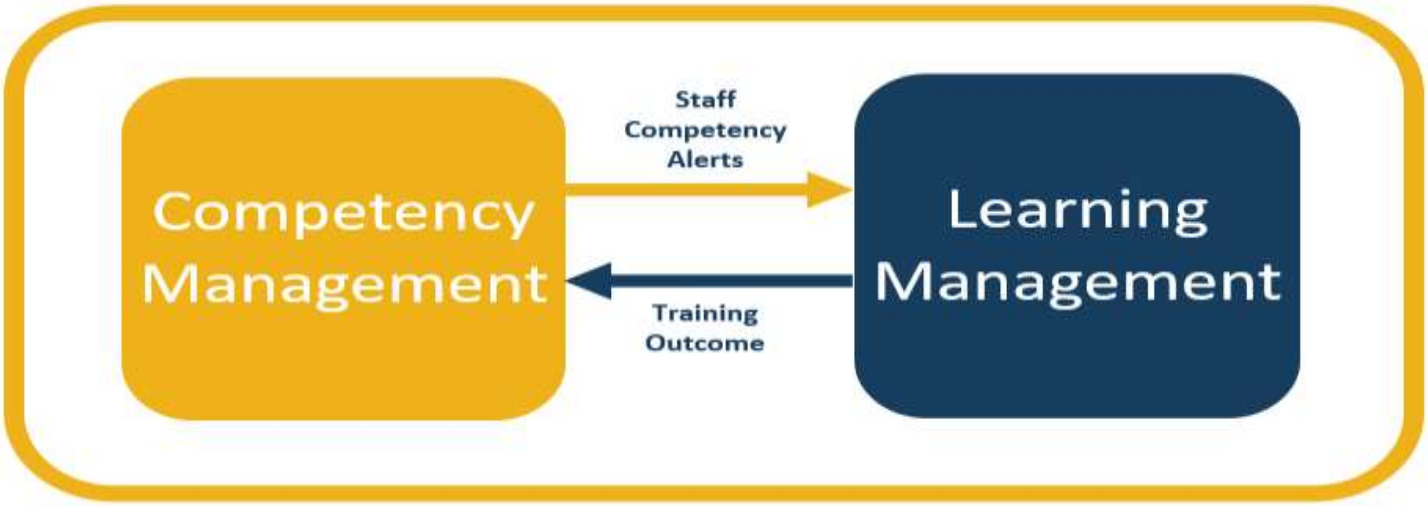
Designing of Training Event - The success of any Training Event depends on its planning and execution. Trainings are activities that are conducted to impart learning to the trainees. Training Design Process is a systematic approach for developing training programs. The following

- ➢ **Training Need Analysis** - Clear objectives, Proper understanding need of training.
- ➢ **Creating a Learning Environment** – A good Learning environment has to be created. It depends on learning place, well equipped training center, conducive environment is key to impart learning to the trainees. Create a small group where the trainees can share their knowledge about the subjects freely, what and how they have learnt and solve the problems, willing to learn.
- ➢ **Developing an Evaluation** - for assessment of the success of the training event evaluation is much important keeping the objectives of the plan. It assesses the training programme, performance of the trainees etc.
- ➢ **Selecting Training Method -** Learning Methods shall be selected to attract the Trainees. Such as lectures, Practical demonstration, handouts /Slides / Power Point projection, image /pictures etc. Videos can be used for all learners for better effect. Brainstorming method, discussion on the subject within a small group is a very effective method from which many points on the subject may occur. Motivational work is also to be arranged.

  Time Management is also an important part of the training system. Too long-time taking programme may be felt bored. So, complete the session within allotted time.

❖ **Competency of Training Team** - In order to provide better and quality training, requires personal skills in assessing, developing, implementing training programs and a profound knowledge about the subject. Relationship skills is also an important subject for the team. The team should have practice-based learning and communication skills. Competencies are combining skills, knowledge and ability. Competencies are usually fall into three categories:

- Behavioral Competencies - An expression of softer skills.
- Technical Competencies - Effective use of IT system and computers.
- Leadership Competencies – An expression of the qualities that make a good leader, turned into measurable behaviors.



Formation of Training Team

ALL THE LEADER TRAINERS AND ASSISTANT LEADER TRAINERS ARE THE MEMBERS OF THE TEAINING TEAM. The Dy. Director Scouts (Leader Training) is the Leader of the Training Team assisted by the State Training Commissioner(S) with their Trainers in the State. The Training Team shall consist of

1. Leader Trainers
2. Assistant Leader Trainers. (SOT)
3. Appointment of ALTs and LTs as per SOT
4. Honorable Charges as per SOT
5. Condition for Renewal as per SOT
6. Exchange and Deputation of Trainers as per SOT
7. Sandhan As per SOT
8. Annual Training Report as per SOT

Behavioral Competencies

- ✓ Build Relationship With the trainees and create a congenial atmosphere.
- ✓ Inspire others Encourage the trainees through positivity, vision, Confidence, challenges and recognition.
- ✓ Communicate clearly Share information regularly and clearly so that all Trainees can understand the subject

Training Administration

General Administration Needs Analysis - This is the process to know which type of training needs to Adult Leaders so that they can deliver training to the Adult Leaders as per subject. Now technology is changing rapidly and if our organization is lagging behind our leaders will be in a trouble to deliver training in the appropriate situation. So, with proper training and development we can achieve to reach our target. We have to identify what skills and subjects as per our SOT are required then to know existing Trainer's (Adult Leaders) level and finally to fulfill our target we will invite the trainees.

Support in Designing Training System /Events - Already described. Following points as per SOT can be considered.

Course Authorization

- Conduct of Course Recognition of Course and Authorization of the Leader of the Course.
- Course for Adult Leaders can be conducted only with proper Recognition and Authorization certificate.

Training records are very much important and it helps trainers and provide evidence of the effectiveness of the training program.

Register of Trainees as per SOT (Scout Wing) Appendix –XII

1. Name and address, with mail ID and phone No
2. Date of Birth and Age
3. Scout Rank
4. Warrant No and date
5. Scout experience and service as Cub, Scout, or Rover and as a Scouter
6. Educational qualification
7. Certificate issued with number
    - I. Work done on the course day by day -Instruction given and all activities during training with names of the members of the staff who led in training.
    - II. Notes on the morning inspection in regard to smartness, turnout, orderliness, cleanliness of camping area, kitchen, latrines, gadgets etc
    - III. Day to day report on the health of the campers
    - IV. Notes on observation of the trainees as regards their progress. Final opinion of members of staff, individually, in regard to each trainee and whether progress could be regarded as satisfactory for issue of certificate.
    - V. Day to day report of Spare time activity assignments and record of progress of the campers/trainees

VI. Record of hikes and other outdoor projects.

VII. Sketch map/Photographs of the camp showing the layout and the disposition of tents, accommodating the trainees and staff members.

VII. Statement of Accounts, receipts and expenditure

VIII. Special events if any.

IX. Report of Training Course as per Appendix XIII of SOT (Scout wing) and assignment and Training Study proforma as per Appendix XIV and a certificate as per Appendix -XV Certificate of Basic Advanced Course Completion Appendix – XVI

Coordination and Support to the Training Team – With multiple sets of skills and experience to draw on, a dedicated team makes it easier to overcome obstacles. Counselors can be deputed to each patrol while in a course so that proper training can be given. Each member of the training team needs to feel they are part of a collective team. While implementing a Training Course it is important for the team members to support each other. When people work together, it's easier to brainstorm ideas and bring out creativity. It also reduces stress. Successful team work, supportive discussions can have positive effects. It also helps to build relationship within the Team Members. When working together as part of a team learn from each other variety of skills. So, team work is useful to fulfill the target. Team without a clear aim in mind and lack of leadership a team cannot Progress. So, we should always support to the training team in a best possible way, providing them all facilities such as good accommodation, ground, toilet facilities, equipment, cooking arrangement, audio visual system etc. to run a course effectively. Training team should arrange a meeting well in advance of a Course schedule and discuss how to run a course in a better way, share responsibilities and what they require (Equipment, handouts and other related items) for the Course. Support the training team wholeheartedly so that they feel that they will not face any difficulties to run a course smoothly.

Training Administration as per SOT

- ✓ Conduct of Course
- ✓ Strength Minimum 12 Maximum 32 Extent 25%
- ✓ For Cub and Rover Section STC(S) is empowered to authorize the Course when the of candidates is six minimum number.
- ✓ LOC -01.
- ✓ Trainers-02.
- ✓ Counsellors-01.
- ✓ Quarter Master-01.

- ✓ Residence in Camp
- ✓ Short Attendance
- ✓ Use of National Training Handbook
- ✓ Certificate.
- ✓ Training Course Records
- ✓ Report of Sick persons to be maintained daily
    - **Register of Trainees – Name & Address, DOB, Scout Rank, Warrant No. & Date if obtained, Scout Experience & Service as Cub/Scout/Rover and as a Scouter, Education, Profession, and Certificate No. & Date when issued.**
    - **Work done on the courses – day by day.**
    - **Notes of morning inspection.**
    - **Report of Sick person.**
    - **Trainee's observation.**
    - **STA.**
    - **Hike Records.**
    - **Statement of Accounts.**
    - **Special Event if any.**
    - **Visitors**
    - ***Report of the Course***
    - **LOC must submit the report of STC(S) within 30 days.**
    - **If the Course is recognized by DDSLT, the record is to be addressed to him. He will keep duplicate with him and original to be sent to STC(S).**
    - **Courses which are authorized by DDSLT – from NTC. are mentioned in SOT**

THE BHARAT SCOUTS AND GUIDES

National Headquarter, New Delhi

SELF LEARNING MODULE on COMMUNICATION

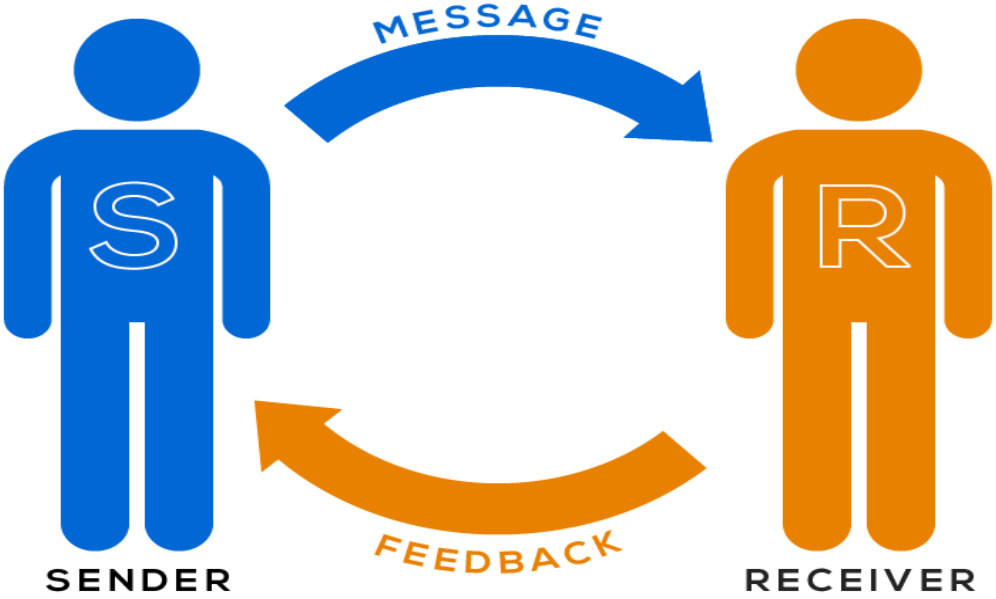
Communication

Communication is the act of giving, receiving, and sharing information. Good communication means listens carefully, speak or write clearly, demonstrate effectively and respect different opinions. We should learn communicate with easy language as desire by the trainees. The vital process by which people are linked together in an organization to achieve a common purpose.

As an adult leader we should not use aggressive style of talking and this may go against us. Good communication is an important part to run our organization. Ours is a nonpolitical, educational movement. If we fail to communicate our curriculum in a right way, organization cannot grow in quantity as well as in quality. So, we must strengthen communication system and use modern technology to reach more trainees. A good number of Handouts, PPT for the subjects, circulars and literatures must reach to the trainees well in advance of a course for better preparation.

Communication has three elements

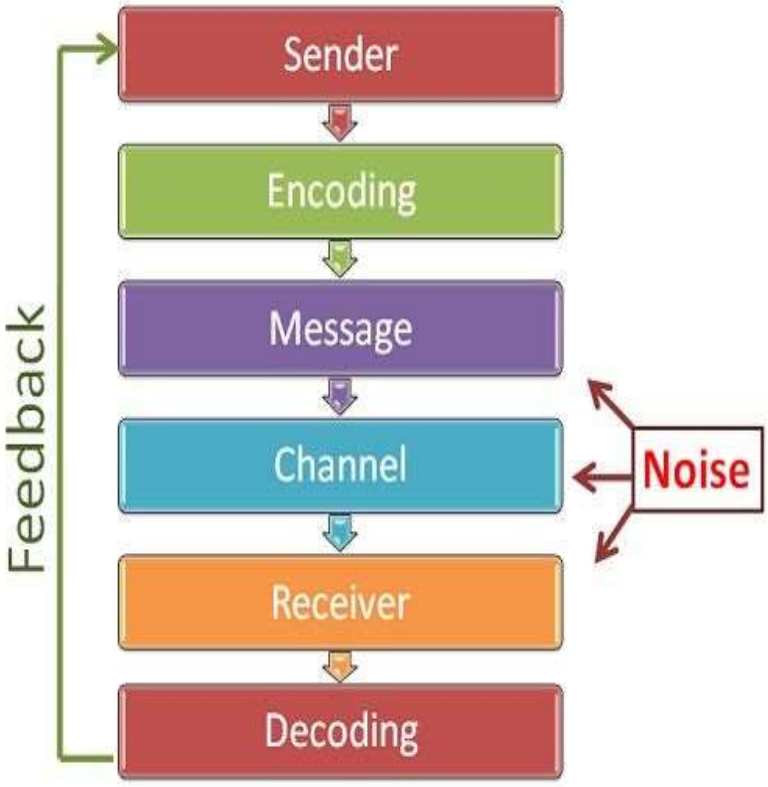
- ✓ **SAYER – One who says**
- ✓ **The Message – What you have to say**
- ✓ **Receiver - One who listen and receive the message**



SAYER – Your ability to communicate clearly and share thoughts, feelings, and ideas will help a lot with the trainees. Communication should be healthy in all respect. Communication style to be adjusted according to the listener. Body language, Eye to Eye contact and positive attitude with smile will attract more trainees. The desired outcome or goal of any communication process is understanding. Sender and recipients or receivers are both vital in communication.

The Message – What you have to say – A message is the content of communication process. A well-defined message has two key components. First it is simple, direct and concise. Second, it defines the issues on your own terms and in your own words. Without a message you cannot initiate a conversation. It makes sense to pay attention to body language and voice inflection.

Receiver – One who listen and receive the message – The receiver is the recipient of the message and explain the words into thoughts and determine how to respond to the sender.



Communication process has two parts –

A. Transfer of information
B. Understanding the message and putting into good use.

Communication process work as under

- ✓ The sender develops and idea to be sent
- ✓ The sender encodes the message
- ✓ The sender selects the language to be used and communicate
- ✓ The receiver receives the message

Conversation is an act of conveying intended information and understanding. Communication is the process of transferring information, meaning and understanding from sender to receiver. In our case the sender is an individual, group or organization who initiates the communication. The sender's experience, attitudes, knowledge, skill, perceptions, and culture influence the message. Communication is the process of transferring information and meaning between senders and receivers using. Successful communication will be noticed when senders and receivers fully enjoy communication thought between them.

Responsibility of the sander – Clarity Deliver the message clearly, simple in language that will easily be understood by RECEIVER.

The sender is the originator of the idea or message that is to be conveyed. The sender must choose the best way to send message ie diagram, reports, PPT, Handout etc. The language of the message will be easier to learn and understand. This process is known as encoding the message. The sender should have knowledge of the subject, behavior patterns and intension and shares message.

Integrity – Deliver it in a way that it supports organizational objectives. Always a true leader should send a message keeping in mind the objectives of the organization is fulfilled.

Do not pass a communicator for the sake of reaching the group more quickly. A message should be very clear to understand and should not be hurriedly send. While preparing a circular the sender should more attention to write it clearly to be understood.

Anticipation – 'Cross your bridges before you come to them' a good message does exactly that it anticipates questions answers them before they are asked. If you anticipate a message, it will be very easy to follow the real meaning of it and the programmer written in the message will be implemented in a better way.

Responsibilities of Receiver – The receiver is responsible for implementation of message in action.

Full attention- Concentration over the message.

The main points of Communication

- ✓ **The Vital process by which people are linked together in an organization to achieve a common purpose.**
- ✓ **SAYER – One who says?**
- ✓ **The message - What you have to say.**
- ✓ **RECEIVER – One who listens and receives the message**
- ✓ **Transfer of information.**
- ✓ **Understanding the message and putting it to good use.**
- ✓ **The communications process is complete only when the RECEIVER understands, accepts and puts the information acquired into use.**

Responsibilities of the SAYER

- ✓ **Clarity – Deliver the message clearly, simply, in language that will be easily understood by RECEIVER.**
- ✓ **INTEGRITY – Deliver it in a way that it supports organizational objectives.**
- ✓ **Do not by pass a communicator for the sake of reaching the group more quickly.**
- ✓ **ANTICIPATION – "Cross your bridges before you come to them" a good message does exactly that it anticipates questions answers them before they are asked.**
- ✓ **FULL ATTENTION – Understanding impossible without CONCENTRATION.**
- ✓ **Make sure message is CLEAR. Ask questions.**
- ✓ **WRONG – ASSUMPTIONS – "Everybody knows it already".**
- ✓ **DELIBERATION FAILURE – "To embarrass someone"**
- ✓ **LACK OF ATTENTION**
- ✓ **Listen with "half an ear"; "read without concentration, failure to read bulletins, circulars, minutes of meetings etc.**
- ✓ **CARELESSNESS**
- ✓ **in composing, transmitting or receiving messages**
- ✓ **UNCLASSIFIED ASSUMPTIONS**
- ✓ **Leaving out some information because it should be known already.**
- ✓ **Assume nothing "INCLUDE EVERYTHING IMPORTANT**

FEAR - The fear of asking questions to clarify an unclear message because we may be thought ignorant and stupid.

COMMUNICATION

- ✓ **is just good or as bad as the people in it**
- ✓ **You can control the message–but you never know what will happen when people got hold of it.**

FAILURE TO COMMUNICATE

The message is not sent because of

- ✓ **LAZINESS – PROCRASTINATION**
- ✓ **WRONG – ASSUMPTIONS – "**Everybody knows it already"
- ✓ **DELIBERATION FAILURE – ''** To embarrass someone"

THE BHARAT SCOUTS AND GUIDES

National Headquarter, New Delhi

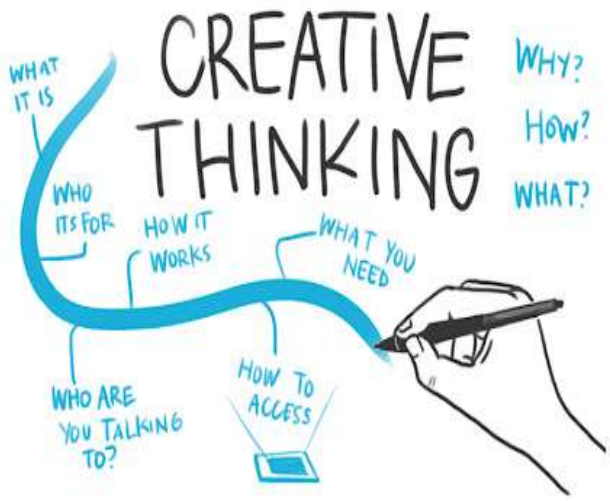
THINKING TECHNIQUES AND DECISION MAKING

THINKING TECHNIQUES AND DECISION MAKING

Decision making is not only the product of knowledge and maturity, but also of skills -the skill of being able to structure thought in a logical way.

Our ability and tendency to think critically and carefully takes precedence over content knowledge, not only in the session Hall but in the wider world around us.

Lateral Thinking – This type of thinking is commonly referred to as "thinking outside the box" it involves solving problems through an indirect and creative approach, using reasoning that is not immediately obvious and involving ideas that may not be obtainable by using only traditional step by step logic. It is necessary to compare convergent and divergent thinking and build a working relationship between two types. Figures explains the design of training programme in depth.



Divergent Thinking – (using imagination) this type of thinking is called creative or horizontal thinking. It is a thought process or method used to generate creative ideas by exploring many possible solutions. Many possible solutions are explored in a short amount of time, and unexpected connections are more easily drawn. After the process of divergent thinking has been completed, ideas and information are organized and structured using convergent thinking.

Convergent thinking – (Using logic) this type of thinking is called critical, vertical analytical or linear thinking. It general refers to be the ability to give the **correct** answer to standard questions that to do not require significant creativity. It is the type of thinking that focuses on coming up with single, well-established answer to a problem. When an individual is using convergent thinking to solve a problem, they consciously use standards or probabilities to make judgement.

CREATIVITY TECHNIQUES

Creativity techniques represent methods that promote creative thinking and associated skills, such as idea generation, open – mindedness and problem- solving. We the adult leaders may use these techniques for both collaborative and independent activities.

- **Brain Storming** – This is a common technique for generating ideas. With this technique, a small group is to produce many ideas within a short time. Participants share every idea of thinking in open mind and after sharing the group can discuss these ideas and find the best idea of the project's need. However, the group should consider all options and their viability before determining the best idea.

- **Role playing -** Role playing is a useful method for improving the skill. It helps trainees to become aware of the reason behind behavior. In this technique participants adopt character persons and imagine problems and solutions from their perspectives. Depending on the situation, participants can roleplay using multiple persons to look at the problem from several viewpoints, such as a first-time user versus an experienced user.
- **PMI (Plus Minus and Interesting) A** good way of exploring the topics in a limited time. First list the advantages (the Plus points) then dis advantages (the Minus points) etc. Then list the points that are interesting. This exercise may produce lists that can cause you to change your mind about the decision. P.M.I is particularly useful when there seems to a prejudgement reaction to a situation which may cause confrontation.

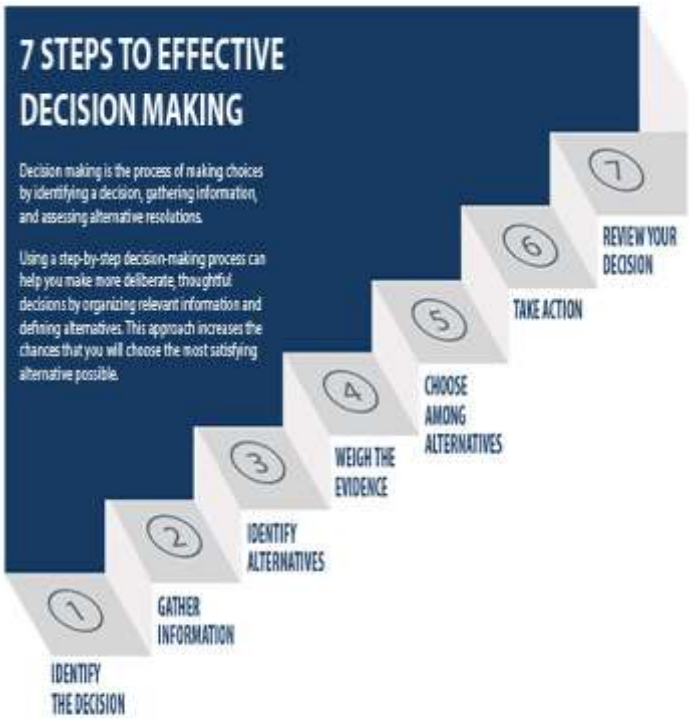
Consider the Plus Points of the Situation.

- In this step, simply enumerate all of the positive things you can think of.
  Don't critique yourself along the way, simply dump out all the positive points that you can think of.
- **Step 2. Consider the Minus Points of the Situation.**
  In this step, enumerate all of the negative things you can think of. Again, don't critique yourself. Simply dump out all the negative points you can think of.
- **Step 3. Consider the Interesting Points of the Situation.**
  In this step, enumerate all the interesting points that you can think of.
  Rather than positive or negative, they are simply points of interest that you should direct your attention to.
- **Step 4. Make Your Decision**
  In this step, you make your decision. You can now choose more effectively because you've scanned and organized three important pieces of information: the positives, the negatives, and the interesting. The key to remember in all this is it's not about simply counting up the positive or negatives.
- **The PMI Technique at Work**
  It's fast and simple. All we do are remind ourselves to use the PMI technique if we find ourselves judging a point of view. We remind ourselves to just consider the Plus points, consider the Minus points, and find the interesting points.
  It takes just a handful of seconds, or a matter of moments, and it completely reopens my perspective again. But most importantly, it helps respect other opinions, in a more inclusive way. And, it helps us to find more ah-has and learning opportunities, from otherwise routine interactions.
  It reminds us to explore an idea more fully, in a fast, simple, and fun way.
  It's this rapid pivot of perspectives that we believe help ensure an Agile mind, and reinforce a Growth Mind-set.

- **First Priorities -** This is the first step in systematic thinking. In all planning there are some things that must be done before others draws up budget, local suitable training centre etc.

- **A.P.C (Alternative and Possible Choice)** there is no way of saying that the first answer to a problem is necessarily the best one unless some efforts has been made to find other answer. But a deliberate search for other alternative and possible choices may lead to other solutions.

Identify the decision – Define the problem and determine if a decision is required.



Step 2: Gather relevant information – This step involves gathering internal and external data. Gather internal information with self-assessment and consider your motivations. Capture external information colleagues, online, books, and other resources.

Step 3: Identify the alternatives – Identify and list all possible courses of action as they arise.

Step 4: Weigh the evidence – Visualize the possible consequences of taking each course of action, drawing on your information and emotions. Consider if the situation in Step 1 would be addressed or solved with each alternative. Rank your possible decisions based upon your value system.

Step 5: Choose among alternatives – Select the best course of action to take. It may even be a combination of other options.

Step 6: Take action – Implement your decision.

Step 7: Review your decision and its consequences - Last, evaluate the results of your decision and determine if it addressed the issue identified in Step 1.

- **A.G.O (Aims, Goals and objectives**) Decision making is a goal-oriented process that focuses on the achievement of organization goals. All decisions are framed and implemented in accordance with the targets of the organization. Proper decision making assists an organization in an easy and timely accomplishment of their objectives. Because we judge them not to be appropriate in the contest.

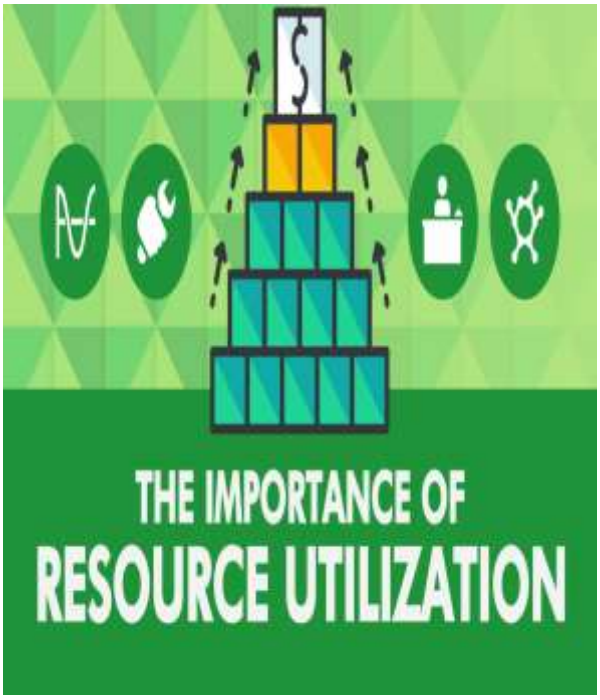
In many training courses discussions or problem-solving exercises, there may be more than one possible solution, but some automatically reject because we judge them not to be appropriate in the contest.

A.G.O. is not only an easy acronym, it is an easy way to remember the correct progression from larger ideas to smaller instructional components. The following definitions are broadly accepted by groups trying to standardize terms for writing curriculum. They are also attempting to standardize these terms so that they are not confusing to readers and users. (It might be helpful to remember the acronym AGO in order to get the sequence straight.)

Decision-making skills can be the difference in making a choice that improves your organization. The aptitude to make decisions is a leadership trait, which portrays your ability to think objectively and relates concepts to the goals you're trying to reach. Your capacity to make a quick decision can help establish a strong bond.

Decision-making skills show your proficiency in choosing between two or more alternatives. You can make decisions once you process all the information available to you and speak with the right points of contact involved in a certain situation. Overall, it's important to identify processes that help you make the right decision on behalf of the organization and make a concerted effort to uncover biases that may affect the outcome of it.

Goal - Goal Oriented Decision making is a goal-oriented process that focuses on the achievement of organization goals. **All decisions are framed and implemented in accordance with the targets of the organization**. Proper decision making assists an organization in an easy and timely accomplishment of their objectives.



Objectives - Objectives of Decision Making

Identifying Goals the Decision-making process focuses on identifying the goals that an organization aims to achieve. Proper analysis of the aims and objectives provides the basis for effective decisions. Decisions are unproductive and aimless unless goals are clearly recognized.

Efficient Utilization of Resources

It aims at fuller utilization of resources by taking proper decisions regarding their usage within organization. All decisions are framed and implemented after thorough analysis which ensures maximum productivity with minimum wastage.

Proper Communication

Efficient decision-making aims at developing the right communication network for communicating all required information at different levels. Proper flow of information regarding decisions within the organization avoids any confusion and conflict.

C.A.F (Consider all factors) Thinking systematically about all factors before a decision is made enables a better decision to be taken. The lists made using this technique can also be used as a planning aid.

How to think critically

Here are steps you might take when using critical thinking for problem-solving at work:

- ✓ Identify a problem or issue.
- ✓ Create inferences on why the problem exists and how it can be solved.
- ✓ Collect information or data on the issue through research.
- ✓ Organize and sort data and findings.

- ✓ Develop and execute solutions.
- ✓ Analyse which solutions worked or didn't work.
- ✓ Identify ways to improve the solution.

Being objective is a fundamental part of critical thinking. That means analysing the problem without allowing personal bias, emotions or assumptions to influence how you think. A strong critical thinker will only analyse a problem based on the context and facts collected after conducting thorough impartial research.

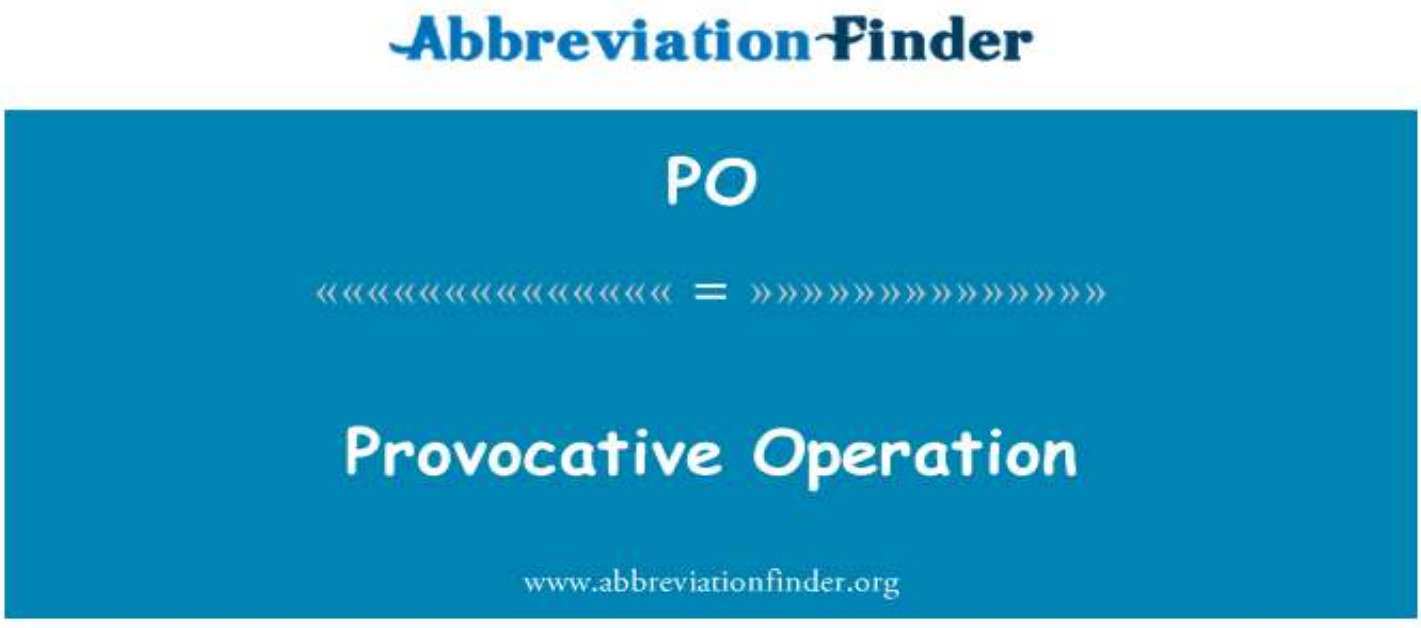
O.P.V (Other People's view) We list all the possible individuals or groups who might be affected by a particular decision. We can then postulate what their views on our proposed action might be. Consideration of their views might then force us to look at the alternative action and their possible consequences. This technique could be combined with a role play with participants playing the roles of people affected by the decision.

Supporting decision making requires collaboration and trust – you need to understand what is involved in a particular decision, what aspects of the decision making a person may need support with and why. This may involve helping a person with their memory or communication or helping them understand and weigh up the information relevant to a decision.

Providing relevant information is essential in all decision making. All practical and appropriate steps must be taken to support others to make a decision for themselves.

In terms of communication, it might be appropriate to use pictures, objects or illustrations. Find out from people who know the person well what the best form of communication. It is also helpful to know if there is a particular time of day when it is best to communicate with them.

R.S.M (Random Simulation Method) this is a method of exploratory thinking designed to expand awareness. Here a totally random word is taken to see what though it generates on



the topic under discussion. These ideas in turn when relate to the topic under discussion might open new approaches.

Devil's Advocate - The devil's advocacy decision-making technique is where an individual is allowed to become the critic in the proposed decision.

This is a well-known discussion technique in which one person deliberately takes an opposing view or asks "awkward questions to test the strength of the argument proposed by another. The devil's advocate questions in such a way that the opponent must justify every aspect of his argument. If all possible objections are not encountered weakness may be revealed in the proposal. Beware: because the other person's proposals are 'Proved' wrong does not mean that the opposing view is necessarily right. This is a major error of all confrontation situations.

The major weakness of using the devil's advocate technique is that some members of the group might just want to argue to argue. It is important to make sure that the member's criticism is valuable and rational.

A Devil's advocate's biggest strength is in arguing 'against'. Their role: to resist, to point out flaws, risks and yes, alternatives. The 'Yes, BUT' mentality is a naturally challenging one whose biggest benefit is in closing old strategic doors and, rather wonderfully, opening new ones.

P.O (Provocative Operations) : This technique is another means of thinking operatively. It does not matter if the idea raised in outrageous-indeed if can be totally illogical. The important is the operation's 'Movement Values" which de Bono defines as the direction in which our operation can lead our thoughts and what other ideas may suggest usually the operation starts by reversing a well-known or accepted statement.

"Brainstorming". It generates solutions in a strict environment, breaking away from the loose and lazy idea of merely thinking in a meeting room. It was popularised by Edward De Bono in 1972 as a creative brainstorming method technique. Here solutions to a particular problem are required to be generated, the Po Method is an effective and efficient technique. Intelligent agent(s) are traditionally required to generate, administer and extract value from Po. Sufficient context and a thorough and empirical understanding of the problem is necessary for success, considered short for 'provocative operation'. There are five main types of provocative operation:

- **Escape** - negate a fact or statement that has been taken for granted e.g. Buses do not have doors
- **Reversal** - take the opposite of a fact or statement that has been taken for granted e.g. rather than ‘buses run on timetables’, we have ‘timetables run on buses’
- **Exaggeration** - if there is something that can be counted or quantified, simply increase or decrease the number significantly e.g. buses have ten engines
- **Distortion** - alter time sequences or causal relationships within facts or statements taken for granted e.g. passengers buy tickets after riding the bus
- **Wishful thinking** - “Wouldn’t it be nice if…” e.g. buses are always available

There is also no objective way to guarantee good ideas are generated or that they will be exhaustive. Similarly, there is no clear way to ensure the best solutions are selected at the end.

THINKING TECHNIQUES AND DECISION MAKING.

Decision making in not only the product of knowledge and maturity, but also of skills-the skill of being able to structure thought in a logical way.

The following are some Thinking strategies invented by Dr. Edward Bono as found in his book "The CORT Thinking Programme" 1987.

1. **P.M.I. is (Plus, Minus and Interesting).**

A Good way of exploring the topics in a limited time. First list the advantages (the Plus points) then disadvantages (the Minus points) etc. Then list the points that are interesting.. This exercise may produce lists that can cause you to change your mind about the decision.

P.M.I. is particularly useful when there seems to a prejudgment reaction to a situation which may cause confrontation

2. **First Priorities :**

This is the first step in systematic thinking. In all planning there are some things that must be done before others (e.g. before a course) draws up budget, local suitable training centre etc.

2. **A.P.C. (Alternative and possible choice).**

There is no way of telling that the first answer to a problem is necessarily the best one unless some efforts has been made to find other answer. But a deliberate search for other alternative and possible choices may lead to other solutions.

3. **A.G.O. (Aims, Goals and Objectives).**

In many training courses discussions or problem-solving exercises, there may be more than one possible solution, but some automatically reject because we judge them not to be appropriate in the contest.

4. **C.A.F. (Consider all factors)**

Thinking systematically about all factors before a decision is made enables a better decision to be taken. The lists made using this technique can also be used as a planning aid.

6. **O.P.V. (other People's Views).**

We list all the possible individuals or groups who might be effected by a particularly decision. We can then postulate what their views on our proposed action might be. Consideration of their views might then force us to look at the alternative action and their possible consequences. This technique could be combined with a role play with participants playing the roles of people affected by the decision.

7. **R.S.M. (Random Simulation Method).**

This is a method of exploratory thinking designed to expand awareness. Here a totally random word is taken (e.g. from dictionary) to see what though it generates on the topic under discussion. These ideas in turn when relate to the topic under discussion might open new approaches.

P.T.O.

H. No. 592

COMMUNITY DEVELOPMENT

Community : - is a Social Group having many of characteristics of society.
Development : - is a process of growth from a State of dependence to one of autonomy.
Community Service : -

- Doing something good for community.
- Designed to meet a specific need.
- The task is short form.
- Service to others – Good turn.
- Integrated part of Scout programme.
- Recognised by Badge system.

"Give a man a fish; he will be fed for the Day."

Community Development : -

- Educational process of change based on collective action Taking with in a community and leading to a better quality of life with the people.
- Start with small projects.
- Community solves their own problems.

"Teach a man how to fish, he will be fed for the rest of his life".

Development Education : -

- Is the acquisition of ideals, skills and attitudes enabling better understanding of the problems.
- Leads to effective participation.
- Propounds to people's horizon beyond their local environment.
- Learning to leave in a global society.
- Stick to Law and Promise.

"We are the World. We are the Children".

How ?

- Start with an ides.
- Develop the idea.
- Formulate objectives.
- Identify problems.
- Data / information to be collected.
- The Project is designed & planned.
- The resources are secured.
- The Projects is implemented.
- The Project is assessed.
- The results are evaluated.

"The heart of C.D. is organisation for Action".

Scouting Train a boys (Scouts) : -

- High Standard of Honour.
- Sound way of life.
- Loyalty to the country.
- Thoughtful of others.
- Courtesy & consideration for others.
- Realise the citizenship.
- Healthy habits and clean mind.
- Be thrifty & self supporting.
- Love cheerfully and act kindly.

"The Scout Movement should act as a catalytic agent".

Relationship : -

- Local community ; Local Government.
- Voluntary Organisations.
- Youth Organisations.

Results : -

- Improve health ; Sanitation.
- More productive agriculture.
- Increase literacy.
- Puts the manpower to work.
- Recognise that the people are the greatest resources of the country.
- Techniques for training People together.
- Way in which people are democratically organised.

Responsibilities of Community : -

- Starting of open units.
- Helps as instructors.
- Fund raising.
- Helps in rallies etc.
- Executives in the Assn.

--ooOoo--

CONSERVATION

The World is approaching an ecological collapse. The Government, non-governmental organizations and experts throughout the world have been involved in preparing a global plan, the World Conservation Strategy.

The Strategy says :

- Only be working with nature can man survive;
- Conservation is in the mainstream of human progress;
- We must recognize that we are part of nature, and
- We must resolve that all our actions take this into account.

ECOLOGICAL PROBLEMS :

Poverty, lack of ecological knowledge, lack of alternative possibilities, political conflicts and war have contributed led to erosion which in turn has resulted in the deterioration of land, lower productivity and death. The destruction of land, together with the population explosion is leading to an increase in the number of starving people in the world.

Various forms of pollution (water, air, sound) and depletion of resources is threatening the survival of humanity throughout the glove. The environment concern rank as today's "Global Issue No. I" problems such as destruction of the ozone layer pollution of the seas and extinction of wild life affects us all whether we live in a the North of in the South or indeed in the East of the West of the solutions to these issues will be found only by a concerted and co-operative effort involving young and old across national, political and cultural borders. Scouting has to play an active role in responding to these concerns. What we can do? perhaps it would be better to ask WHAT CAN'T WE DO?

IDEAS FOR ACTION

I. THE EARTH AND US :

1. Read Scouting for Boys and some of the other books written by the founder in which he discuses his attitudes towards the natural environment. Discuss with young petrol how these beliefs are reflected in Scouting today. Take B.P.'s techniques for looking at animal tracks and try to tell the story behind tracks you can find in your local area.
2. Choose a sport in inspiring surroundings and find a reading, poem or personal statement which express how you and your culture relate to the environment. Take your group of Scouts / Guides there, ask them to sit comfortably and look at nature around them. Then to close their eyes and simply listen – first to the environment itself… wind in the trees, birds, insects or just silence. Ready your surroundings is emphasised. Allow the Scouts to sit quietly walk, lie down, or enjoy nature as they see fit.
3. Find out the creation stories as told in various religions and share them with other Scouts during appropriate opportunities in the outdoors such as Campfires, spiritual reflections or devotions etc.
4. Find out about ancient beliefs in your culture related to nature. Try to show through drama, the most significant elements in these relationships. Compare this with current practice in your country and culture.
5. During a Scout camp, take three day hike and try to survive without relying on traditional energy sources. Based on your experiences, find ways of using these alternative approaches at home.
6. Identify with your patrol all the appliances in your home that consume energy. Discuss what you can do to reduce the amount consumed, such as switching off lights and appliances that are not being sued.
7. Install solar appliances in Scout Camps using the technology available.
8. Mount an information campaign among car drivers to encourage them to switch off their car engine when stopped.
9. Create a composite pile to serve your local needs. This could be in your own garden or in a public area. Use your compost to fertilize a garden and demonstrate its value to your community.
10. Organise painting, drawing, writing or singing festivals to celebrate the beauty of the natural environment.

II. ATMOSPHERE :

11. Set up an exhibition showing the effects of various energy sources on the environment (oil, coal, wood, gas, nuclear power, solar energy, windmills, etc.).
12. Visits your local government headquarters and find out what regulations or legislation exists governing the location and operations of industry with regard to pollution standards.

III. CHEMICALS :

13. Invite a doctor, nurse or health worker to discuss with your group the proper use of medicines and the dangers of drug abuse. Also discuss the proper storage and handling of medicines.
14. Organise a community effort to rid parks and other public spaces of weeds by hand in order to avoid the need to use herbicides.

IV. DESERTIFICATION :

15. Tree planting. Select the right season for planning trees. Select the right place to plant a tree is to become responsible for one's tree. Therefore make sure that you go back regularly to see how it is growing and whether it needs your help or not.
16. Learn soil conservation techniques and reclaiming techniques that can be shown to t he local community.
17. Using appropriate technology, demonstrate the most efficient use of wood for fuel. Show to the community that other types of fuel can be substituted for wood and that wood has to be preserved. Demonstrate wood cutting techniques that do not harms trees and discourage cutting green woods.

--oOo--

Needs and Aspirations of Young people

Assignment

- Discuss in your group:-
- What are the needs and aspirations of Young people at present and in future.
- How Scouting can help them?

Objectives

- Understand Youth and their Characteristics
- Tell the reasons for differences in characteristics
- Ways to fulfill the the needs and aspirations

Understanding youth

- In the changed environment
- In changing maturity.

Change in environment

- Emanates from:-
  - Home
  - School
  - Companions
  - Surroundings
  - Community
  - Religion
  - *Also from attitudes,hopes,beliefs and stem from environment*

Therefore:-

- All are responsible for change in environment.
  - Breakdown in family
  - Working Mothers
  - Withdrawal of parental restriction
  - Impact of Mass media.
  - Decline in Moral standard.
  - Grater Mobility
  - Higher earning by Younger age group
  - Working methods
  - Struggle of Ideologies.

Maturity

- Earlier Physical Maturity
- In 1950 average age of Maturity –16 yrs
- In 1955 average age of maturity –14 yrs
- And today ?

Reason for early maturity

- Improved education system
- Encouraging freedom of expression
- Social welfare schemes
- Improved economic standards.
- Mass media

Main characteristics of Teen Agers

- Physical
- Mental
- Emotional
- Social

Physical

- Personal to Individual
- No form
- Some develop early some later
- Sexual change in Body.

Mental

- Not corresponding to Physical growth
- Development completes in 30 years of age
- Some times Adult and some time childish

Emotional

- Different to child and different to adult
- Similar emotions but different reaction.
- Reactions can or will vary

Social

- Stem from background and environment
- Modern youth is

vocal,dramatic,

Volatile, mercurial,

anti to establishment,impatient

* Ordinary,decent,honest and resourceful

But

- Questions authority and adult beliefs
- Modern youth is an Individual
- Least way of helping.

How to entertain :-

- Understand properly
- Not to be treated differently but sympathetically
- Judge according to our experience.
- Show you are responsible and responsive to them
- Talk less and listen
- Have faith in them, in scouting methods and yourself.

Self Training

Objectives

State What is self Training

Tell how to Provide Self Training

List out kind of Self training

Self training is an Essential Learning Experience

Self Training is to train himself by own method

How to provide self training

Training Courses should be planned to ensure that:-

- Participants should continue to train himself afterward
- They must be made aware of their training needs.
- They must learn how to satisfy themselves
- They must have desire to do so

Kind of Self Training

- Before Training Course.
- During the Course
- After the Course.

YOUTH PROGRAMME

OBJECTIVES

- By the end of the session the participants will be able to :

- Define Youth Programme –
  as adopted by World Conference

- Explain the term ‘TOTALITY’ used in the definition adopted by World Conference

- Define WHAT constitutes our Youth Programme

- State HOW the Youth Programme is carried out

YOUTH PROGRAMME

YOUTH PROGRAMME is the totality of **what** young people do in Scouting (activities). **How** it is done (the Scout Method) and the reason **why** it is done (the purpose)

(This is the definition adopted by the World Scout conference held at Paris in July, 1990)

Totality

- The Youth Programme in Scouting covers the complete span of a young person's experience in the movement.
- It starts when the youngest member joins the movement,typically somewhere between the age of 6 and 8,and ends when the oldest member leaves usually between the age of 18 and 26.
- It is a progressive process of education through largely recreational means

What constitutes YP

- Encompasses all activities that young people in Scouting take part in:

  * Camping and outdoor activities
  * Community Service and CD Projects.
  * Earning Standard & Prof. Badges.
  * Games
  * Patrol and Troop meetings.

Common aspect: attractive and challenging to young people

How YP is carried out

- Through the following Scout Methods:
  - * Promise and Law
  - * Learning by doing
  - * Membership in small Groups (Patrol system) involving youths, under the Adult guidance
  - * Progressive discovery and acceptance of the responsibility
  - * training towards Self Government
    - development of character
    - acquisition of competence
    - self reliance
    - capability to cooperate and lead.

WHY or the purpose of YP ?

- Based on the principles of Scouting.
  - Duty to God,
  - Duty to others
  - Duty to self.
- Means to achieve the purpose of Scouting.
- Contribute to the development of Young People in achieving their full

Physical – Intellectual – Social – Spiritual

Potentials

as

Individuals,responsible Citizens, members of local National and international communities

YOUTH PROGRAMME

WHAT	HOW	WHY
Activities	Promise & Law Patrol System Learning by doing Progressive Stimulating Educational Programme	Contribute Development of Young People Intellectual Social Spritual Potential

YOUTH PROGRAMME

WHAT	HOW	WHY
HIKE	PATROL SYSTEM	PHYSICAL DEV. SPRITUAL D ev. SOCIAL DEV INTELLECTUAL DEV

Assignment

- List out the activities that are suggested in APRO Part to achieve the 14 Programme ideals :-
- Cub - Scout – Rover in separate Groups.