

# THE AWARD RELATED TO COMMUNITY DEVELOPMENT.

## 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.

<b>PURPOSE:</b>	Motivate Scouts and Guides of the country to play their useful role in the service of the nation and in the movement.
<b>PERIOD:</b>	The Competition will cover the period from 1 <sup>st</sup> July every year to 30 <sup>th</sup> June of the succeeding year.
<b>METHODOLOGY:</b>	<ul style="list-style-type: none"> <li>• The Competition will be held in four subjects and is open to all Scout Troops/Guide Companies.</li> <li>• Competition will be separately for the Scout and Guide Wins.</li> <li>• 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.</li> </ul>
<b>ELIGIBILITY:</b>	<ul style="list-style-type: none"> <li>• Minimum of 2 competing Districts.</li> <li>• A competing district is one, which registers at least two units.</li> </ul>
<b>LOG-BOOK:</b>	<ul style="list-style-type: none"> <li>• To be maintained by competing Units. The Log Book should be preferably 15'X12' in size.</li> </ul>
<b>JUDGING:</b>	<ul style="list-style-type: none"> <li>• Division/District recommends best unit in each group to state. State recommends one best among each group of subjects to NHQ.</li> <li>• A state can get 3 Shields for Scouts and 3 Shields for Guides.</li> </ul>
<b>AWARD:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>PROJECT AREA:</b>	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.

## PRIME MINISTER'S SHIELD COMPETITION

1. **Preamble:** The Prime Minister of India has been 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:** 1<sup>st</sup> July in every year to 30<sup>th</sup> 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 sent by the Unit to their District / Divisional Headquarters by 30<sup>th</sup> July of the succeeding year.
  - The District Association will judge these records of the Units and forwarded to the State Headquarters by 30<sup>th</sup> August.
  - State Association will judge these records and forward to the National Headquarters by the 30<sup>th</sup> 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 1<sup>st</sup> 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 Log Book of Prime Minister Shield Competition should be preferably 15” X 12” and not exceed 18” X 15” in size.

## 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

<b><u>PURPOSE:</u></b>	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.
<b>PERIOD:</b>	The Competition will cover the period from April every year to 31 <sup>st</sup> March of the succeeding year.
<b>METHODOLOGY :</b>	<ul style="list-style-type: none"> <li>• The Competition will be held in three categories and is open to all Rover Crews and Ranger Teams in the Country.</li> <li>• The competition will be held separately for the Rover and Ranger sections of the Movement.</li> <li>• The Rover Crews and Ranger Teams will participate in all the three categories prescribed for this competition.</li> <li>• 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.</li> </ul>
<b>ELIGIBILITY:</b>	<p>Minimum 4 competing Districts.</p> <ul style="list-style-type: none"> <li>• A Competing District is one which registers at least one Unit from Rover/Ranger Sections.</li> </ul>
<b>LOG BOOK:</b>	To be maintained by Competing Units.
<b>JUDGING:</b>	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.
<b>PROJECT AREA:</b>	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.
<b>AWARD:</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

- 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.

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

<b>WHAT</b>	Lakshmi Mazumdar Award is to honor the memory of Ex-National Commissioner Mrs. Lakshmi Mazumdar and to keep alive her contribution to the Movement.
<b>PURPOSE</b>	To recognized the Outstanding Involvement in the Community for <ul style="list-style-type: none"> <li>• A Community Service or Community Development Project organized by the Registered Units of the Bharat Scouts and Guides in the locality.</li> <li>• A long term or a short-term Project</li> <li>• A small or a large Project within the country/State</li> </ul>
<b>NOMINATION</b>	Nomination to be sent in the prescribed format along with relevant supported documents by District Chief Commissioner through State Chief Commissioner
<b>PERIOD</b>	One Year (1 <sup>st</sup> August to 31 <sup>st</sup> July every year)
<b>ELIGIBILITY</b>	One entry from each section of both the wings separately i.e. Scout, Guide, Rover, and Ranger
<b>LAST DATE OF NOMINATION</b>	31 <sup>st</sup> July at N.H.Q.
<b>AWARDED TO</b>	Scout Troop, Guide Company, Rover Crew and Ranger Team
<b>LOG BOOK</b>	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.
<b>JUDGING</b>	By Committee of 5 Judges appointed by the Chief National Commissioner

<b>SELECTION</b>	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.
<b>RECOGNITION</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Unit Leaders and participants of the winning units will get the certificate signed by the Chief National Commissioner</li><li>• A Certificate of recognition will be awarded to each group entry for the Lakshmi Mazumdar Award in tribute to the outstanding service.</li></ul>

**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

# 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.



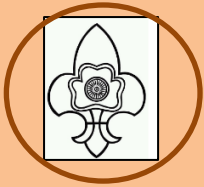
**We never fail when we try to do our  
duty, we always fail when we neglect to  
do it.**

**Robert Baden Powell.**









**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.

**Group Work** – 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.

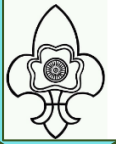
For example, new technologies have dramatically multiplied and diversified the ways in which students can learn from and interact with educators, in addition to the level of independence they may have when learning. Students can email, chat, or have video conversations with teachers, and they can use 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**





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**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**

Kurt 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.

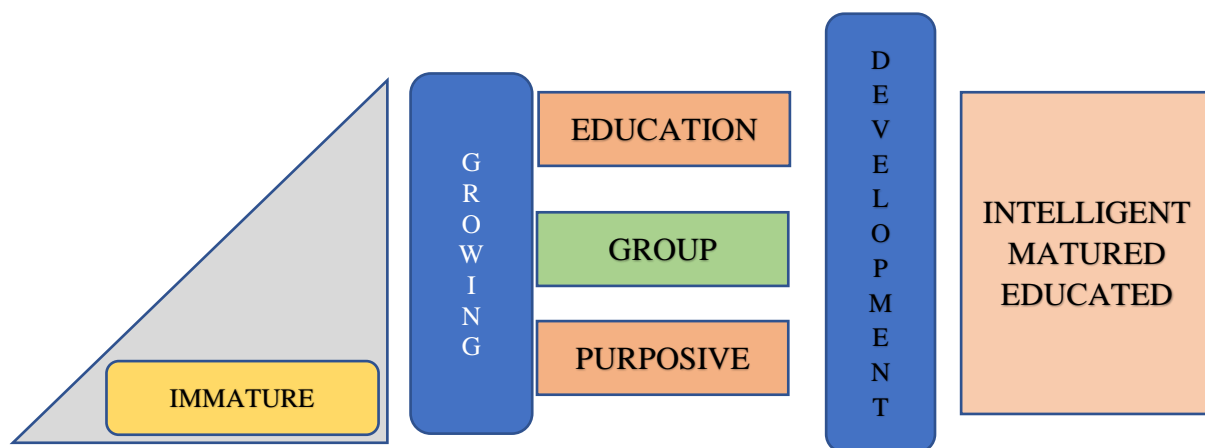
As human social environments became more complex, they acquired adaptations by way of group dynamics that enhance survival. Examples include mechanisms for dealing with status, reciprocity, identifying cheaters, ostracism, altruism, group decision, leadership, and intergroup relations.

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 involves the area of changes that take place within the Group (S) due to operating forces in that group. 'Group Dynamics' implies an 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 or 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

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

## 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.



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## 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.

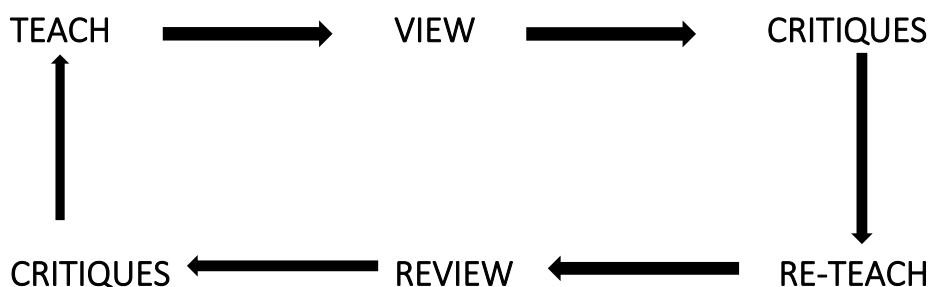
6. Micro-teaching often features kinetic learning, with Participants learning from “hands-on” experience, and a more interactive environment with Participants able to ask questions of the Trainer.

### **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 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 TRAINER 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.

**TELL ME AND I FORGET, TEACH ME I MAY  
REMEMBER, AND INVOLVE ME I WILL LEARN.**



## 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.

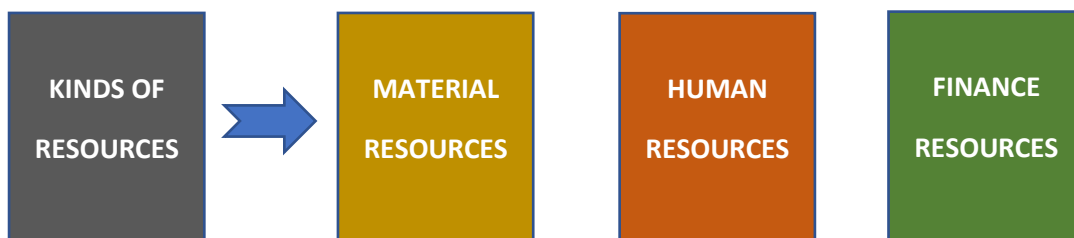
#### DEFINE RESOURCES.

**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 RESOURCES: 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**

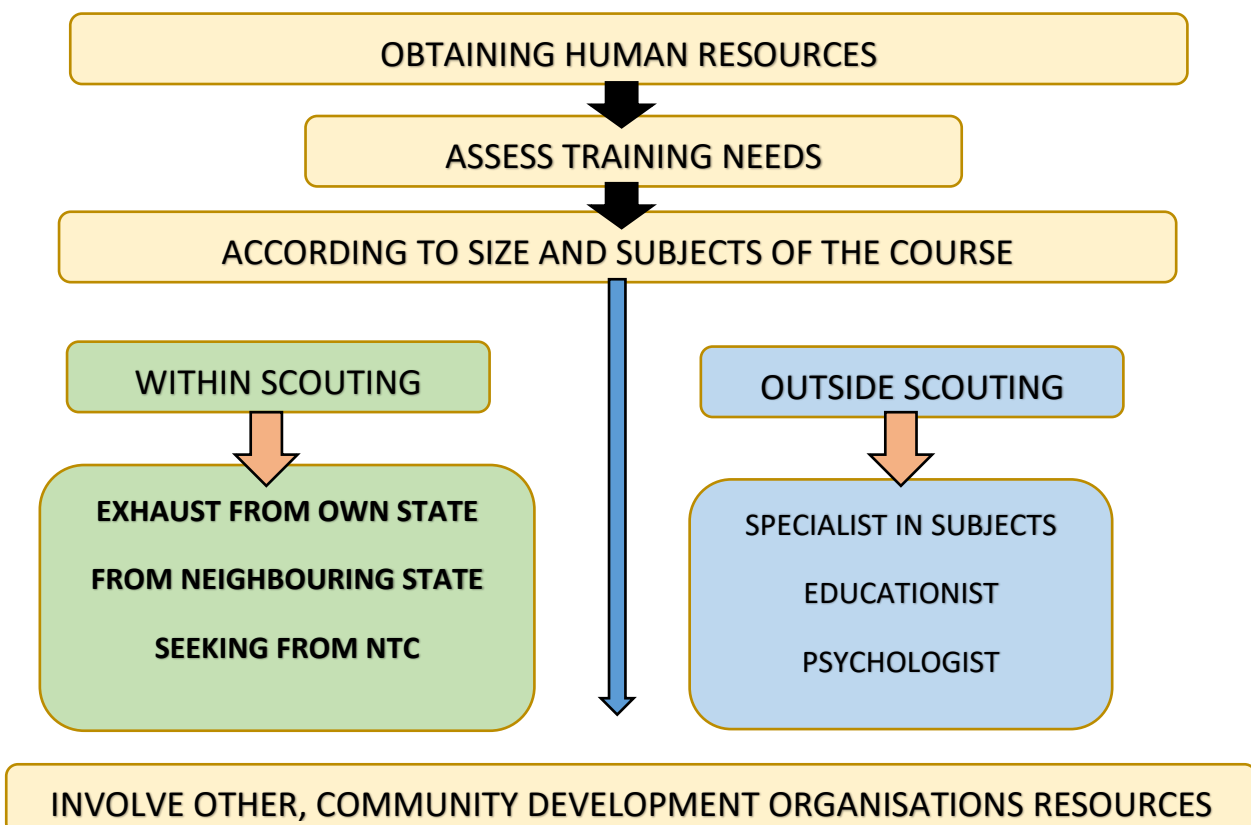
**QUARTER MASTER-FOOD-01**

**QUARTER MASTER-GEAR-01**

**SUPPORT STAFF-04**

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

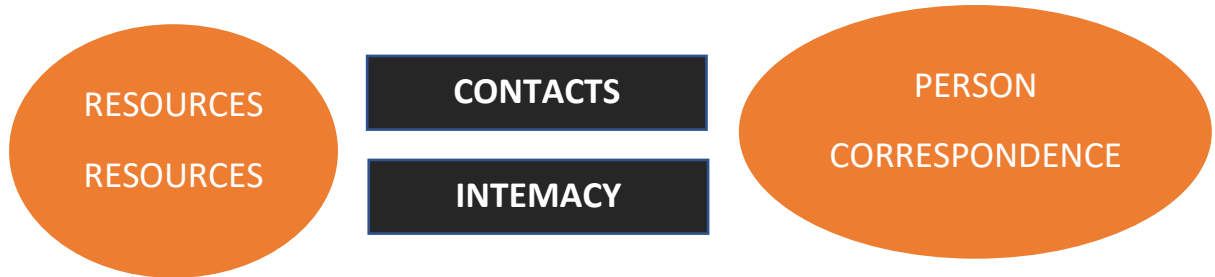
1. Assign job to Quarter Masters.
2. Delicate routine should be prepared and maintained.
3. As in charge of the course, have important sessions like Fundamentals, Law & Promise, Course Objectives.
4. Get consent from other trainers and the topics should be distributed in advance, if possible.
5. Check 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.



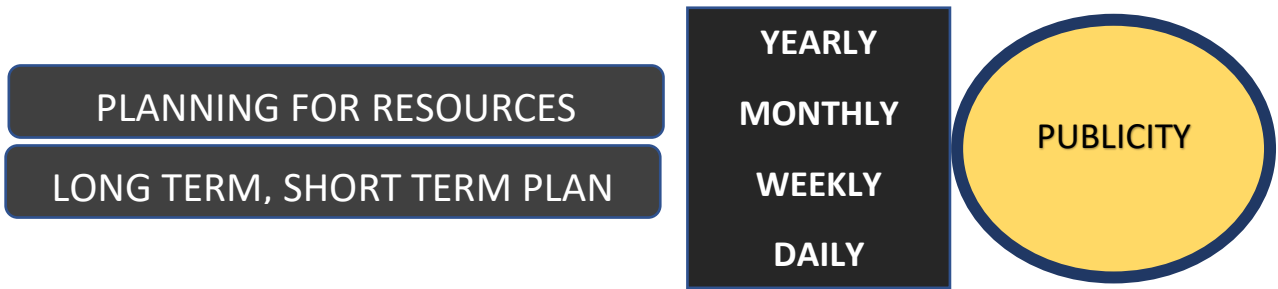
**FINANCE RESOURCE**

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.

**OBTAINING RESOURCES**



**IDENTIFY RESOURCES -----WHERE IT IS -----GO AND BRING**



**OBTAINING MATERIAL RESOURCES**

**ASSESS TRAINING NEEDS**

**PLAN ACCORDING TO LIMITS, MONEY, TIME & USES**

**WITHIN SCOUTING**

**OUTSIDE SCOUTING**



**EQUIPMENT ON SITE  
TRANSPORT AVAILABLE  
STORES ON SITE.**

**CAMPING GROUNDS  
BUILDINGS  
EQUIPMENTS**

USING RESOURCES

RESOURCES  
RESOURCES

FULLY

MAINTAINED

CAREFULLY

SUCCESSFULLY

BY PERSON  
REGULAR USERS  
SKILFUL TRAINER

DEVELOP YOUR OWN FACILITIES

It's not about your  
resources, it's about your  
resourcefulness .

Tony Robbins

quote fancy



**THE BHARAT SCOUTS AND GUIDES.**

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## 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:**  $\geq 10$  (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:**  $\geq 3$  (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

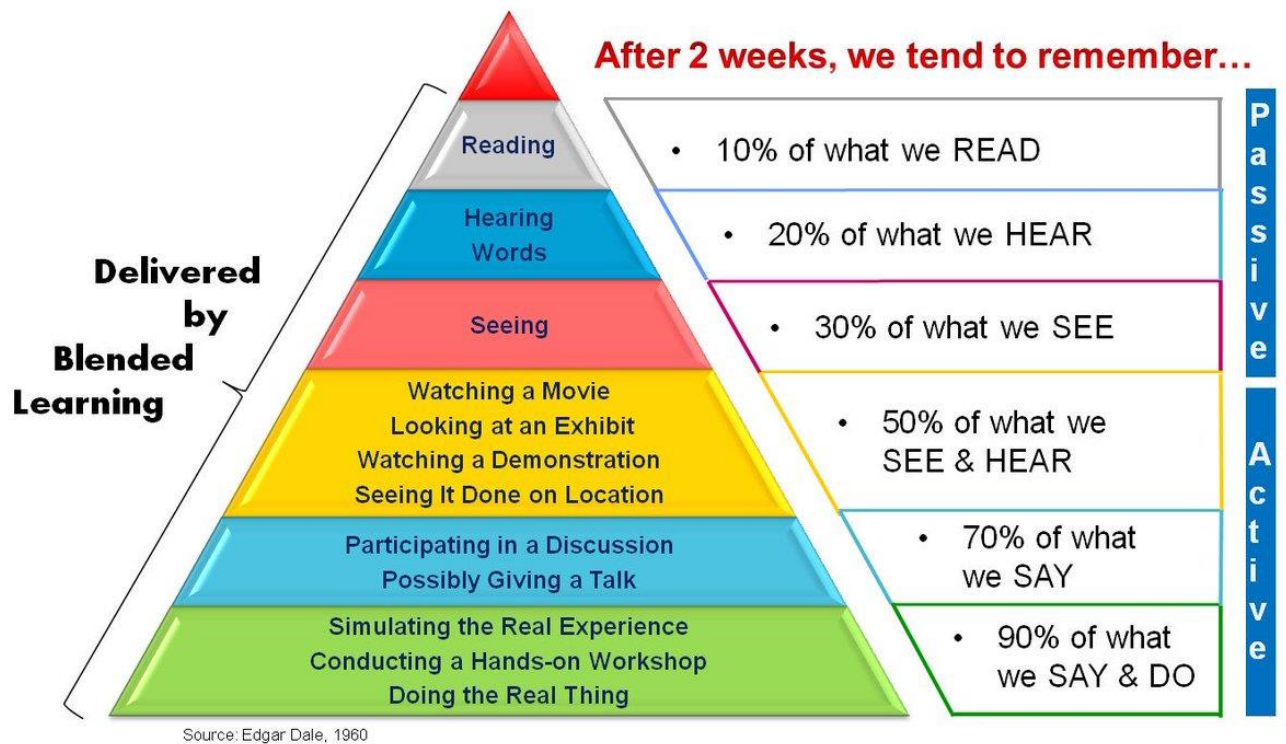
Some of the important values of the proper use of audio-visual aids are given below

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



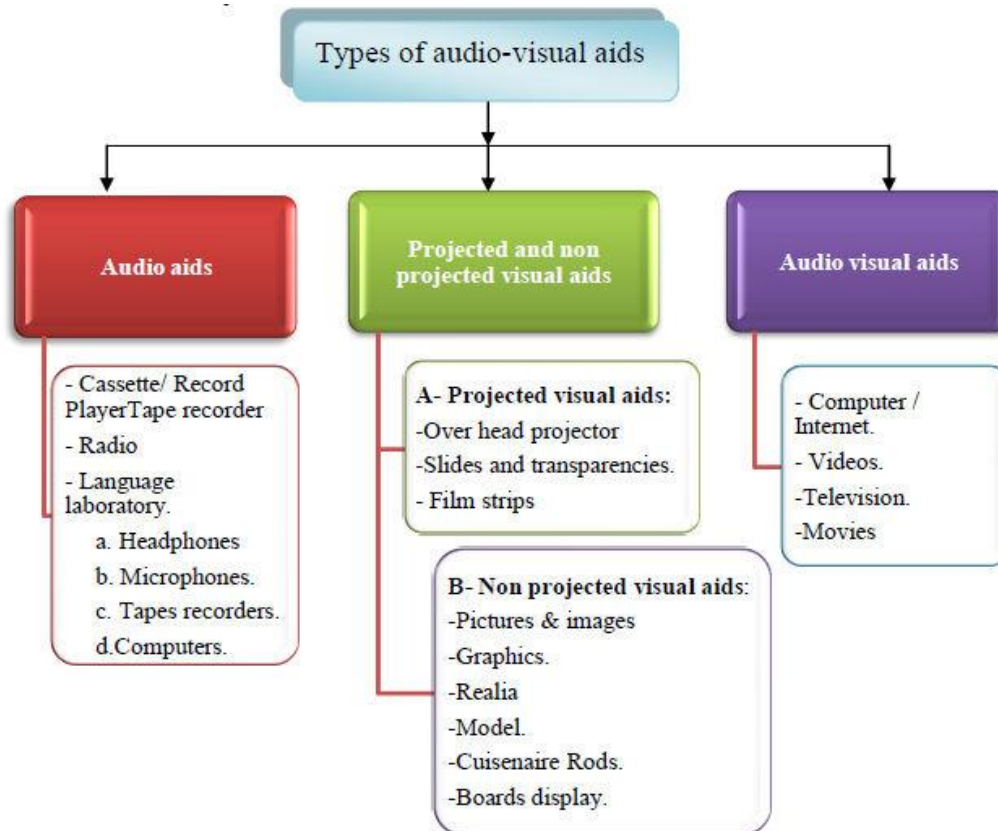
# The Cone of Learning



## 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 white 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.**

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## **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.

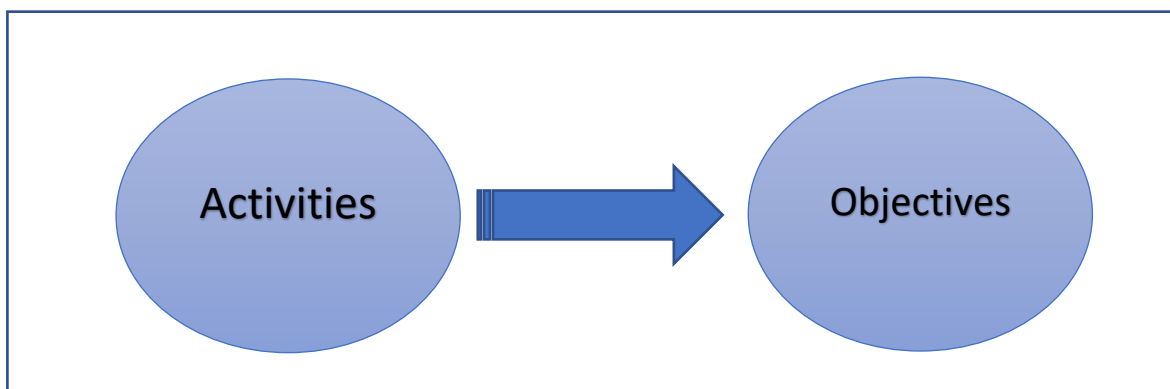
**Purpose of Scouting/Guiding:**

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.

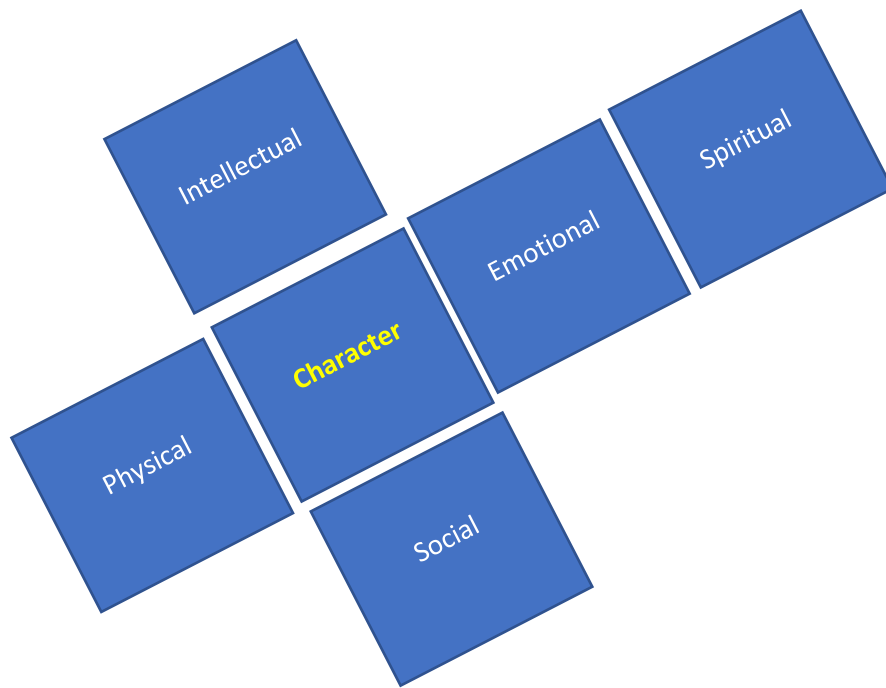
### **The Crew or A-Team**

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.**