

Pre-ALT (Scout Wing)

SELF LEARNING MODULES

- 1. Fundamentals of Scouting Revision**
- 2. What is Youth Programme**
- 3. 14 Programme Ideals**
- 4. Leadership and Qualities**
- 5. Camp Fire on Course**



FUNDAMENTALS OF SCOUTING.



FUNDAMENTALS OF SCOUTING – REVISION

Introduction:

Scouting/Guiding is a non-formal educational movement with training methods based on law and promise and suited to various age groups.

It makes the Scout and Guides resourceful self-reliant, ever helpful towards other. It helps to discover their talent faculties and talents as well as encourages them express the same creativity.

Objectives:

At the end of the module, you should be able to...

1. The quantities in calculated through training.
2. Adopt and acquire sense of responsibility leadership development of skills information about the B.S.G organization programmes.
3. Explain and accept the fundamentals.

Thoughts Reflection

What the Scout master does his boy will do. The Scoutmaster is reflected in his Scouts from the self-sacrifice and patriotism of their Scoutmaster Scouts in her, it the practise of voluntary, self-sacrifice and patriotic service.

FUNDAMENTALS OF SCOUTING /GIUIDING

The Aim of the Scouting / Guiding are four-fold.

- 1. Formation of character**
- 2. Formation of sound healthy habits**
- 3. Training in handicraft and acquiring of useful skill**
- 4. Cultivation of a proper spirit of service**

The pursuit of these aims leads to the development of good citizenship. In ‘Aids to Scoutmaster ship’. Baden Powell explains that the object of Scout training is improve the standard of our future citizenship, especially in CHARACTER and HEALTH; “to replace self with SERVICE, to make lads individually morally and physically efficient, with the object of using that efficiency for service for their fellowmen,” He also defines citizenship as “active loyalty to the community.” Our aim is to train the scout/guide for good citizenship. Active citizenship is what we want. We know selfishness is natural to individuals, but we want to eradicate it. In the place of ‘self we substitute the ambition to be of SERVICE to fellowmen’.

I. Character:-

We teach character through the Patrol system, the Scout Law, scout lore, Wood-craft, and the responsibility of the Patrol Leader, team games, and the resourcefulness involved in camp work. Character training includes the realization of God the Creator through His work, the appreciation of Beauty in Nature and through the love of plants and animals with which out-door life has made one familiar.

II. Health And Strength:-

We secure health and strength through games and regularity in exercises, and through knowledge of personal hygiene and diet.

III. Handicraft and skill:-

These are achieved occasionally through indoor activities, but more especially through pioneering, bridge-building, camp expedients. And self-expression through the arts, all of which tend to make for efficient work.

IV. Service of Others:-

The spirit of services is developed through the carrying into daily life of the practice of religion, by “Good Turns” dealing with quite small actions, as well as with community service, accidents and lifesaving.

The Scout Movement has its foundation on certain fundamental principles. They are (1) Belief in God, (2) Practice of the Scout Law and Promise. (3) Use of Out-door for activities. (4) Voluntary membership. (5) Patrol Method of Patrol System. (6) Loyalty to country. (7) Faith in world friendship. (8) Independence of political influence, (9) Learning by doing and (10) Service to others.

Faith in God and belief in his goodness is important. There is no place in the Movement for those who do not believe in God. Duty to God is one of the duties the Scout has to bear in mind. Scouts have to be taught that God is kind to everyone and has abundant love for all.

The Scout Law and Promise are also of the greatest importance. The Law is a code of conduct but more than that it is a good definition of what a Scout is. The Scout Promise is a helpful beacon light that guides the Scout in his daily life. It teaches him what he may do, and what he may not.

Out-door life and all activities in the open is the working principle followed in the Movement. We do all our work in the great out-doors. Only rarely we do our work indoors, and then we do so for the only reason that the weather is inclement.

Boys join scouting voluntarily. They join out of their free will. They do not do so out of compulsion or under offer of inducement.

Patrol Method of administration of Troop is the key to success. It trains boys in responsibility and leadership. This method makes boys worthy of the trust we place in them. The Patrol method employs the natural gang-spirit sublimated and linked to a high and noble purpose.

Aims Objects, Methods & Fundamentals

The Aims of Scouting are four-fold. The first is the formation of character; the second is the formation of sound health habits. The third is the training in handicraft and the acquiring of useful skills; and the fourth is the cultivation of a proper spirit of service efficiently. The pursuit of these aims leads to the development of good citizenship, among boys.

In Aids to Scoutmaster Ship, Baden-Powell explains that the object of Scout training is “to improve the standard of our future citizen hood, especially in Character and Health; to replace self with service; to make the lads individually efficient morally and physically, with the object of using that efficiency for service for their fellowmen”. He also defines citizenship as “active loyalty to the community”.

Our aim is to train the boys for good citizenship; Active citizenship is what we want. We know selfishness is natural to boys, but we want to eradicate it. In the place of “Self” we substitute “the ambition to be of service to fellowmen”. We want our boys to become efficient, both morally and physically. And we want that efficiency to be used by them for service to their fellowmen. We want them to become actively loyal to the community. Training boys for good citizenship is our ultimate aim. Our immediate aim, however, is our ultimate aim. Our building of sound health-habits. Training in handicrafts and useful skills, and cultivation of proper spirit of service. Through these we want to build in our boys a proper sense of Service. Through these we want to build in them a proper sense of citizenship.

AIMS & OBJECTS:

The Aims and Objects of the association shall be to inculcate and promote reverence for God (or Dharma) and selfless service to Motherland and Mankind.

MEANS & METHODS:

The means and methods shall be-

- (i) To develop character of boys and girls and young men and young women and make them good citizen;
- (ii) To promote physical, mental and moral development of boys and girls and young men and young women;
- (iii) To teach and train boys and girls and young men and young women in Scout and Guide Crafts.
- (iv) To develop powers of observation, self-discipline and self-reliance;
- (v) To inculcate service to others;
- (vi) To impart instruction in handicrafts useful to themselves and service useful to society;
- (vii) To teach to serve and live in harmony with others;
- (viii) To work in cooperation with other agencies with similar aims and objects
- (ix) To perfect and practice the Promise and the law.

FUNDAMENTALS OF SCOUTING AND GUIDING

Definition:

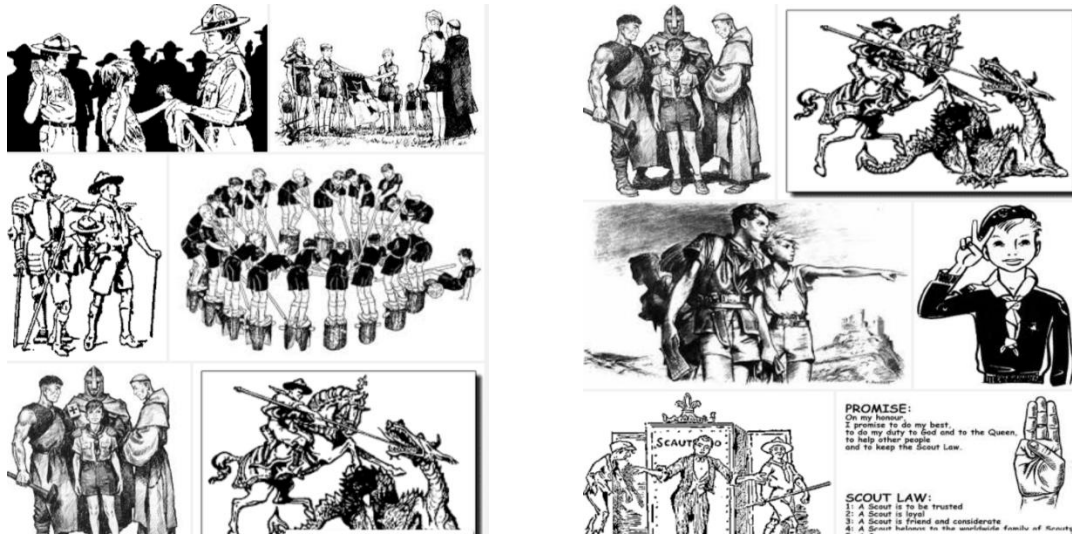
The Bharat Scouts & Guides is a voluntary, non-political, educational Movement for young people, open to all without distinction of origin, race or creed.

Purpose:

The purpose of the movement is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potential as individuals and as responsible citizens. As a member of local, national, international communities.

Principles:

Duty to God
Duty to Others
Duty to Self



Method:

The Scout/Guide Method is a system of progressive self-education through:

A Promise and Law

Learning by doing

Membership of small groups under adult leadership (Patrol System)

Progressive and stimulating programmes of various activities based on the interest of the participants.

Emotional :

What is Emotional Intelligence?

Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills:

1. Emotional awareness, including the ability to identify your own emotions and those of others;
2. The ability to harness emotions and apply them to tasks like thinking and problems solving;
3. The ability to manage emotions, including the ability to regulate your own emotions, and the ability to cheer up or calm down another person.

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:**

The purpose of the movement is to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potential as individuals as responsible citizens and as members of the local, national and international communities.

The Method:

The Scout/Guide Method is a system of progressive self-education through:

- A Promise and Law
- Learning by doing
- Membership of small groups under adult leadership involving Progressive discovery and acceptance of responsibilities and training towards the development of character and the acquisition of competence, self-reliance, dependability and capacities to co-operate and to lead.
- Progressing and stimulating programmes of various activities based on the interest of the participants including games, useful skills and services to the community taking place largely in an outdoor setting in contact with nature.

Character:

The Association is a society registered under the societies Registration Act and is a non-official organization and is non-political, non-sectarian and non-communal in character.

Note:

1. The word 'Dharma' may be substituted for the word 'God' if so desired.
2. The promise is to be made on the occasion of the investiture and in the case of a Rover or Ranger who is already a Scout or Guide; the promise is to be reaffirmed.

WHAT THEY SAID ABOUT SCOUTING**M.K.GANDHI :**

I PRAY THAT EVERY HOME IN India may have children like Scouts and Guides.

PANDIT JAWAHAR LAL NEHRU

I think the Scout/Guides are excellent material and the more they expand, the better for the Country.

ANNIE BESANT

If had a dozen son – I have only one- I would send them all into the Scout Movement, as soon as they could enter its lowest grade. And I would send the daughters into the Girl Guides, under similar conditions, to begin at the beginning.

BADEN POWELL:

The real way to get happiness is by giving happiness to other people. Try to leave this world a little better than you found it.

G.BERNARD SHAW:

The greatest contribution to education in the 20th Century was made not by an Educationist but by a Soldier who founded the Scout Movement.

CITIZENSHIP

Duties of Scouts as citizens --- Citizens of the World

Every Scout ought to prepare himself to be a good citizen of his country and of the World.

For this you must begin, as boys, to look on all boys as your friends, Remember, whether rich or poor, from town or from country, you have to stand shoulder to shoulder for your country. If you are divided among yourselves you are doing harm to your country. You must sink your differences.

If you despise other boys because they belong to a poorer home than yourself you are a snob. If you hate other boys because they happen to be born richer than you, are a fool.

We must, each one of us, take our place as we find it in this world and make the best of it, and pull together with the other around us.

We are very much like cricks in a wall, we each have our place, though it may seem a small one in so big a wall. But if one brick crumble or lips out of place, it begins to throw an undue strain on others, cracks appear, and the wall totters.

Don't be too anxious to push yourself on. You will get disappointments without end, If you start that way.

Work for the good of your country or of the business in which you are employed and you will find that as you do this you will be getting all the promotions and the success that you want.

Try and prepare yourself for this by seriously taking up the subject they teach you at school, not because it amuses you, but because it is your duty to your country, to improve yourself. Take up your

mathematics. Your history and your language learning in that spirit, and you'll get on.

Don't think of yourself, but think of your country and the good that your work in going to do to other people.

When you grow up

Then, when you grow up, you will become a voter and have a share in governing your country.

And you will, many of you, be inclined to belong automatically to the political party your father or friends belong to. I should not, if I were you, I should hear what each party has to say. If you listen to one party you will certainly agree that, is the only right one, the rest must all be wrong, But if you go and list to another you may find that after all that one is quite right and the first one wrong.

The thing is to listen to them all, and don't be persuaded by any particular one. And then be a man make up your mind and decide for yourself which you think is best for the whole country, not for some little local question – and vote for that one so long as it works the right way namely, for the good of the country.

Many people get led away by some new politician with some new extreme idea. Never believe in one man's idea till it has been well considered from all points of view. Extreme ideas are seldom much good; if you look them up in history you will see almost that they have been tried before somewhere are have failed.

Your forefather's worked hard, fought hard and died hard to make your country for you. Don't let them look down from heaven and see you loafing about with your hand in your pockets, doing nothing to keep it up.

Play up? Each man in his place and play the game?

“A Friends of all the World”

Remember, too, that a Scout is not only a friend to the people round him, but “a friend of the entire World”. Friend doesn’t fight each other. If we make friends with our neighbours across the sea in foreign countries and if they keep friends with us, we than, want to fight. And that is by far the best way of preventing future wars and of making sure of lasting peace.

One thing which brings about wars is the facts that people of the different countries know very little about each other personally, but are told by their government that the right thing is to fight. So they fight and are all jolly sorry for it afterwards.

If they had been good friends in peace time they would have understood each other better and would never have come to blows.

Nowadays travelling has become so much easier and distances have become so much smaller through motor transport, aeroplanes and radio that people of different countries have a better chance of getting to know each other more closely.

Then the Boy Scout and Girl Guide (Girl Scout) Movement have spread among the nations. As Scout we can visit about fifty different countries about the world and fine Brother Scouts in each of them. All acting under the same Law and Promise and doing the same Scout work as ourselves. Already thousands of Scouts of different nations are making trips to each other’s countries regularly to interchange visit. In this way they have fun to seeing what other countries are like and what is more important they are getting to know one another as friends and not as mere “foreigners”.

The World Brotherhood of Scouting

As a Scout you join a great host of boys of many nationalities and you will have friends in every continent.

This Brotherhood of Scouting is in many respects similar to a Crusade. Scout from all parts of the world are ambassadors goods will, making friends, breaking down barriers of colour, of creed and of class. That surely is a great Crusade, I advise you to do your best in that work, for soon you will be a man and if quarrels should arise between any nations it is upon you that the burden of responsibilities will fall.

Wars have taught us that if one nation tries to impose its particular will upon other, cruel reaction is bound to follow. A series of Scout Worked Jamborees and other meeting of Scouts from many countries has taught us that if we exercise mutual forbearance and give and take, then there is sympathy and harmony. These jamborees have showed what a firm link the Scout Law is between boys of all nations. We can camp together, go hiking together and enjoy all the fun of outdoor life and so help to forge a chain of friendship.

If we are friends we will not want to be in dispute and by cultivating these friendships such as have been cemented at our great jamborees, we are preparing the way for solutions of international problems by discussion of a peaceful character. This will have vital and very far reaching effect throughout the world in the cause of peace. Therefore, let us pledge ourselves to do out absolute utmost to establish friendship among Scout of all nations and to help to develop and happiness in the world and goodwill among men.

In spite of this, it is the spirit that matters. Our Scout Law and Promise, when we really put them into practice, take away all occasions for wars and strife between nations.

Do Your Part

So let us all do our parts. Those who are Scouts now would determine to be better Scouts, not only in backwoodsman ship and camping, but in sticking to the Law and carrying it out. If you are not a Scout, come along and join this happy Brotherhood. There are great times ahead, and we shall need you!

Finally

I hope I have been able in this book to show you something of the appeal that lies in Scouting for all of us.

I want you to feel that you are really Scouts out in the wilds, able to work carefully looked after by Patrol Leaders and Souter's.

I know that you want to be up and doing things for yourselves; that these old explorer and frontiersmen appear to the spirit and adventure in you; that despite all the modern inventions, you want to get out on your own, finding for yourselves, enjoying the freedom of the open air.

I have just tried to suggest to you some ways of doing this and of helping you to become real man.

Scouting is a fine game, if we put our backs into it and tackle it well with real enthusiasm. As with other games, too, we will find that we gain strength of body, mind and spirit from the playing of it. But remember! It is a game for the open air, so whenever the opportunity occur get out into the open, the **Good Luck and Good Camping go with you!**

Conclusion of Subjects:

At the end of the course a participant should be able to explain and accept the fundamentals of Bharat Scouts and Guides and the Method and programme of the Scout section. Choose ways of helping each boy develop as a whole person.

MEMORY TESTING

- Q1. : Which are the four pillars of Scouting?**
- Q2. : Which are three Principles?**
- Q3. : What is Scout promise?**
- Q4. : On what is Scout movement based on?**
- Q5. : What is a system of progressive self-education though?**
- Q6. : On which occasion is promise taken or reaffirmed?**
- Q7. : What is Purpose?**
- Q8. : What is Character?**
- Q9. : What is Method?**

Q1. : Which are the four pillars of Scouting?

Ans. : a) Scouting Develop Health and Strength
b) Character and Intelligence.
c) Hobbies and Handicraft.
d) Service to others.

Q2. : Which are three Principles?

Ans. : The three Principles are, 1. Duty to God,
2. Duty to others, 3. Duty to self.

Q3. : What is Scout promise?

Ans. : On my honour, I promise that
I will do my best
To do my duty to God and my Country
To help other people and
To obey the Scout law.

Q4. : On what is Scout movement based on?

Ans. : Our Fundamentals.

Q5. : what is a system of progressive self-education though?

Ans. : A promise and Law, Learning by doing, Membership of
Small groups under adult leadership progressive and
Stimulating programme of various activities.

Q6. : On which occasion is promise taken or reaffirmed?

Ans. : The promise is to be made on the occasion of the Investitures and in the case of a Rover or Ranger who is Already a Scout or Guide, the promise is to be reaffirmed

Q7. : What is Purpose?

Ans. : The purpose of the movement is to contribute to the Development of young people in achieving their full Physical intellectual, emotional, social spiritual Potentials as individuals as responsible citizen and as member of the local, national and international Communities.

Q8. : What is Character?

Ans. : The association is a society registered under the Societies Registration Act and is a non-official Organisation and is non-political, non-sectarian and Non-communal in character.

Q9. : What is Method?

Ans. : A Promise and law, learning by doing, Membership of Small group under adult leadership. Progressive and Stimulating Programmes of various activities.

YOUTH PROGRAMME

Introduction:

Scouting is an educational movement contributing to the total development of the capabilities of young people. It though active method of progressive self-education (The Scout Method) leisure time activities such as camping, hiking, games, projects and badges.

Objectives: At the end of the SLM participants will be able to -

- Define what, why and how is the youth programme.
- Accept the the 14 ideals of the 03 Sections of Scouting which are basic for the programme built for young people.

Thoughts Reflection

“He is a boy-God bless him full to the brim of fun and fight and hunger and daring mischief and noise and observation and excitement. If he is not, he is abnormal.”

WHAT IS YOUTH PROGRAMME

Scouting is an educational Movement contributing to the total development of the capabilities of young people through a clearly defines active method of progressive self-education (The Scout Method) applied to leisure time activities such as camping, hiking, games, projects and badges.

The Movement is designed to prepare young people to cope with life and make a contribution to the society in which they live.

The contribution that Scouting is making in the development of a young person is corresponding to each specific developmental steps --- establishing values is done at an early stage; socializing and the ability to co-operate is next done. To adolescents the Scout Method has been providing assistance in developing the ability in making their own decisions and reaches a higher stage of autonomy towards the family and peers (an essential step in their development).

Young people of all ages who form certain segment of the society are dynamic in their needs. Their aspirations are changing faster than ever and are faced with many options in the use of their free times. Scouting has been continually delivering its educational programme adapted to the needs of young people.

The youth programme is not simply activities or progressive scheme but something more --- constituting other elements such as education. Method, structure and style and is based on the principles of Scouting, and is the means of achieving the purpose of Scouting. It has 14 ideals relevant to the present and are progressively developed in assisting the young people in all the 3 Sections of Scout wing, The Pack, The Troop and the Rover Crew. Yet, it has its own characteristics according to the different sections, at Pack level it is building in the child, a capacity for self-expression and autonomous action; At the Troop level it is designed to support the adolescent using Patrol system. The Patrol Leaders gains practice in responsibility and in a qualities of leadership while the Scouts gain the elements of self-denial and self-control involved in the team spirit of co-operation and good comradeship and At the Rover Crew level it is to incorporate the older youth into adult society exercising the practice of the principles of Scout Law in a wider world.

The 14 ideals running through all the 3 Sections of Scouting are the basis for the programme built for young people. It is progressive, provides basis for activities which are useful, attractive and exciting; the educational function of which is carried out in the group and in the open air when implemented.

DEFINITION OF YOUTH PROGRAMME:

Youth Programme is the totality of what young people do in Scouting /Guiding (activities). How it is done (the Scout /Guide Method) and the reason why it is done (the purpose).

This definition adopted in the last World Conference held in Paris, July, 1990, further explains the four key words. (i.e. TOTALITY, WHAT, HOW AND WHY) which we may explain as:

TOTALITY:

The Youth Programme in Scouting / Guiding covers the complete span of a young person's experience in the Movement. It starts when the youngest member joins the Movement, typically somewhere between the age of six and eight, and ends when the oldest member leaves, usually between the age of eighteen (18) and twenty five (25). It is a progressive process of education through largely recreational means.

WHAT:

The Youth Programme encompasses all activities that young people in Scouting / Guiding take part in: camping and outdoor activities, community service and community development projects, earning standard and proficiency badges, games, ceremonies, patrol and troop / company meetings, etc. All of these must have one thing in common; they must be attractive and challenging to young people.

HOW:

The Youth Programme in Scouting / Guiding has one fundamental dimension which determines how it is carried out, the Scout/Guide Method. As defined in the constitution of the World Organization of the Scout / Guide Movement, the Scout / Guide method is a system of progressive self-education through:

- A promise and law
- Learning by doing

- Membership of small group (for example the patrol system) involving youths, under adult guidance, progressive discovery and acceptance of the responsibility and training towards self-government directed towards the development of character, and the acquisition of competence, self-reliance, dependability and the capabilities both to cooperate and to lead.
- Progressive and stimulating programme of varied activities based on the interest, of the participants, including games, useful skills, and services to the community, taking place largely in an outdoor setting in contact with nature.

WHY:

The Youth Programme is based on the principles of Scouting / Guiding, duty to God, duty to others and duty to self – and is the means to achieving the purpose of Scouting / Guiding to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals, as responsible citizens and as member of their local, national and international communities.

YOUTH PROGRAMME

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

Example : - YOUTH PROGRAMME

WHAT	HOW	WHY
HIKE	PATROL SYSTEM	PHYSICAL DEVELOPMENT SPRITUAL DEVELOPMENT SOCIAL DEVELOPMENT INTELLECTUAL DEVELOPMENT

Assignment

WHAT	HOW	WHY
Games		
Pioneering		

SERVICES PROVIDED BY THE LOCAL SELF-GOVERNING BODIES

The motto of the Scouts and Guides is to 'be prepared' to serve. In following their motto, many a time they have to work along with the local self-governing bodies. Thus they should have through knowledge of these bodies. They should visit these offices and try to understand their functions. They should find out the telephone numbers, names and designations of the officials in charge of various activities. They should gather information regarding the functions of various departments. The Scout and Guides should know the procedure of filing complaints as regards the shortcoming or malfunction of these departments.

To lodge / file complaints, they should compile a list of the addresses of various departments of the local self-governing bodies, their phone numbers, the timing of office hours and the names and designations of the official concerned.

The municipal Corporation looks after the administration of large cities. Thus the city is divided into various wards for easy administration. The Scouts and Guides should personally gather information from their respective wards.

Let us take a look at the various services provided by the different local self-governing bodies.

1. Gram Panchayat :

The Gram Panchayat looks after the upkeep and development of amenities (facilities) like the roads. Water and electric supply and the overall administration of the village. The Gram Panchayat takes care of the primary health center in the village. The maintenance of the death and birth records of the villages is also its responsibility.

The Gram Panchayat ensures that the villagers are provided with the proper information regarding the innovative farming methods, the new types of seeds. Fertilizers and pesticides, the safety methods ensuring the health of livestock, the various vaccinations to be given to the children and livestock.

2. Panchayat Samiti :

The Panchayat Samiti works at the Taluka level. It ensures that every child in the village has access to primary education. It builds and maintains the roads connecting various villages. It ensures that all villagers get clean and safe drinking water. It provides the villages with detailed information regarding the new farming techniques and the pesticides/insecticides to be used to increase the yield. It ensures provision of proper medical facility to the village that are part of the Taluka. Various campaigns like ‘Grow More Trees’, ‘Clean Green Village’, ‘Each one Teach one’ are carried out by the Panchayat Samiti. It also ensures proper maintenance of the death and birth records.

3. Nagar Parishad (Municipal Council) :

When the population of a place reaches a certain number, as in a town, it is then governed by the Nagar Parishad. The Nagar Parishad performs the following functions:

It takes necessary steps to keep the town garbage-free. It looks after the proper maintenance of the sewage system of the town. It provides various health facilities like hospitals and nursing homes and ensures the success of vaccination programmes. It also ensures provision of primary and secondary education facility. It makes provision for library facilities and adult literacy programmes. It looks after the transport facility in the town. The

Nagar Parishad is responsible for the construction and maintenance of roads, bridges, gardens, museums, etc.

Youth Programme Activities

a) World Conservation

b) Community Worker

c) Self Defense

d) Citizen

e) Sanitation Promoter

f) Hostess

Conclusion of Subject:

The Youth Programme is not simply activities or progressive scheme but something more... constituting other element such as education, method, structure and style and is based on the principles of Scouting and is the means of achieving the purpose of Scouting.

TRY TO RECOLLECT

- Q1. : What is Youth Programme?**
- Q2. : What was the definition adopted?**
- Q3. : What is Totality?**
- Q4. : What are the activities?**
- Q5. : How Youth carried out the Method?**
- Q6. : Why Youth Programme is carried?**
- Q7. : What does youth achieving?**
- Q8. : On which element Youth Programme is based?**
- Q9. : Which are the 3 sections of Scout the youth Programme followed?**
- Q10. : To whom is the contribution?**

Q1. : What is Youth Programme?

Ans. : Youth Programme is the totally of what young people Do in Scouting / guiding (activities).

Q2. : What was the definition adopted?

Ans. : The definition in last word conference helps in Paris, July, 1990 four key words (i.e. Totally, What, How, and Why)

Q3. : What is Totality?

Ans. : The youth programme covers the completes span of a Young person's experience in the movement.

Q4. : What are the activities?

Ans. : Scout takes part in camping and outdoor activities, community's service and community development projects earning proficiency badges games, ceremonies, patrol and troop company meetings.

Q5. : How Youth carried out the Method?

Ans. : a)Promise and law.
b) Learning by doing
c) Membership of small group under the Adult Leadership
d) Progressive and stimulating programmes.

Q6. : Why Youth Programme is carried?

Ans. : Youth Programme based on duty to God. Duty to other, and duty to self.

Q7. : What does youth achieving?

Ans. : The development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals, as responsible citizens.

Q8. : On which element Youth Programme is based?

Ans. : The elements is based on education, method, structure
And styles.

Q9. : Which are the 3 sections of Scout the youth Programme followed?

Ans. : a) Cub Section
b) Scout Section
c) Rover Section

Q10. : To whom is the contribution?

Ans. : Scouting is an educational movement contributing to the total development of the capabilities of young people through active method.

14 PROGRAMME IDEALS (Scout Section)

Introduction:

To develop love for community, adventure, Scouting skills, to develop a sense of express reverence to god by proper worship, make things useful for others. These all things are put in 14 ideas of Scout section.

Objectives:

By the time a boy completes the full course of the programme, he or she will be able to:

Develop, Undertake, Aware Make useful, Improve, Realize, Identity, Accept, Understand, Study.

Thoughts for Reflection

Remember that the boy on joining wants to begin scouting right away so don't dull his keenness by much preliminary explanation, at first meet his wants by games and scouting practices and in still elementary details bit by bit afterwards as you go along.

14 PROGRAMME IDEALS (SCOUT SECTION)

By the time a boy completes the full course of the programme, he will be able to :-

1. Develop his character to become healthy and useful.
2. Accept and follow the rudiments of good citizenship.
3. Undertake practices and improve skills essential to become self-reliant and prepare him-self to use them for helping others.
4. Undertake collective activities and challenges which contribute for his all-round development.
5. Be aware of his capacities and use them in service to the community.
6. Improve his skill of observation to appreciate the wonders of nature and develop a sense of and express reverence to GOD by proper worship.
7. Make things useful for others.
8. Realize that public property is his property as well and attempt to look after it.
9. Identify himself as an integral part of his community and realize his duty to country.
10. Improve further Scouting skills to undertake adventurous activities and develop love for adventure.
11. Understand our National heritage and culture and determine to keep them up.
12. Undertake individual and collective strategies to conserve natural resources and prepare to educate others in this respect.
13. Develop the qualities of a dynamic leader and participate during his best, effectively in all leadership opportunities made available to him.
14. Study about his country and people and contribute for National Integration.

Programme Ideas

- Programme details, Activities and Purpose

1. Develop his character to become healthy and useful

It is impressibility of every citizen to become a responsible citizen having sound body and mind. The person must be useful to the society. The character development is the prime goal of the movement.

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

2. Accept and follow the rudiments of good citizenship

1. RECYCLE



2. COMPOST



3. STAY UP TO DATE ON THE NEWS



4. WORK HARD



5. DONATE BLOOD AND PLAZMA

6. CONSERVE WATER



7. CREATE JOBS



9. GET EMERGENCY TRAINING



8. USE PUBLIC TRANSPORTATION



10. GET A GOOD EDUCATION



Purpose : Duty of any person of the country in his/her any age group is a must to do responsibility of that person towards his/her country. There is no any particular time which will call anyone to perform the duty towards country however it is the birth rights of every Indian Citizen to understand and perform all the duties towards their country as daily routine or whenever required according to the type of duty. The Prime Minister of India, NarendraModi, has said to discuss this topic in the schools, colleges and other places at the Republic Day celebration of India 2016.

3. Undertake Practices and improve skills essential to become self-reliant and prepare him/her to use them for helping others.

PURPOSE:

“The purpose of life is not to be happy. It is to be useful, to be honorable, to be compassionate, and to have it make some difference that you have lived and lived well.”

Someone who is in service of others says. “Consider me”. Someone who is self-serving says. ‘What about me’. And, someone who is sacrificial says nothing.

We express true love in obedience to God and service to others, not reckless or selfish behavior and we choose these behaviors.

Happiness is a byproduct of helping others. No man ever finds happiness by thinking of himself. True happiness comes when we lose ourselves in the service of others – when we are merciful to our fellowmen. The Strongest people make time to help others, even if they are struggling with their own problems.

4. Undertake collective activities and challenges, which contribute for his / her all round development.

PURPOSE:

The focus is on all-round development of the child, besides helping him to develop a perception towards learning and reasoning, as also to groom him with good behavioral skills and developing a positive attitude towards life so that he can grow into responsible citizens.

5. Be aware of his / her capacities and use them in service to the community.



PURPOSE:

“ If you really want to receive joy and happiness,then serve others with all your heart. Lift their burden and your own burden will be lighter.”

6. Improve his / her skills of observation to appreciate the wonders of nature and develop a sense of express reverence to God by worshipping him.

PURPOSE:

How are your Observation Skills?

- This activity demonstrates our ability to remember details accurately.
- Testimony about personal experience is frequently used during an investigation
- How accurately do people remember what they have seen?
- What factors may play a role in what we can remember and describe about something we have witnessed?
 - Consider these questions as you do the following activity.
 - Build a habit of being mindful of your surroundings, especially ones that you think you're already familiar with.
 - Keeps an observation journal detailing irregular occurrences, sounds, and events happening around you?
 - When talking to someone, take into account their body language.

7. Make things useful for others

PURPOSE: Conserving Natural Resources as they are features of environment that are important and value of humans in one form or the other. However, the advancement of modern civilization has had a great impact on our planets natural resources. So, conserving natural resources is very essential today. There are many ways that one can conserve natural resources. All you need to do is to look around and see what natural resources you are using and find out ways to limit your usage e.g- Most of the people use natural gas to heat their water and their home.

8. Realize that public property is his / her property as well and attempt to look after it.

Purpose:

Public property is Property that is dedicate to public use and is a subset of state property. The term may be used either to describe to use to which the property is put, or to describe the character of its ownership. (Owned collectively by the population of a state.)

9. Identify himself / herself as an integral part of his / her community, and realize his / her duty to country.

Purpose:

Prepare him to do his duty to country and develop love for Universal Brotherhood i.e. peace and good will among human being.

10.Improve further Scouting / guiding skills to undertake adventurous activities and develop love for adventure.

Purpose:

“An adventure is an exciting or unusual experience. It may also be a bold, usually risky undertaking, with an uncertain outcome. Adventures may be activities with some potential for physical danger such as travelling, exploring,

skydiving, mountain climbing, scuba diving, river rafting or participating in extreme sports.”

11. Understand our National Heritage and Culture and determine to keep them up.

Purpose:

Cultural Heritage is an expression of the ways of living developed by a community and passed on from generation to generation, including customs, practices, places, objects, artistic expressions and values. Cultural Heritage is often expressed as either intangible or tangible Cultural Heritage.

12. Undertake individual and collective practices to conserve nature resources and prepare to educate others in this respect.

Purpose:

“The best way to conserve natural resources is to find ways to reduce dependency of natural resources in everyday life. Resources are products of the natural environment that humans use in some way or another. Oil, natural gas, water and coal are all natural resources that are used in energy and food production.”

13. Develop the qualities of a dynamic leader and participate doing his/ her best, effectively in all leadership opportunities made available to him.

Purpose:

Dynamic Leadership is a dual-focused form of adaptive leadership that allows a leader to react to changes by being proactive. A leader must employ a fluid style of leadership that he adjusts based on the Marines he is leading and on the circumstances in which he finds himself.”

14. Study about his / her country and people and contribute for the cause of National Integration.

Purpose:

For binding the people in sentiment of oneness i.e. in the bond of nationalism or what we call National Integration. It is necessary to all to eliminate and evaporate the felling of regionalism, communalism, Linguisinet. among themselves. Now days in society media plays a very important role. Without media, people in societies would be isolated, not only from the rest of world but from the Government, law and orders, neighboring Towns and Cities.

**ANYLYSING OF THE SCOUT SCHEME OF
TRAINING FOR CITIZENSHIP**

1.CHARACTER		2. HEALTH AND STRENGTHH	
QUALITIES AIMED FOR	THROUGH PRACTICE OF	QUALITIES AIMED FOR	THROUGH PRACTICE OF
Civil, Fair Play. Respect for the Rights of Others Discipline. Leadership. Responsibility	Patrol works, Team Games, Court of Honor, (Patrol Leader's Council) Scout Law and Promise.	Health	Responsibility for personal health, Hygiene. Temperance Continenence Camping
Moral. Honor. Chivalry, Self-reliance. Courage Capacity for enjoyment. Higher tone of Thought Religion Reverence Self-respect Loyalty	Scout work and Activities Appreciation of Nature. Nature lore and Study of Astronomy kindness to Animals. Service to Others.	Strength	Physical Development, Games Swimming Hiking. Climbing and Natural activities.
3. HANDICRAFT AND SKILL		4. SERVICE TO OTHERS	
QUALITIES AIMED FOR	THROUGH PRACTICE OF	QUALITIES AIMED FOR	THROUGH PRACTICE OF
Technical Skill Inventiveness Intellectual Observation Deduction Self-Expression	Scout craft Camp Expedients Poinearing Rewards by Badges in many form of Handicraft Hobbies Woodcraft Tracking	Unselfishness Civil Duty Patriotism Service for Country Service for Humanity Service for God	Scout Law and Promise Good turns First aid Life Saving Fireman ship Accident crops Hospital Assistance Other Community Service

SCOUTING AND ITS ORIGIN

It is a method of...

- **Making a personal commitment to a simple code of living** :- the Scout Promise and Law
- **Learning by Doing** :- Active participation with others
- **Working in small Groups** :- In patrols to develop leadership, group skills, and individual responsibility
- **Stimulating Programmes** :- Progressive activities based on the interests of young people. Activities in contact with nature, a rich learning environment where simplicity, creativity and discovery come together to provide adventure and challenge.

It has....

- **A Spiritual Dimension:** A commitment to seek the spiritual value of life beyond the material world.
- **A Social Dimension:** Participating in the development of society – respecting the dignity of others and the integrities of the natural world; promoting local, national and international peace, understanding and co-operation.
- **A Personal Dimension:** Developing a sense of personal responsibility and stimulating the desire for responsible self-expression.

Conclusions:

The 14 programme ideals are for development of his character to become a good citizen, self-reliant, to help others, to perform duty to country, develop love for adventure, effective leadership, respect national heritage and culture, dynamic leadership and participation and contribute for the National integration.

**TRY TO RECOLLECT
MEMORY TESTING**

- Q1. : How to develop his character?**
- Q2. : What you will accept and follow?**
- Q3. : What makes all round development?**
- Q4. : How will you worship God by proper way?**
- Q5. : What you are going to take care of?**
- Q6. : How will you improve further Scouting skill?**
- Q7. : What will you keep up in Scouting?**
- Q8. : What will be your contribution for the country?**
- Q9. : What you will develop in Scouting?**
- Q10. : For what his capacities will be use?**

Q1. : How to develop his character?

Ans. : By becoming healthy and useful.

Q2. : What you will accept and follow?

Ans. : To accept and follow the rudiments of good citizenship.

Q3. : What makes all round development?

Ans. : Collective activities and challenges.

Q4. : How will you worship God by proper way?

Ans. : By improve the skills of observation to appreciate the wonders of nature and develop a sense of and express reverence to God.

Q5. : What you are going to take care of?

Ans. : The public property is my property as well.

Q6. : How will you improve further Scouting skill?

Ans. : By undertake adventurous activities and develop love for adventure.

Q7. : What will you keep up in Scouting?

Ans. : Our National heritage and culture.

Q8. : What will be your contribution for the country?

Ans. : To uphold National Heritage and Culture.

Q9. : What you will develop in Scouting?

Ans. : A dynamic leader who participates in all leadership opportunities.

Q10. : For what his capacities will be use?

Ans. : His capacities will be used in service to the community.

Reference Books:

- 1. Boy Scout**
- 2. Scouting Religion and Character**
- 3. Ideas for Scout Troop**
- 4. The spirit of Scouting**

LEADERSHIP QUALITIES

Introduction:

A leadership is a process by which an executive can direct, guide and influence the behaviour and work of others towards accomplishment of a specific goal in a given situation. Leadership is an ability of a manager to induce the subordinates to work with confidence and zeal.

**“Leader don’t create
Followers, they create
More leaders.”
-By Tom Peters.**

The process by which a person influences the activities of an individual or a group in efforts towards the achievement of a goal is leadership.”

Objectives:

By the end of the SLM the participants will be able to-

- describe their roles and responsibilities as Scoutmaster and members of a team of leaders.
- List out of qualities of leadership
- State the needs of the leadership
- State the different types of leadership

**Thoughts
Great leaders find ways to
connect with their people
and help them fulfil their potential.
By Steven J Stowell.**

Concept of Leadership:

Leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience. This guide will help you through that process.

To inspire your workers into higher levels of teamwork, there are certain things you must, know and do. These do not come naturally, but are acquired through continual work and study. Good leaders are continually working and studying to improve their leadership skills; they are NOT resting on their laurels.

Leadership Is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills.

- **Meaning of a Leader :-**

The leader is a person who influences the group to work willingly. In the school management, the head of the school is the leader.

- **Meaning of a Leadership :-**

Leadership is the process of influencing the behavior of other people for the attainment of specified goals. It implies the existence of a leader and followers as well as their mutual interaction.

- **Definition of Leadership :-**

The view of prominent thinkers as given below should help us to understand the meaning, role and dimensions of leadership;

1. Good's Dictionary of Education States. "Leadership is the ability and readiness to inspire, guides, direct or manage others."
2. L.D. Haskeu defines Leadership as, "A relation between persons such that - the ideas (will) of one person are being accepted and followed by other persons."

3. According to La Piere and Farnsworth, “Leadership is a behavior that affects the behavior of other people more than their behavior affects that of the leader.”
4. Leslie D. Zeleny defines a leader as, “A group member whom others follow because he has demonstrated mastery of the social relationship in the group, and, as a consequence, becomes its ‘Center of living.’”
5. According to Pigor’s definitions “Leadership is a concept applied to the personality environment relation to describe the situation when a personality is so placed in environment that his well-being and insight direct and control others in the pursuit of a common cause.”
6. In the words of Ralph M. Stogdill, “Leadership is a process of influencing the activities of an organized group in the task of goal setting and goal achieving.”

- **Nature of Leadership**

Leadership has the following characteristics:

- i) Leadership is an art.
- ii) It is working with a group of people to achieve a common goal
- iii) It is an activity of persuading the people to co-operate in the achievement of a common objective.
- iv) There is automatic existence of followers.
- v) There is exemplary conduct shown by the leader.
- vi) The leader as well as the followers has common interest.

- **Qualities of Leadership :**

Generally a leader is expected to possess the following qualities:

- i) **Good at Decision Making :**

One of the main duties of the leader is to take decisions. He is able to decide judiciously, impartially and quickly as well with his ability of decision making, he is able to win the applause of every one. On the other hand, if the head of an organization of hesitant type and is not good in decision making, is a slur on the fair name of the organization.

ii) Bold and Courageous :

The leader is a bold and courageous person. He is not cowed down by the problems all around. He is able to steer clear out of everything. He is able to take stern action against the erring officials.

iii) Forceful :

The leader has a quality of forcefulness. He is forceful and effective. What he says, he always means that; whatever he orders, is done.

iv) A True Leader:

He is a leader in the true sense of the word. In every work, he leads others. He works hard and is a living example of hard working before others.

v) Mastery of the Routine work :

A good leader has a complete mastery of the work he is expected to do. Without a mastery of the profession, he will fail to plan lead and direct well.

vi) Clarity of Vision :

The leader has clarity of vision. He knows well he different objectives and understands fully the procedures to be adopted to achieve those goals. He is very clear about everything. Only a man with clarity of vision is able to show good leadership to others.

vii) Good at Human Relations :

A good leader has a human touch in whatever he does. He treats others, especially the followers, from human point of view. He does not depend too much on his formal authority. A contact with him imbues in others good qualities of head and heart. His approach to different problems is always human.

viii) Farsightedness :

A leader has a quality of farsightedness. He is able to think beforehand the future problems. By his farsightedness, he is ever ready to combat the problem rightly and effectively.

ix) Man of Character :

The leader is a man of character. He is far above vices like gambling, drinking etc. he is a man of high integrity in this context, C. RajagopalAcharya says, "Character is as important for administration as sun light is to every form of Life."

x) A Man of Self-Confidence :

The leader is full of self-confidence. He believes strongly in whatever he does. He never loses self-control in the hours of difficulties. 'He is always sure of steering clear out of problematic situations.

xi) Good at Communication :

The leader is expected to give directions and commands. So he should be able to issue instructions systematically. In fact, smooth running of the institution depends upon the skill of communication that strengthens the ties of the leader with the followers.

• NEED OF LEADERSHIP :

i) Effective Direction :

An organization comes into existence with certain objectives. To attain the objectives, the activities of the organization must be directed. Direction of the activities is effected through leadership. In short, effective leadership directs the activities of an organization towards the attainment of the specified organizational goals.

ii) Sources of motivation :

Leadership is the motivating power to group efforts. Effective leadership motivates the subordinates for higher productivity.

iii) Confidence :

Leadership creates confidence in the subordinates by giving proper guidance and advice.

iv) High moral :

Good leadership increases the moral of the employees which, in turn, contributes to higher productivity.

v) Development of team spirit :

Effective leadership promotes team-spirit and teamwork which is quite essential for the success of any organization.

vi) Encouraging initiative :

A progressive, forward and democratic minded leader always encourages initiative on the part of the followers.

vii) Overcoming resistance to change :

A leader overcomes resistance, if any on the part of followers to organizational changes; through explaining to them the utility of such changes to both-the enterprise and the employees.

• **IMPORTANCE OF LEADERSHIP :**

The importance of the leader can be described by the following functions:

1. The leader helps in guiding the members.
2. The leader inspires the members.
3. The leader secures the cooperation of the members.
4. The leader creates confidence in the members
5. The leader develops and maintains an environment conducive to optimum work effort.
6. The leader acts as a counselor
7. The leader develops team spirit
8. The leader helps In motivating the members.
9. The leader helps in establishing cordial relation among the members.

• **LIMITATION OF LEADERSHIP :**

Some of the main limitations of the educational leadership are:

1. Legal basis for Education
2. Lack of a Clear-cut National Policy on Education
3. Inadequate resources
4. Lack of priorities
5. Dominance of non-educationist and non-specialists.
6. Political pressures
7. Social pressures
8. Personal conflicts and antagonisms.

Styles / Types of Leadership:

A Leadership style is a leader's style of providing direction, implementing plans, and motivating people. There are many different leadership styles that can be exhibited by leaders in the political or other fields.

The well-known styles/types of leadership are: i. Autocratic, ii. Democratic and iii. Laissez-faire leadership.

I) Autocratic Leadership :

Concept:

Autocratic derives from the words auto (Greek for self) and cratic, which impels rule. Automatic leaders often view themselves like automobile engines that drive people under their tutelage or command, whether it's a mayor of a large city, a company CEO or an agency director. It may seem incongruous to think of autocratic leaders as self-driven. But if their role in business, government or other organizations is to drive others to perform at their best and accomplish tasks without making mistakes, then the description is appropriate.

In an autocratic leadership style, the person in charge has total authority and control over decision making. By virtue of their position and job responsibilities, they not only control the efforts of the team, but monitor them for completion – often under close scrutiny.

Here, everything, the whole authority is centralized with the leader. All powers are with the leader. He shoulders the whole responsibility. This type of leader does not discuss anything with the followers while taking decisions. He dictates to others, assigns acts as a boss and the followers have to carry out the orders irrespective of the fact whether they – like it or not in a democratic setup of life, autocratic type of leadership is not liked and so it may not succeed for a long time.

ADVANTAGES:

- 1) The leader is able to take the decisions quickly as he is to decide things single handed. There is no wastage of time.

- 2) Secrets of the organization remain confidential. They are not leaked out to anyone.
- 3) Total responsibility is of the autocratic leader. So for everything, one person is answerable.
- 4) Good control, overview
- 5) Unimpaired programme
- 6) Laws; Youth protection laws
- 7) No long discussion
- 8) Group members know what they must do
- 9) Rules give security
- 10) Discipline.

Disadvantages:

1. Decision taken by one person may not be liked by others. It may create rift between the leader and the followers.
2. It may create problems in the implementation of the decisions. Certain plans of the leader may not be put to practice in their true spirits
3. There may be environment of fear and hatred between the leader and the employees. This type of leadership creates unhealthy environment.
4. Initiative and encouragement of the followers lack there. They work as long as they are watched.
5. The spirit of co-operation between the leader and the followers goes on diminishing.

2. Democratic Leadership

Concept:

Involves a team guided by a leader where all individuals are involved in the decision making process to determine what needs to be done and how it should be done. The group of leader has the authority to make the final decision of the group is called Democratic Leadership.

Democratic leadership in an organization involves the redistribution of power and authority between employees and managers to provide employee involvement in decision-making.

Unlike autocratic leadership, democratic leadership is fully decentralized. No one acts as a boss to rule over others. He always takes the followers into confidence while taking any decision. In plans and procedures, the leaders as well as the followers are together. There is never any gap between the two. They swim or sink together. The democratic leader always keeps the interest of the followers in mind. He enjoys their full confidence and comes up to their expectations. He shares the burden and shoulders the responsibilities on sharing basis.

Characteristics of Democratic Leadership:

Some of the primary characteristics of democratic leadership include:

- Group members are encouraged to share ideas and opinions, even though the leader retains the final say over decision.
- Members of the group feel more engaged in the process
- Creativity is encouraged and rewarded.

Advantages

1. The leader enjoys full faith and confidence of the followers. So he is able to show good leadership to all concerned.
2. There is healthy spirit of co-operation between the leader and the followers.
3. There is due recognition to the initiative shown by the followers. That results into quick realization of goals.
4. The followers remain activity involved in every work and activity initiated by the democratic leader.
5. The responsibility is shared by one and all included in the group of the leader. So the leader is not much tense any time.
6. There is a good deal of understanding between the leader and the followers. The organization flourishes with their combined efforts.
7. In educational institutions democratic leadership helps in training the youths rightly and thus they become the hopeful stars of the nation.

Disadvantages

1. When the democratic leader discusses things with the followers, a lot of time is utilized everybody wants to give his/her views. The results are that decisions consume lot of time.

2. There being collective responsibility of everything no body owns the mistakes. Everyone tries to find excuses.
3. Democratic type of working leads to groupism and that results to infighting. Such an environment is not good for the educational institutions.

Delegative (Laissez-Faire) Leadership Concept:

Leadership styles in which a leader transfer decision making power to on for more employees, but remains responsible for their decisions is called Delegative leadership.

Law Dictionary: When a leader gives authority to make decisions to the employees but is responsible for the results.

The Merriam-Webster Dictionary defines Delegative /laissez-faire leadership as:

“A philosophy or practice characterized by a usually deliberate abstention from direction from direction or interference, especially with individual freedom of choice and action.”

Delegative leadership gives employees maximum room to grow. This approach is also known as laissez-faire leadership because it involves handing over control of projects and assigning decision making about everything from nuts and bolts operations to big-picture vision. Despite its advantages, delegative leadership may not be the best choice for every business, especially one with high employee turnover. This management strategy is best for businesses with committed, long-term staff with the knowledge and experience to make executive decisions.

It is also called free-rein type of leadership. Here, the leader remains almost inactive. We may say that he plays very little roll. He gives complete freedom to his followers in making decisions. The leader gives guidance when asked for it. He does not interfere in the day today work in time group. The persons in the group work in their own devised ways so as to achieve the objectives.

This type of leadership is needed only in special type of situations. The leader leaves everything to the choice of the group and in so doing he does not find any type of risk. In the teaching learning situations where projects are to be allotted the teacher gives freedom to the students. Every student is free to take up any project as per his choice. The teacher is available there just to guide and help them.

- **ADVANTAGES**

The following are the advantages of Delegative Leadership:

- 1. Freeing Up Management Time**

When employees manage their own projects, department heads earning higher salaries avoid tasks that could be completed by someone else at lower cost. Managers who aren't tied up with project details have more time for tasks such as accounting and strategic planning, and when they are free of day-to-day troubleshooting, they can respond proactively to opportunities and threats.

- 2. Building Employee Skill**

An employee immerse themselves in projects where they have the power to make autonomous decisions, they build skills through collaboration and practice. Working together, they share knowledge through brainstorming and exchanging ideas, which enhance creativity, by making mistakes, they learn to take a wide range of variables into account and foresee obstacles that can arise in the future. As they practice their skills, they grow more proficient, better able anticipate consequences and work under pressure.

- 3. Boosting Staff Confidence**

Employees build confidence as they take on new tasks through delegative leadership; as they manage their own projects, they learn about their own capabilities and strengths. Confident employees are willing to take on increasing responsibility, freeing managers from the chore of having to double-check their work. When employees project confidence, customers are more likely to trust them and grow comfortable with work that is not carefully supervised.

4. Hybrid Leadership Style

Delegative leadership makes sense for businesses whose employees have the necessary skills to plan and execute projects without close supervision. Participative leadership also emphasizes employee involvement, but with less autonomy and more management control, while authoritarian leadership involves steering and managing unilaterally. Effective leaders blend elements of different leadership styles, which allow employees to learn, grow and take responsibility while stepping in when appropriate to provide guidance and improve quality.

5. The followers enjoy full freedom. So there is least frustration or discontents.
6. Every individual is able to highlight his qualities.
7. Initiative taken by some persons gets due recognition. Thus there is encouragement for everyone.

• DISADVANTAGES

1. Leadership in the real sense is missing.
2. The followers remain unsatisfied due to lack of leadership
3. Efficiency and production are affected badly
4. Less group satisfaction
5. Less group productivity
6. Poorer quality of work
7. Less personal growth
8. Jobs fall back on someone else or are not completed.

Difference between Autocratic Leadership – Democratic Leadership

Sr No	Autocratic Leadership	Democratic Leadership
1	It is based on authority	It is based on goodwill
2	It drives the members	It trains the members
3	It creates fear	It inspires
4	It is concentrated on the work I	We word becomes tile watchword
5	It assigns the task	It guides how to complete the task
6	It orders the members to be on time	The leader reaches ahead of time
7	It fixes responsibility for any breakdown	It tries to fix the breakdown

8	It makes work drudgery	It makes work as play
9	It creates an environment of distrust	It creates an environment of trust
10	It prepares the plan by itself	Plan is prepared cooperatively
11	It alone ponders over problems	It seeks the opinion of others
12	It itself takes credit for any success	It gives credit to the members
13	It ignores the feeling of the followers	It tries to understand the feeling of the members
14	It thinks that the entire wisdom is inherent in it.	It gives due consideration to the views of the members
15	It always tries to find fault with the members	It attempts to find the strong points of the members
16	it keeps distance from the members	It shares joys and sorrows of the members

The WOSM Leadership Development Programme (WLDP) is a learning framework that supports the development of current and potential leaders.

The WLDP Programme:

Provides opportunities for existing leaders to develop international leadership skills and experiences to meet their needs and the organization at national, regional and world level.

Actively develops potential leaders, specifically young man for current and future roles.

WOSM has four characteristics as an organization, which in combination provides an opportunity to consider international leadership from a unique perspective. They have become central to the programme and are:

That WOSM is a value based organization delivering non-formal education with an inter-generational perspective and in a cross-cultural setting.

The WLDP programme supports the vision of WOSM as a learning organization and the strategic goals.

Leadership development, Strong and Growing Membership, The Voice of boys and Young Man based on narrative experiences from members, leaders and member organizations from all five WOSM regions.

There is the expectation that in the future the WLPD will be an internationally recognized programme, attracting participants from external organizations.

The WLPD has been developed through a consultative process with the regions, the target audience for the programme and educational specialists. The programme has been designed to address needs at organizational and individual level but the core content is a programme of eight modules designed to meet the needs of the individual. There is no expectation that anyone will be required to undertake all eight modules, though this is an option. The modules are:

- Understanding Leadership
- Personal Development
- Leading Teams
- Diversity
- Management Skills
- Communication
- Advocacy
- Setting Direction

The content of these modules is only one aspect of WLPD. The delivery of the material is crucial to learning and may involve facilitated workshops and seminars, coaching / mentoring the use of learning logs and journals, applied project based learning and assessment.

All modules consist of -

Theoretical information on the subject individual exercises easy to copy and use, Group exercises - easy to copy and use, Discussion questions – for group and plenary debates, or for individual reflection, Bibliography and references for further reading.

It is proposed that in a phase 2 of the WLPD, further pathways for development may be offered, designed to provide more specialist opportunities for the development of leadership skill – such as active leadership, strategic leadership, innovative leadership and social change leadership.

- Running a Scout Troop is enjoyable and a fun to adults but a responsibility because a Scoutmaster deals with other people's children, that too at a turbulent age.
- Responsibilities at a Troop Meeting are great, but grater when away from Meetings, e.g. during Camps, Hikes and other outdoor activities etc.
- This means that a leader should be efficient to deal with emergencies.
- Other aspects of our responsibility lies in knowing scouts as individuals (e.g. their parents, home back ground, school lives etc.)
- But a leader is a member of the Team and shares his responsibilities with them.
- The standards of the Troop are developed and maintained by the COH under the intelligent supervision of unit Leaders.

After answering questions send them for a Group work with a copy of Handout No. 42: "Responsibilities of Leadership". When they come back, make sure from them that they could understand the content – clear doubts, if any.

Then give them time to think individually or in consultation with others and identify their future Training need, in a plenary session, sum up explaining the 6 means by which Training can be provided. i.e. Formal training, informal training, personal support, self-training, training assignment and Training Study.

Some more Hints for Scoutmasters.

1. Motives determine outlook and our outlook is a great factor in efficiency. Efficiency is the key to success.
2. Scouts can irritate you at times, control your temper.
3. Your attitude as a Scoutmaster should be that of an 'elder brother' but NOT A SCHOOL TEACHER. Scouts during Troop life should see in you an altogether different Leader and not the same Class Teacher.
4. A scout master is a Boy Leader – a boy man.

5. Leadership is not a birth right. It is after all a skill that anybody can develop and continue to improve.
6. When in difficulties consult Senior Leaders and Commissioners.
7. Contents of the Handout should be your guide-line.

S. T.A. : Compose a song about the job of a Scoutmaster. Tune it and sing it as a Patrol item in the next campfire item.

THIS IS HOW LEADER LEARN

- Leaders will not learn for learning sake, but only to satisfy needs, which they have to perform their task better.
- Leaders learn when they have strong motivation for learning.
- Leaders learn through a series of successive steps or stages. The stages should be short and linked to one another in a sequence, to provide progressive learning.
- Each person learns according to his / her own rhythm. The training sequence should be flexible enough to allow people to follow their own rhythm.
- Leaders learn more efficiently through having experiences through listening to lectures or watching demonstration.
- Leaders learn better when they have been associated in defining learning objectives.
- Leaders need an opportunity to apply their learning in an experimental situation, to control and reinforce their learning.
- Learning is not the result of transmitting knowledge to passive receivers: it calls for the active and sustained involvement of willing participants.
- Leaders learn in a non – judgment climate, the characteristics of which are: openness, mutual understanding and acceptance, trust and caring.
- Experiences, which lead to a better self-image, are conducive to learning.

RESPONSIBILITIES OF LEADERSHIP

- This is a yardstick not a catalogue
- Unless you believe that “Scouting is a game for boys and job of work for men” and act by it you have no chance of success
- Leadership is responsibilities no power.
- Personal example is vital

What makes for Success

1. A real desire to do the job of a Scoutmaster.
2. A genuine and continuing interest in the boys of Scout age and ever-growing love for them.
3. Acceptance – Aims, Policies, Rules, Methods and Programme, Etc. of the Bharat Scouts and Guides must be accepted by you.
4. Welfare of the boys- you are responsible for it in your Troop.
5. Acceptance of Training – A rich heritage of accumulated experience available to Scouters. You can encourage others to come.
6. Persistence – you may be disappointed at times. But you have to learn to accept disappointments as part of the job.
7. Absence of Prejudice – don’t try to force your own interests, likes and dislikes on the Troop. The needs of Scouts are to be satisfied and that is what your job demands.
8. Courage to attempt the difficult to control a difficult boy and to perform a difficult job too.
9. Enthusiasm and a sense of humor – children like these and do not disappoint them.
10. Have faith in the boy, and in Scouting. God helps you.
11. Humility – personal but not about the job. You can be proud of what you are trying to do.
12. Ambition – Aim high.
13. Capacity to work: There is no alternative. The biggest room in the world is the room for improvement.
14. Not to need the boys – The leader may receive the respect and even the love of the boy, but if the Leader comes to need it he is finished. Let us not be to prone to flattery.

Leadership to succeed must stem from the implementation of all these things. Use these qualities as a personal yardstick and learn to assess your own strengths and failings.

LEADERSHIP COMPETENCIES

DEFINITION OF LEADERSHIP

“The process by which a person influences the activities of an individual or a Group in efforts towards achievement of a goal”.

FUNCTION OF THE LEADER

The Task is the objective of the exercise, which can be practical and involve technical skills, but need not necessarily be so.

- The Group is those who are performing the task, who need to work together, to develop a spirit of unity and purpose.
- The individual within the group has his own personal motivation and needs to be treated in a particular way to perform at maximum efficiency.
- These elements frequently conflict with each other, too much attention paid to meeting the needs of one may lead to a failure to meet the need of another.
- He maintains the cohesion of the group by evaluating individual and group progress, rewarding and encouraging as he does so, whilst at the same time communicating feedback on task performance counseling and supporting individuals as required.

THE QUALITIES OF THE LEADER

- It may be less productive to define what a leader must “be”
- It can be useful early in leadership course for the participants to list those admired qualities that they would expect to find in leaders that they would follow.

THE SKILL OF THE LEADER

An effective leader must:

1. Set an example
2. Understand the needs and characteristics of his group
3. Know and use the resources of the group (be able to obtain skills or information)
4. Communicate effectively (receive and give information)
5. Plan
6. Control and coordinate the group
7. Delegate. (Share leadership)
8. Evaluate
9. Help others to learn (manage learning)
10. Counsel

The purpose of leadership training is to equip leaders with the skills and knowledge to perform their roles effectively.

The policy will be supported by a Facilitation Scout and a toolkit which outlines methods, techniques, and tools for trainers/facilitators to plan, implement and measure training and learning opportunities.

The boy training, learning, and Development Framework marks a way of providing training for adult members in response to the changing needs of society, our organization, and our boy members. The emphasis is on a learner-centered approach, where both the learner and the trainer/facilitator share the responsibility for the learning process.

Over the last decade, WOSM, like most organizations, has faced increased pressure to go beyond traditional task based training to facilitate whole person development? Training is no longer seen as a one-off event which is applied across a group of individuals without considering individual experiences, competences and qualifications. Advances in communication technology also allow us to think in new ways about how, when and where training and learning

can take place. They allow us to look at different and more creative ways to deliver training for both leaders and members.

Using this approach we aim to :

- Enable learning
- Facilitate meaningful personal development
- Support the development of competences relevant to the Girl Guiding and Girl Scouting role
- Help adult members to identify and achieve their potential as individuals and as leaders in the Scouting Movement.

The Boy Scout policy and Guideline: Adult Training, Learning, and Development is intended to apply to all forms of adult development and training carried out by all Member Organizations regardless of their way of working.

CONTEXT

This WOSM policy is based on the Fundamental principles of boy scouting and boy guiding and it updates previous policy statements. The policy:

- Acknowledges and reflects the changes in society and
- Consider the needs, experiences and expectations of adult learners

In order to create effective learning environments, Adult training, Learning, and Development Frameworks should:

- Embrace new methods and developments in adult learning
- Recognize the learner-centered approach
- Create effective adult learning environments
- Assess and respond to the need of adult learners
- Ensure the delivery of learning opportunities for all adult members regardless of their background or their experience.
- Use new technologies where appropriate, such as the internet, e-learning, podcasts etc.

RESPONSIBILITIES:

It is the responsibility of each National Association to design and implement a national adult training, Learning, and Development, Framework which follows the WOSM Policy and Guidelines: Adulttraining, Learning, and Development and which provides opportunities for adult members to reach their full potential in their roles as leaders.

The adult training, Learning, and Development Framework should be implemented in accordance with other relevant policies.

THE PURPOSE OF GUIDELINE IS TO:

- Support National Associations to develop a strategy on leadership and learning.
- Assist National Associations to set up a national Adult Training, Learning, and Development Framework
- Enable National Associations to consider principles in learning and training situations.
- Promote the fundamental principles and values within a changing
- Identify people within and outside the Association who have the necessary competences to support the Associations.
- Recruit and motivate talented and resourceful people to share responsibilities within the Association
- Prepare individuals to fulfill existing and future roles and responsibilities
- Establish a system or monitoring and evaluating the effectiveness of adult training, learning and development.

NATIONAL ASSOCIATIONS CAN USE THIS RESOURCE TO:

- Develop their adult training, learning and development structure and strategy.
- Monitor and evaluate the adult training, learning and development in the Association
- Demonstrate the association's commitment to the development of leaders at all level and responsibilities.

THE PRIORITIES THAT DEFINES WOSM AS A LEARNING ORGANIZATION ARE:

- Support for the development of learning and training strategies in member organizations.
- Regular review of learning and training implementations.
- Adoption of emerging trends in adult learning
- Use of technologies for adult learning
- Use of non-formal education for young people and adults
- Sharing of best practices across all member organizations.

B.P. ON LEADERSHIP

- Whole hearted faith and belief in the Rightness of his cause.
- Cherry energetic personality with sympathy and friendly understanding of his followers.
- Confidence in himself through knowing his job.
- What he preaches he must himself practice.
- You cannot teach a man anything
- You can only help him to discover for himself

Our method of training is to educate from within rather than to instruct from without; to offer games and activities which, while being attractive to the boys, will seriously educate his morally, mentally and physically.

Patrol System:

Boy Guides and Boy Scouts within a unit work in group of around five to eight peers, one of whom is the designated patrol leader. This group then participates in unit activities and programmes.

Through **experiential learning** or ‘learning by doing’ individuals learn through performing a task as well as through study, discussion and observation

Progressive self-development: a member progresses individually through the boy scout programme by choosing her own route and proceeding with her own chosen activities at her own pace.

Through **inter generational learning**, young people and adults cooperate together and learn with and through each other.

Outdoor activities and learning through adventure help to build self-confidence, self-awareness and character as well as raise awareness about the environment.

Service in the community encourages a sense of responsibility for society and its members

Intellectual learning and international experiences promote respect, mutual understanding and tolerance for others as well as a sense of responsibility for the world in which we live.

Delivering Training, Learning and Development through Trainers / Facilitators.

YOUTH

- Use of computers and similar media
- On the job learning and support
- Experiential and action learning
- Experiences of personal development e.g. reflecting, sharing, arts activities.
- Recognition of prior learning
- Mixed delivery (learning techniques using some or all of the above techniques.

Conclusion of Subjects:

Leadership is responsibility not power leadership to succeed must stem from the implementation of all these things. Use these qualities as a personal yardstick and learn to assess your own strength and failings.

TRY TO RECOLLECT

- Q1. : What is leadership?**
- Q2. : How will you achieve goal?**
- Q3. : What does a leader understand?**
- Q4. : How the leaders become effective?**
- Q5. : How will you deal with the group?**
- Q6. : Which qualities a leader posses?**
- Q7. : What to practice?**
- Q8. : How will the leader support?**
- Q9. : How will he have confidence in him?**
- Q10. : How will the leader be cheerful person?**

Q1. : What is leadership?

Ans. : Leadership is responsibility not power.

Q2. : How will you achieve goal?

Ans. : By influencing a person to do activities to achieve the goal of an individual or a group.
individual or a group.

Q3. : What does a leader understand?

Ans. : The leader must understand the needs and characteristics of his group.

Q4. : How the leader become effective?

Ans. : Communicate effectively (receive and give information)

Q5. : How will you deal with the group?

Ans. : By control and coordinate the group.

Q6. : Which qualities a leader posses?

Ans. : Planning, Evaluate, Counsel, Help others to learn, (Manage Learning).

Q7. : What to practice?

Ans. : What he preaches he must him / herself practice.

Q8. : How will the leader support?

Ans. : whole heart faith and belief in the rightness of his cause.

Q9. : How will he have confidence in himself?

Ans. : The leader will have confidence in himself by knowing his job.

Q10. : How will the leader be cheerful person?

Ans. : The leader will be a cheerful by being energetic personality with sympathy and friendly, understanding to his followers.

CAMPFIRE ON COURSE

Introduction:

It is an atmosphere as ceremony. It is generally the last part of the day's programme in a Camp. It is a special feature of Scouting born with Scouting. It is Campfire, not Camp of Fire.

Objective:

Necessary to be clear that we are trying to:

- a) Demonstrate how campfires should be run, i.e. method, not the content.
- b) Provide relaxation for the course. Both are essential and must be born in mind by the staff.
- c) Leader need not run the campfire but he must control it.

Thoughts Sharpness

A boy is generally as sharp as needle. It is easy to train him in matters appear training to observation and noticing things and discussing their meaning.

“life isn't about finding yourself, it's about creating yourself.”

English Proverb.

CAMPFIRE ON COURSES

Necessary to be clear that we are trying to:-

- (a) Demonstrate how campfire should be run. I.e. the method, not the content.
- (b) Provide relaxation for the Course

Both are essential and must be borne in mind by the staff-

Fire should be laid and lit by Duty Patrol and the start should be dignified. Duty P. Lor ASM should bring the Course to attention when Leader of the Course enters.

Programme of contributions from Patrols already collected by Duty Patrol should handed over to the Leader.

Leader need not run the campfire but he must control it.

Not necessary for every Patrol to contribute each night although preferable. If any are excused, privilege should go to Duty Patrol.

Worth suggesting items, e.g. scene from recent news, history, religious books etc., and charade. Campfire game, original song or round.

Emphasis always on corporate contribution by Patrol rather than by individuals.

Yarns on Campfire, National Training Centre should be included. Yarn technique and giving information to Course can be demonstrated.

The discussion of some topic of general interest, either Scout or non-Scout, is very much part of campfire technique; such subjects as Patrol versus Troop Cooking. Similarly, quick fire- spot questions may be used, such as "Name three uses of the sheepshank", "what color is a peacock's egg?"

Closing time can be a little elastic, but always stop when you feel you want to go on.

Try to get all staff to contribute to the programme.

Campfire atmosphere is a good barometer of Course spirit.

I have some ideas to pass on to you. I personally feel that there should be campfire every day in a course. Some hesitant leaders will try to avoid holding a really good Campfire, Constructive criticism on the items contributed by participants during the first half may yield very good results during the second half of the course.

Bring in original ideas of B.P on Campfire in a Troop-To have a yarn by the Leader or a short informal session on subjects covered in General Information Courses daily are very useful.

I earnestly appeal to every member of the team to include a short session on “Pachmarhi” in every Course during one of the Campfires.

CAMP FIRE

A Short yarn during the Campfire

Note to the Leader :-

Give a short talk about campfire (what, why, when, where and how) and distribute the following handout.

SCOUT CAMP FIRE

I. What is Camp fire ?

It is an atmosphere as much as an occasion. It is generally the last part of the days programme in a Camp. It is a special feature of Scouting born with Scouting. It is Camp fire, not Camp of fire.

II. Importance of Camp fire in Scout Training :

1. B.P. called the Chapters of "Scouting for Boys as "Camp fire Yarns. This shows that the philosophy and techniques of Scouting can be taught in Camp fires.
2. A place of inspiration and understanding each other.
3. A brotherhood circle that fosters Troop/Group spirit 3rd point of scout Law has its roots here.
4. Patrol system works well and leadership qualities develop;
5. Boys express themselves very freely in a Camp fire and the Scoutmaster can see them in their true colors.
6. A taste of the music and art and histrionic talents developed.
7. Camp fire lets off the steam of boys and fills them with fun, laughter and enjoyment.
8. Best place for the moral and spiritual Part of scout training
9. It is a ceremony and even Investiture of Patrol Leaders and Seconds and Presentation of other awards and badges can be done during the Camp fire to better effects.

III. Physical Arrangements :-

1. The Camp fire place must be dry and free from mosquitoes and other insects.
2. Notice the prevailing winds-let nobody "gulp" the smoke.
3. Have a good supply of wood in the center of the fire.

4. Torch or Mashal is more effective to light fire than a match stick-clear the dry grass in the circle before lighting.
5. Good seating arrangement to protect from ground chill. Stones not a bad idea – Let not Physical discomfort spoil the spirit of the show.

IV. Design of the Camp fire :-

1. Always a circle – a symbol of oneness and brotherhood – Leaders and Guests will also be on the circumference of the circle.
2. Fire is at the center. Extra firewood can be kept around the fire to mark the fire zone. The participants do not enter this.

V. Laying the Fire :-

Fire may be laid either on the ground or in a pit. Cone fire is preferred – Log Cabin fire and Pagoda fire can also be used. Star fire is also worth trying. This is prearrangement.

VI. Lighting the Fire and Opening Ceremony :

Appropriate to the occasion.

Back woods methods like – Flint and steel or Bow and drill will be interesting.

In huge gatherings – fireballs, fire smokes, other crackers may add to the thrill. After the fire is lit (as the ceremony demands) the SM ceremonially declares the campfire open It is his privilege.

Some Tips for Programme Planning:-

1. Collect all the items from Patrols quite in advance and closely study the nature of every item.
2. Rearrange them in an order so that a good variety is maintained.
3. Add your own items, yells etc. Here and there, your assistants. Commissioners or invitees, if any, should also be given chances.
4. Maintain a good balance of items – right place for every item please – liveliness is essential.

VII. Conduct of a Camp fire :-

(a) Camp fire Dress :-

Boys like it very much – adds to the fun and jollity Protects from chill – Bed sheets, dhuppata can be well improvised. Scouters (and Commissioners) can also wear the campfire robes (campfire cape) – The badges they earned previously may also be stitched on the garb. This is a source of pride to the scouter and inspiration to Scouts.

(b) The Beginning Part of it:

The Campfire leader of the Troop will be in charge. He assembles the troop in campfire circle. Patrols take positions – Fire is lit – Troop brought to attention and then S.M. is reported and requested to open the Campfire – No harm if at times he in turn requests the ASM to do it – this may add to the healthy spirit of the Troop. Scout master need not run the Campfire but he is responsible to control it.

(c) Leading the Campfires :-

Patrol items always to be preferred. Normally 5 minute's maximum for an item. See that all members of the Patrol are involved. The first song has to make every one participating in both singing and good fellowship. Announce the next item and the item to follow. Encourage participants by cheering them with yells whenever an item is over. Look for originality. A yell of appreciation after every item is meaningless. Change the items to suit to the mood. If necessary be resourceful in creating the new items and keeping the Troop in mood. Begin with brief, popular items fairly boisterous. Towards the end the items should be simple and effective-right place for a short and interesting yarn by SM. Campfire will be enjoyable only when proper order is maintained-no-talking during the time of items.

(d) Closing the Campfire :-

Closing time can be a little elastic but close it when all feel to go on. Announcements, if any, should be very brief and quick. Closing can also be made ceremonious – serene and serious atmosphere to be created-either Taps or silent prayer will be

effective. The Patrol responsible for putting off the fire should be alerted after dismissal of the Troop.

VIII. What items can be presented at a Campfire.

Please remember that a Campfire item does not have to be funny always or to do with singing only.

Some of the following can be tried:-

1. Stories (Short but funny)
2. Quiet games or singing games
3. Group Singing
4. Group dances
5. Folk dances
6. Jungle / Tribal dances
7. Devotional or Patriotic Songs.
8. Action Songs
9. Bhajans
10. Comics
11. Small Play lets
12. Dialogues
13. Mimicries
14. Physical displays
15. Occasional Foreign songs
16. Puppetry
17. Classical music
18. Dumb show
19. Melodies
20. Yells
21. Mono actions
22. Charades
23. Rounds
24. Shadow graphs
25. Midget acts
26. Scout craft skill
27. Imitations
28. Quiz.
29. Book reading

- 30. Surprise items
- 31. Instrumental music and so on.

IX. What items to be avoided :-

- 1. Vulgar items
- 2. Religiously objectionable items
- 3. Fearful scenes – like Ghosts etc.
- 4. Mean things and destructive criticisms
- 5. Things like dead bodies and dreadful cries
- 6. Anything belittling any class or creed
- 7. Anything against the Government or law of the country
- 8. Anything unscouty and purposeless.

X. In Tallies and other Functions :-

These can partly be publicity-oriented. Any V.I.P or Commissioner can be requested to open the Campfire. The opening ceremony should be thrilling – rehearsal essential. Involve audience also. Take extra care about uniform; cleanliness and orderliness.

Beware of over doing in the Campfire:

There will always be over – enthusiastic boys who may, at time just by little act; spoil the sanctity of the campfire. Your individual efficiency will go a long way. When necessary don't hesitate to use your whistle sharply but sparingly.

XI. Improvisation in Campfires :-

In many of the items like play – acting, Dramatization, Fancy dress etc., improvisation or making up with readily available material in the surrounding may be essential here are a few suggestions for improvisation.

- | | |
|----------------------------|---|
| 1. Grey hair and moustache | Ashes, paste, paint, cotton,
Maize, hairs etc. |
| 2. Face Powder | Ashes |
| 3. Lipstick etc. | Red ink, flower juice. |
| 4. Musical instruments. | Hand stick, plates, mugs
Tumblers, empty tins etc. |
| 5. Long teeth | Pieces of cardboard and palm
Leaves. |
| 6. Garlands | Scout ropes, paper balls etc. |

7. Curtains etc.
8. Crown etc.

Duppatties and bed sheets
Green leaves, flowers etc.

Strictly speaking, make-up like the professionals when acting on stages with cakes etc. is not required in campfire Boys should be inquisitive and imaginative.



आग हुई है रोशन आओ,
आओ आग के पास!

आग से रोशन अपनी बस्ती,
कैसी भुलन्दी कैसी मस्ती,
रंजो-आलमको भूल-भुलाओ,
आओ आग के पास!

सूरज दूबा निकले तारे,
खत्म हुए सब काम हमारे,
मिलकर भाग जगाओ गाओ,
आओ आग के पास!

CAMP FIRE SONG

Camp fire is burning
Camp fire is burning
Draw nearer draw nearer
In the glooming in the glooming
Come sing and be merry





रात्रि गीत

सॉझ हुई, सुरज डूबा
धरती सोई, सागर सोया
अम्बर सोया, निर्विघ्न हो
तुम भी साओ
प्रभु है पास
शुभ रात्रि

CAMP FIRE CLOSING SONG

**Day is done....
Gone the sun....
From the sea,
From the hills,
From the sky,
All is well,
Safely rest,
God is nice.**





TRY TO RECOLLECT

- Q1. : Which are the happiest hours of the camp?**
- Q2. : Who must control the campfire?**
- Q3. : How must the contribution be at campfire?**
- Q4. : What is Campfire?**
- Q5. : What did B.P. called the chapter of Scouting for boys?**
- Q6. : Which qualities develop in campfire?**
- Q7. : Any one tip for Programme planning Campfire?**
- Q8. : What is conduct of campfire?**
- Q9. : How must be the Campfire on Course?**
- Q10. : Which is the best place for the Scout Training?**

Q1. : Which is the happiest hours of the camp?

Ans. : Campfire.

Q2. : Who must control the campfire?

Ans. : Leader need not run the campfire but he or she must control it.

Q3. : How must the contribution be at campfire?

Ans. : The corporate contribution will be by patrol rather than by individuals.

Q4. : What is Campfire?

Ans. : It is a special feature of Scouting born with Scouting. It is campfire, not camp on fire.

Q5. : What did B.P. called the chapter of Scouting for boys?

Ans. : Campfire yours.

Q6. : Which qualities develop in campfire?

Ans. : Patrol system work well and leadership qualities develop.

Q7. : Any one tip for Programme planning Campfire?

Ans. : Maintain a good balance of items. Right place for every item please liveliness essential.

Q8. : What is conduct of campfire?

Ans. : 1. Campfire Dress 2. The Beginning part of it
3. Leading the Campfire 4. Closing the campfire

Q9. : How must be the Campfire on Course?

Ans. : If must be a place of inspiration and understanding each other.

Q10. : Which is the best place for the Scout Training?

Ans. : The best place for the Scout training is the moral and spiritual part.

Conclusion:

At the end of self-learning module the Scoutmaster will be demonstrate camp fire on course.

Books:

- 1. Scouting for Boys**
- 2. Boy Scout**
- 3. The spirit of Scouting**
- 4. Spare time Activities for Scout and others.**