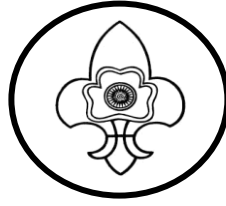# SELF LEARNING MODULE

OF

RE-ORIENTATION

COURSE FOR TRAINERS

(SCOUT WING)

If make listening and observation your occupation you will gain much more than you can by talk.

- Robert Baden Powell

INDEX

I pray that every home in India may have children like Scouts and Guides.

- Mahatma Gandhi

MODULAR TRAINING

Training conducting in the movement are skill based and subject based. In order to emphasis more on enhancing the skill of the leader, Modular training is introduced in the Scouting which is a very common method of training in the modern world.

There are two major Modules which are classified as:
(i)   Self Learning Module (SLM) and
(ii) Residential Training Module (RM)

1- **Self Learning Module –** As the name suggests it can be studied at their own pace. District and States can take an initiative and conduct workshops to complete this module for individuals. In order to suit the convenience of a District/State Training, common Modules as well as Basic Modules could be organized together.

2- **Residential Module –** This module is the skill based module and will be completed by the individual during the formal residential training of the individual.

3- Each module is an autonomous entity.

4- The whole syllabus for all the formal training is segregated on the basis of the above Modules.

5- Modules that are common for training Unit Leaders and Commissioners at the Basic level have been identified. Similarly modules for each function have been identified.

6- A candidate should be able to complete all the topics of self Learning Modules as well as the residential Modules.

RE-ORIENTATION COURSE FOR TRAINERS (SCOUT WING)

SELF LEARNING MODULE NO- 1

RECENT CHANGES IN SCHEME OF TRAINING

RECENT CHANGES IN SCHEME OF TRAINING

The Bharat Scouts & Guides is a pioneer in Training of Leaders of the Scout/Guide Movement since its inception. This Organization has always played a key role in formulating Training Policies at the National level. With his background of the Bharat Scout & Guides the Boy/Girl Programme presently in force and has been continues for the last 35 years was decided to be revised looking to the needs of the young people of this Country.

Objectives

At the end of this Module, you should be able to :
1. Narrate the recent changes in Scheme of Training.
2. List the recent changes.
3. Explain how changes are useful.

Thought for Reflection

Progress is impossible without change and those who can not change third minds can not change any thing.

– George Bernard Shaw

The meeting of National Council was held on 30th Nov, 2014. It unanimously resolved and amended in Scheme of Training (Scout Wing) as follows :
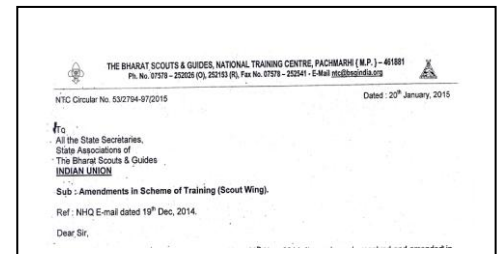
Chapter I, Item 2	
Training of Adult Leaders	The Training of adults in the Scout wing of the Bharat Scouts & Guides will be under the general guidance of the Chief National Commissioner and under the direction of the National Commissioner of Scout. The Dy. Director of Scout (Leader Training) will be responsible for the training of Adult Leaders of Scout Wing throughout the Indian Union. The State Chief Commissioners, State Commissioners of Scout and the State Training Commissioners(s) will be responsible for the adult training in their respective states.

Chapter II : SCHEME OF TRAINING for Unit Leaders	
(i) Introductory Course :	All the sessions of Introductory Course should be sent as a SLM to the candidates along with a selection letter for the Basic Course.
(ii) Basic Course for Unit Leaders	This is a formal Residential Course for seven days continuously and separate for each section. The basic Course can also be conducted as Day Course of Weekend Courses for seven days with compulsory three nights stay. Weekend Courses preferably consecutively and to be spread over a maximum period of two months. The Course is intended to train willing participant in his/her job as a Unit Leader. After successful completion of this Course, a person can work as a warranted Scouter in a Group of the Section concerned. The Course must be skill oriented and practical subjects should be more emphasized. Handouts must to be provided well in advance before the Course commences. Assessment during the Course should be effective in order to maintain standard.
	For Cub Master/Lady Cub Master/Assistant C.M./Asst. Lady C.M. : A man or woman must possess Matriculation or equivalent qualification. **Scout Master/Lady Scout Master/Asst. S.M./Asst. Lady S.M.:** A man or woman must possess Intermediate(10+2) or equivalent qualification. **Rover Scout Leader:** He should preferably possess the degree in any discipline or equivalent qualification. **Note:** In exceptional cases, exemption from educational qualification may be granted by the State Chief Commissioner on the recommendation of concerned Assistant District Commissioner, District Commissioner and District Chief Commissioner.
(iii)Advanced Course for Unit Leaders	This is a formal Residential Course consecutively for seven days, separate for each section.
	To undergo Advanced Course, a candidate should – 1. Register her unit & hold valid warrant for at least 3 months. 2. Have completed six months after the Basic Course.

(iv) Training Study	The Training Study will be revised every four years by DDSLT and sent to STC(s). The STC(s) shall arrange to send them to the concerned Scouter directly under intimation to the DTC. The STC(s) of the state will prepare a panel of readers for evaluating the study of candidate, who has completed Advanced Course. All the LTs who have an experience of at least three years and ALTs with five years are eligible to be included in the panel, where the validity of Hon'ble Charge is not compulsory. The STC(s) is authorised to have their panel of readers in their respective states. When the study book is received after completion, the STC(s) will send it for evaluation to one of the Readers in the panel. The Reader will carefully read the answers and give his/her remarks or comments. Even if he/she disagrees, will offer helpful constructive comments and suggestions to the candidates for further improvement. The Reader will not disclose his/her identity to the candidate in his/her remarks or comments. After the evaluation, the study will be sent back to the candidate through STC(s) with the remarks if improvement is needed. If the Reader is satisfied with the answers, will send the Training Study with the recommendations to that effect to the STC(s). After completion of all the formalities, the STC(s) will issue a certificate to the candidate under intimation to DDSLT and DTC(s). The details in regards to the issue of Training Study certificate will be recorded in the Training Study Register by STC(s). The name of the readers on the panel shall be confidential and shall not be disclosed.
(v) Himalaya Wood Badge Course	This is a formal Residential Course for seven days continuously. The Himalaya Wood Badge Course is designed with a view to provide 'opportunities to consider in some depth; their own leadership role in the Movement and also to develop skills of leadership required in the Section concerned.
	A Scouter should complete the following condition: 2. A Scouter should have at least two Tritiya Charan Cubs/ Four Tritiya Sopan Scouts/ Two Rajya Puraskar Rovers as the case may be to his/her credit and submit a certificate from District Organising Commissioner(S)/District Training Commissioner (S)

Himalaya Wood Badge Parchment	The HWB Parchment and Beads should be issued directly to the participants along with the Course. Certificate on their successfully completing the Course under intimation to STC(S). A declaration in a prescribed form issued by the NTC should be obtained from the candidates before the Course concludes.
	HWB Course certificate along with HWB Parchment signed by the Dy. Director (S) Ldr. Trg. and Himalaya Wood Badge Beads (A necklace of two wooden beads on black cord) will be sent directly to the Scouter under intimation to the STC(S).
	HWB Parchment and Beads shall remain with the individual as long as he/she continues to be a member of the organisation.
	ii) If a full time Professionals (Field Worker) or Leaders of Adult who is not attached to unit, desire to undergo these Courses i.e. Basic or Advanced or HWB Course in any other section, their admission will be treated as special case and condition will be relaxed by the STC(S) and for HWB Course by the DDSLT For N.H.Q. professionals, Director/Jt. Director (S) shall be the competent authority to relax the condition.
(5) . Syllabus Of Courses – Course For Unit Leaders	Sessions of Introductory Course should be sent to participant as SLM along with selection letter in advance.
(ii) SYLLABUS OF COURSES – COURSE FOR UNIT LEADERS Basic Course for Unit Leaders	Basic Course for Unit Leaders All the handouts will be sent as an SLM well in advance
(I) Basic Course for Cub Masters – 7 days	Basic Course for Cub Masters Subject to be added : Child Psychology, Knowledge about Wolf Cub Hand Book Part I (first to seventh Bite) Skills required upto Dwitiya Charan
(ii) Advanced Course for Cub Masters — 7 days	Advanced Course for Cub Masters Add: Skills upto Chaturtha Charan Knowledge about Wolf Cub Handbook Part I (Eight to Fifteen Bites).
(iii) Himalaya	Himalaya Wood Badge Course for Cub Masters

Wood Badge Course for Cub Masters - 7 days	ADD Knowledge about Wolf Cub Handbook Part II & Ill. Revision of skills up to Chaturtha Charan. Knowledge of Golden Arrow
(iv) Basic Course for Scout Masters-7 days duration	Eight sessions of introductory Course should be sent to participant as SLM modules along with selection letter in advance. ADD: Colour Party to Item no 4 Skills upto Dwitiya Sopan
(v) Advanced Course for Scout Master -7days duration.	ADD- How to prepare a Logbook for Proficiency badges. Skills up to Rajya Puraskar Knowledge of Rashtrapati Award.
(vi) Himalaya Wood Badge Course for Scout Master: 7 days duration	Himalaya Wood Badge Course is for Seven Days ADD : No. 15 Proficiency Badge activities. 16. Skills up to Rashtrapati Scout Award. 17. Backwoodsman Cooking.
(vii)Basic Course for Rover Scout Leaders — 7 days duration.	Eight sessions of Introductory Course" should be sent to participant as SLM along with selection letter in advance. ADD Know the syllabus up to Nipun
(viii) Advanced Course for Rover Scout Leaders — 7 days duration	ADD Know the syllabus up to Rajya Puraskar. Have knowledge of Rashtrapati Award
(ix) Himalaya Wood Badge Course for Rover Scout Leaders — 7 days duration	HWB Course for Rover Scout Leaders — Seven days duration. Know the syllabus up to Rashtrapati Award
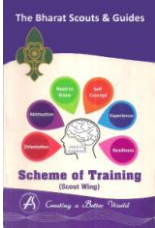
Chapter III — Rule 6	
(b) Training of Trainers	These Courses are conducted by the National headquarters preferably at the National Training Centre by the Jt. Director of Scouts / Dy. Director (Scouts) Leader Training. The syllabus is framed from time to time by the National headquarters. On successful completion of the Courses, .certificates signed by the Leader of the Course/ Dy. Director (Scouts) Leader Training will be issued from the National Training Centre immediately after completing all the required formalities.
(c) Course for Pre- ALT	This Course is for five days. Selection of Candidates — Eligibility <u>A Scouter must:</u>
	This course is for five days. Selection of Candidates -Eligibility <u>A Scouter must</u> : i) Be a HWB Parchment holder. ii) Have completed at least six months after receiving the HWB Parchment. iii) Have assisted at least one Basic/Advanced Course in the appropriate section after receiving the HWB Parchment, iv) Have at least two Tritiya Charan Cub/four Tritiya Sopan Scout/Two Rajya Puraskar Rover to his/her credit. NB.: SI. no. ii and v are not applicable in case of full time professionals at all levels.
	Note: to add: 1) After successful completion of this Course he/she will be issued a qualifying certificate Within a week.
	i) Pre-Assistant Leader Trainer of one section holding HWB in any other section need not undergo Pre-ALT Course once again.
(d) Course for Assistant Leader Trainers:	This course is conducted for Five days

	6) Have the experience of at least one year after the completion of Pre-ALT Course successfully and run the unit effectively. A certificate to this effect is to be submitted along with application for the Course. NB.: Condition sl. no. 6 is not applicable in case of full time professionals at all levels.
	ADD: 11. (i) Asst. Leader Trainer of one section holding HWB in any other section need not undergo ALT Course once again. (ii) He/She will be eligible to conduct the Basic/Advanced Courses in the section in which he/she holds HWB Parchment provided he/she full fills all the conditions as laid down for attending ALT Course. (iii) After full filling all the requirements as cited, Hon'ble Charge may be issued in the respective section on the recommendation in the prescribed Performa.
(e) Course for Leader Trainers	This course is conducted for Five days
	(iii) 2. Have given a period of at least two years of satisfactory service as an Assistant Leader Trainer. NB.: This condition can be relaxed up to one year in case of full time professionals at all levels. 3. Should have conducted two Basic Courses or Two Advanced Courses or One Basic and one Advanced Course After ALT.
	4. Should have assisted in a HWB Course of the appropriate section as a full time staff Or Should have at least two Golden Arrow Cubs/Rashtrapati Scouts/Rovers as the case may be to his/her credit. Submit a certificate to this effect from DOC/DTC
	Add: 6. (i) Leader Trainer of one section holding HWB in any other section need not undergo LT Course once again. (ii). He/She will be eligible to conduct the Basic/Advanced/ HWB Courses in the section, in which he/she holds HWB Parchment provided that he/she full fills all the conditions as laid down for attending LT Course.

	(iii). After full filling all the requirements as cited, Hon'ble Charge may be issued in the respective section on the recommendation in the prescribed Performa. (iv). For the conduct of HWB Course, trainer must have completed five years as LT and assisted at least two HWB Courses.
(f). Re-orientation Course for Trainers:	To be added: This course is for all ALTs and LTs for three days. This is an eligibility course for renewal of Hon'ble Charge of trainers. The purpose of the course is to update the knowledge of trainers. This is not a qualifying course.
	Re-orientation Course for Trainers: Who can conduct: JD(S)/DDSLT/AD(S)- Duration: 3 days, Who can authorised: JD(S)/DDSLT
Chapter (IV)	
8. Appointment of ALTs and LTs:	a) After successful completion of this Course and post Course assignment if any, Dy. Director (S) Ldr. Trg. will recommend to Chief National Commissioner through the National Commissioner (S) for issue of Hon'ble Charge of the ALT/LT under intimation to the State Chief Commissioner and STC(S). Add: b) Withdrawal of Hon'ble Charge: Withdrawal of Hon'ble Charge by NTC will be done only after a proper enquiry is instituted by the Chief National Commissioner
9. Honourable Charges	(ii) Honourable charge is valid for four years from the date of issue.

(iii) Conditions for Renewal:	1.: ALT: Any one of the following to be completed within four years: a. Assist or Conduct for the whole period at least two Basic Courses and one Advanced Course in four year. Others existing to continue 2.:LT: Any one of the following to be completed within four years: Existing to continue with new modification : Assist or Conduct two State/ Regional / National Level Special Courses 3. The Honourable charge is to be renewed once in four years on submission of quadrennial report duly recommended by the S.T.C.(S) to DDSLT 4. A trainer has a liberty to attend ROT any time after completion of three years from the date of previous ROT or during the last year of validity of Hon'ble Charge.
10. The Insignia	3. The Hon'ble Charge shall remain with the individual as long as he/she is the member of the organisation. •
	3. Withdrawal of Hon'ble Charge: Withdrawal of Hon'ble Charge by NTC shall be done only after a proper inquiry is instituted by the Chief National Commissioner
11. Exchange and Deputation of Trainers	(a) For training purpose, exchange and deputation of trainers between the states shall be done in consultation with the DDSLT under intimation to Asst. Director of the concern Region & Jt. Director(S) (b) As far as possible, a leader holding valid ALT/LT Hon'ble charge shall conduct one training Course in a Year. c) Deputation to other countries will be done with the permission of the Chief National Commissioner on recommendation from the National Commissioner of Scouts and the Jt. Director (S). Such a proposal should come from the Dy. Director of Scouts (Leader Training) under intimation to the International Commissioner of Scouts.

12. Sandhan	The Sandhan is a meet of the members of the Training Team in the country. It shall meet once in four years or as and when required for: a) Updating the Scheme of Training with the changing needs of adults in the Movement. Correlating the Scheme of Training with the Boy Programme. Bringing in modern trends and techniques of education. Exchanging ideas and experiences. b) To incorporate the latest schemes of WOSM in the Scheme of Training. Updating the Youth Programme with the changing needs of the youth. The Director who is necessarily possessing LT(S) or (G), as the case may be, will be the Leader of the Sandhan. In the absence of such a Director, the senior most Jt. Director of Scouts or Guides, as the. case may be, will be the Leader of the Sandhan.
Chapter V - Rule 14	
14. Conduct of Courses (Training Administration) (b) Strength	Existing to continue Add: For Cub and Rover Section STC(S) is empowered to authorise the Course when the of candidates is six minimum number
(g) Certificate	The LOC should consult all staff members in finalising the result and accordingly arrange for - presentation of certificates. Except qualifying Courses, certificate should be presented at the end of the Course or within one week after submission of a report at SHQ/ N.H.Q. / RHQ/ NTC
(h) Training Course Records	Report of sick person(s) to be maintained daily
(i) Report of the Course	Existing to continue Add: For HWB Course- DDSLT should authorise the LOC in consultation with STC(S). It is the responsibility of the Leader

	of the Course to submit a report of the. Course conducted, in duplicate, in the prescribed form to the State Training Commissioner(S) if the Course is recognised by him, within one week after the end of the Course.
Chapter VI	
15. Training of Leaders of Adults	Study material (SLM-Self learning module) should be sent to the trainees well in advance.
16. Special Courses for Leaders of Adults- common for both wings	Specialised Courses: - The Specialised Courses will be for three days of duration, Provided, the course can be conducted for four or five days duration if the syllabus of the course so demands or desires. Existing to continue Basic Course for Venture Leader-conducted by Dy. Director(Adventure Programme) or Adventure Programme officer of National Adventure Institute authorised by Jt. Director(S).
17. Syllabus for Course Leader of Adults (1) Basic Course' for commissioners	ADD: Marketing of Scouting, Marketing for Promotion of Scouting ADD: Finance and Fund raising. Item No 5 should read as Duties, Responsibilities and Role of a Commissioner
(2) Advanced Course for commissioners	Leadership -Advanced skills and technique based on WAGGGS Leadership Development Programme(WLDP) . 15) Identifying problems and problems solving techniques
(11) Adventure Leaders course	Basic Course for Venture Leaders:
	Existing to continue with modification of syllabus. NB: after completion of this Course and running a Venture club at least for one year, he/she may attend Advanced Course for Venture Leader
	To be added: Advanced Course for Venture Leaders

(12) Grameen Scout / Rover Leaders Course	Basic Course for Grameen Rover Leader
	Add: Skill up to Nipun Rover Investiture Ceremony Smartness and Good Order in a Team NB: This Course is equivalent to Basic Course for Rover Scout Leader
(21) Basic Management Course for the Scout/Guide Executives	Existing to continue Add: Marketing for Promotion of Scouting and Guiding Finance and Fund raising
Disaster Preparedness and Management Course	Duration: 7 days Existing to continue with some modifications after consultation with the Experts
	To be added : Specialised Course on computer/IT Project management Course Course on Ecology and Environnient Personality Development Course Camping & Hiking Course (5 days) for Rovers & Unit Leaders. Risk Management Course for Rovers & Unit Leaders (5 days). Conducted by appropriate Technical staff. Conservation and Rain Harvesting Course for Rovers & Unit Leaders (5 days). Conducted by appropriate Technical' staff.

It may please be noted that the amendment to Rules stated above will take immediate effect and will become applicable after 30.11.2014.

An Attempt to Recollect

Having read through so for, you can now try to
test your memory by the answering the following questions:

1.   When meeting of National council was held?
2.   Who is responsible for training of adult leaders of scout wing
     through at the Indian Union?
3.   Who is responsible for adult training in this respective states?
4.   When a person can work as a warranted Scout Master in a group
     of section concerned?
5.   What is the essential qualification for Scout Master/Lady Scout
     Master assistant Scout Master./Assistant Lady Scout Master?
6.   How many session of introductory course should be sent to
     participant as SLM along with the selection letter?
7.   Time duration which honourable charge is valid for?
8.   What is the Sandhan?
9.   What is the time duration of course Disaster Preparedness and
     Management course?
10. When amendment to rules effected?

In case you have difficulty in finding the answer, you can once again
and read through the material.

To Sum Up

If you were to narrate Recent Changes in Scheme of Training to your participants, how would you do it? Which of the Sub topic would you highlight so as to ensure that could be of interest to them? Try to outline below your presentation and method that you would use.

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For Further Reading:
1. Scheme of Training. (14 April 2015)
2. N.T.C. Circular No: 53/2794-97/2015 Date 20 January 2015.
3. A.P.R.O. - I and II

How much have I got it right?

Here are the answers to your memory test:

1. When meeting of National council was held?
   30 Nov 2014
2. Who is responsible for training of adult leaders of scout wing through at the Indian Union?
   Dy. Director of Scout(Leader Training)
3. Who is responsible for adult training in this respective states?
   State Chief Commissioner, State Commissioner Scout & S.T.C. (Scout)
4. When a person can work as a warranted Scout Master in a group of section concerned?
   Successful completion of Basic Course for Unit Leader.
5. What is the essential qualification for Scout Master/Lady Scout Master assistant Scout Master./Assistant Lady Scout Master?
   Intermediate(10+2) or equivalent qualification.
6. How many session of introductory course should be sent to participant as SLM along with the selection letter?
   All the session as S.L.M.
7. Time duration which honourable charge is valid for?
   Four years.
8. What is the Sandhan?
   The Sandhan is a meet of the members of the Training Team.
9. What is the time duration of course Disaster Preparedness and Management course?
   Seven Days.
10. When amendment to rules effected?
    After 30 Nov. 2014.

RE-ORIENTATION COURSE FOR TRAINERS (SCOUT WING)

SELF LEARNING MODULE NO - 2

SIX AREAS OF TRAINING

<u>TRAINING</u>

Training is the process of learning the skills that you need for a particular job or activity.

Training constitutes a basic concept in human resource development. It is concerned with developing a particular skill to a desired standard by instruction and practice. Training is a highly useful tool that can bring an employee into a position where they can do their job correctly, effectively, and conscientiously. Training is the act of increasing the knowledge and skill of an employee for doing a particular job.

Objectives

At the end of this Module, you should be able to :
1. Narrate six areas of Training.
2. Explain various phase of Training.
3. Describe training study.
4. Narrate importance of personal support.

Secret of success in Scout Training

An invaluable step in character training is to put responsibility on the individual.

The best progress is made in those troops where power and responsibility are really put into the hands of the patrol leader's. This is the secret of success in scout training.

-Robert Beden Powell

Definition of Training: Dale S. Beach defines training as 'the organized procedure by which people learn knowledge and/or skill for a definite purpose'. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job and organization. According to Edwin Flippo, 'training is the act of increasing the skills of an employee for doing a particular job'.

Need for Training: Every organization should provide training to all the employees irrespective of their qualifications and skills.

<u>SIX AREAS OF TRAINING</u>

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

1.   <u>FORMAL TRAINING</u>

Formal training is training that follows some designed form. Systematic, formal training includes careful assessments and attention to determining training goals, designing and building methods and materials that are directly aligned (and often pretested) to achieve the goals, implementing training, and careful evaluation to ensure that training is carried out effectively and that training goals were reached. In systematic, formal training, each phase of the process produces results directly needed by the next phase.

<u>PHASES OF FORMAL TRAINING</u>

1.   <u>Analyze</u> :
Analyze the organization's and individual's needs and then identify training goals which, when reached, will equip learner's with the knowledge and skills to meet the organization's and individual's needs. Usually this phase also includes identifying when training should occur and who should attend as learners.

2.   <u>Design</u> :
Design a training system that learners and trainers can implement to meet the learning goals. This phase typically includes identifying learning objectives (which culminate in reaching the learning goals), what strategies and activities are needed to achieve the objectives, what resources (money, supplies, facilities, etc.) might be needed, any lessons and the sequence of lessons, etc.

3. **Develop:**
Develop a training "package" of resources and materials, including, e.g., designing webinars, developing audio-visuals, graphics, manuals, etc.

4. **Implement:**
Implement the training package, including to deliver the training by implementing the strategies and conducting the activities, sharing feedback about the program and training methods, administering tests, modifying the design of the trainings and its materials based on feedback from participants, etc. This phase can include administrative activities.

5. **Evaluate:**
Evaluate the training, including during and after implementation of training. Evaluation is of the design of the training program, usage of the resources and the results gained by participants in the program

FORMAL TRAINING – TRAINING COURSES

1. PRACTICAL SKILLS
2. PROGRAMME PLANNING
3. LEADERSHIP

- Planning the Personal Growth of work.
- Planning the Development of work.
- Unit Administration.
- Evolution.
- Exercising Responsibility

2. INFORMAL TRAINING

Informal Training

Learning experience which should have no formal structure, learning from sharing experiences with other people doing similar jobs, learning from meetings, visits and other events, he primary aims of which and not concerned with training.

- ❖ During training courses participants will undoubtedly exchanges ideas and experiences with each other.

❖ This will happen in informal Sessions (rather than formal Sessions) or during informal discussions, over meals or during period set aside for relaxation. National Council Member.

❖ This type of learning experience whether deliberately planned as a group work or not, is important and should be encouraged when the participant returns from a training course.

❖ While this type of training can happen naturally almost every where, whenever two or more Units Leaders come together, group leaders and Commissioners should promote those activities, which provide opportunities for informal training.

❖ In many cases, such opportunities already exist, but they are not seen as 'such and they are not developed as such.

Suitable opportunities includes:

Group, District and area meetings of all sorts, camps, re-unions, other activities in which Unit Leaders take part. Special meetings to deal with specific matters.

❖ In addition to this last item, it is worthy to note that many Scouting skills, particularly practical skills are best learnt and developed by other training activities held locally and devoted to skill training e.g. pioneering, first-aid, cooking, sailing, forestry, pig rearing etc.

❖ Training of this sort, although are integral pattern, is more of few regarded as informal training than formal training.

❖ Whatever form informal training takes Leaders and Commissioners work, which should therefore be emphasized in his own training.

❖ This means that he should receive training in group work and should as before be familiar with the pattern of Unit Leader training.

Informal Session is a training session where the structure is inclined to be flexible. The training method usually involves group work and the success of the learning experience on the contribution made by the participants as on the contribution made by the trainer. Example of informal sessions include:

Brain Storming	Buzz Group
Case Study	Discussion
Games	In-Tray Exercise

Examples of Formal Sessions includes:

Base   Lesson Demonstration
Demonstration   Programme Planning
Instruction   Talk
Lecture
Lesson
Informal sessions can be useful but their success depends upon the contribution made by the participants and with experience of the trainers.

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

3. **PERSONAL SUPPORT (SUPPORT TO LEADERS)**

The term "Support" implies the provision of information facility, resources and training together with personal encouragement, which allows a leader to perform the job more effectively and increase the sense of personal fulfillment. Support may be also for relieving burdens reducing obstacles that prevent the leader in the achievement of ⁻targets.

INFORMATION SUPPORT

1. Orientation to structures of organisation.
2. Knowledge of the lines of authority and to whom he is responsible.
3. Knowledge of the "Culture" of the organisation in Scouting and Guiding, it may include
   History, Folklore conventions, Traditional Activities and its "special language".
4. Information about the operational system, training scheme, Administration Process:
5. Understand the limits of his own authority and budget, discipline, etc.
6. Clear objectives (target) for his own performance
   a) Skill he has to acquire.
   b) Standards he has to reach.
   c) Attitudes he must adopt /change or values he must project.
   d) Rules he must enforce.
7. Information of personal support available to him.
8. Information about contracts useful` for his job.

RESOURCE SUPPORT : REQUIREMENTS OF HUMAN AND MATERIAL RESOURCES.

1.   Written materials : Books, Magazines, Local, National and International communications.

2.   Useful people; Expertise, Instructors, Helpers, interesting speaker, Local Officials and Well Wishers.

3.   ACCESS TO PLAN

E.g. Camp sites, Activity Centres, Headquarters not only places owned by the Movement, but also those places, which are provided by the Government and Commercial Organizations : e.g. Museum, Sport Centres, Exhibitions etc.

4.   Equipment All Necessary equipment may be ranging from pins to planes.

5.   Facilities for equipment storage, repair and even manufactures.

6.   Office Service — including visual aid production.

ADMINISTRATION SUPPORT

Secretarial support, support in regard' to fulfilling obligations to Government, such as payment of Tax etc.

PERSONAL SUPPORT : Leaders being human, needs :

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

4. SELF TRAAINING

DEFINITION

SELF Training means to train one's own self, to equip one's self. Particularly in Guiding, Guiders need Self Training for their own all round development to set the personal example.

DIFFERENT WAYS OF SELF TRAINING

- ➢ Self study.
- ➢ Collection of literature and information.
- ➢ By using mass media.
- ➢ Collection illustration, songs and stories.
- ➢ Building up personal kit and literature.
- ➢ Competency to apply the known knowledge.
- ➢ Integration of emotion and religious.
- ➢ Formal subjects are to be integrated with Guiding and Guiding with formal subject.
- ➢ Developing positive attitude while observation.
- ➢ Developing Guide skills by practice.
- ➢ Observation of Natural and man made Environment.
- ➢ Clarifying and finding solution to problems.
- ➢ Knowing about happenings around us.
- ➢ Competency to use Training technique and modern technology.

To continue Self Training a Unit Leader should be encouraged to —
- ➢ practice skills learnt on training courses and observe.
- ➢ develop skills outside Guiding.
- ➢ evaluate her own performance as a Unit Leader.
- ➢ observe the work of other Unit Leaders.
- ➢ read and improve her competencies to make the unit programme better and better with experience.

SELF TRAINING .

Self Training •is an .essential learning experience. To some. extent, it will always happen, but this cannot be left to chance.

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

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

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

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

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

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

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

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

5. TRAINING ASSIGNMENT:

❖ Practical projects, activities that have precisely defined objectives.
❖ The assignments are to be practiced in the Units with the members.

6. TRAINING STUDY :

Training needs identification study gives you rich detailed insights on the learning and development needs of trainees. It helps identify specific development gaps at each stage. As they align with organizational objectives.

As per the new thinking learning has five areas and training study is one to them, which is a sort of self study. When B.P. thought of the Wood Badge Scheme in 1919, he must have study for the Unit Leaders. Still then we are following the same track.

There are separate Training Studies containing a set of questions to be answered by candidates for Cub, Scout and Rover Section. The Training Study will be revised every four years by DDSLT and sent STC(S). The STC(S) shall arrange to send them to the concerned Scouter directly under intimation to the DTC. The STC(S) of the state will prepare a panel of readers for evaluating the study of candidate, who has completed Advanced Course. All the LTs who have an experience of at least three years and ALTs with five years are eligible to be included in the panel where the validity of Hon'ble Charge is not compulsory. The STC(S) is authorised to have their panel of readers in their respective states. When the study book is received after completion, the STC will send it for evolution to one of the Readers in the panel. The Reader will

carefully read the answers and give his/her remarks or comments. Even if he/she disagrees, will offer helpful constructive comments and suggestions to the candidates for further improvement. The Reader will not disclose his/her identify to the candidate in his/her remarks or comments. After the evaluation, the study will be sent back to the candidate through STC(S) with the remarks if improvement is needed. If the Reader is satisfied with the answers, will send the Training Study with the recommendations to that effect to the STC(S). After completion of all the formalities the STC(S) will issue a certificate to the candidate under intimate to DDSLT and DTC(S). The details in regards to the issue of Training Study certificate will be recorded in the Training Study Register by STC(S). The name of the readers on the panel shall be confidential and shall not be disclosed.

An Attempt to Recollect

Having read through so for, you can now try to
test your memory by the answering the following questions:

1.   How many phases of formal Training?
2.   Give some example of informal sessions?
3.   Who is authorized for revising Training Study?
4.   What are resources of personal support?
5.   What is self training?
6.   When B.P. thought of the wood badge scheme?
7.   When training study should be revised?
8.   Write the name of formal Training Courses?
9.   What are instructions for reader?
10.   Whose name on the panels should be confidential and should not be disclosed?

In case you have difficulty in finding the answer, you can once again and read through the material.

To Sum Up

If you were to narrate Six Areas of Training to your participants, how would you do it? Which of the Sub topic would you highlight so as to ensure that could be of interest to them? Try to outline below your presentation and method that you would use.

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For Further Reading:
1. Handouts of N.T.C
2. Aids to Scout Mastership by – B.P.
3. Scouting for Boys.
4. A.P.R.O. I & II
5. Various related websites.

How much have I got it right?

Here are the answers to your memory test:

1.   How many phases of formal Training?
        Five Phases.
2.   Give some example of informal sessions?
        (i) Brain Storming. (ii) Buzz Group   (iii) Case Study
3.   Who is authorized for revising Training Study?
        Dy. Director Scout (Leader Training)
4.   What are resources of personal support?
        (i) Human Support   (ii) Material Support
5.   What is self training?
        Self Training mean to train one's own self.
6.   When B.P. thought of the wood badge scheme?
        1999.
7.   When training study should be revised?
        Every four year.
8.   Write the name of formal Training Courses?
        (i) Practical Skills (ii) Programme Planning
        (iii) Leadership
9.   What are instructions for reader?
        Reader do not disclose his/her identify to the candidate in his/her remarks or comments.
10.   Whose name on the panels should be confidential and should not be disclosed?
        The name of the readers.

RE-ORIENTATION COURSE FOR TRAINERS
(SCOUT WING)

SELF LEARNING MODULE NO - 3

PRINCIPLES OF MANAGEMENT

PRINCIPLES OF MANAGEMENT

Management

"Management is the art of getting things done through others and with formally organized groups". ...Henri fayol

"Management is to forecast, to plan, to organize, to command, to coordinate and control activities of others". – M.P. Follet

"Management is the art of getting things done through people."

Objectives

At the end of this Module, you should be able to :
1. Narrate the Management.
2. Explain principles of Management.
3. Characteristics of Management.

Thought for Reflection

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

– Robert Baden Powell

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1.   Management is organization. Organization is the orderliness that can come into the inter relationships between individuals and the tasks and goals they have to accomplish as a part of an organized.

2.   Management is directions. Direction is the way either the way to a selected goal or the way people in an organization to attain their organizational goals.

3.   Management is control. Control is constraint or restraint in the management of organization. It also shows how the limits of action may be defined in the organization.

4. Management is a process. Management is a distinct process of dealing with some forms of group activity. It is involved in directing and facilitating the work of a group of people who organized themselves for a common purpose. As a result, it combines the efforts and resources of individuals with a common interest to achieve desired objectives.

Management is the process of leading organizational efforts in pursuits of organizational goals.

5. Management is a function. Management is a function of getting things done through the efforts of people.

6. Management is a system. Management must be systematic. Goals can be achieved better by means of a plan of action the plan is a step by step outline of what is to be done and who does it. Good decisions and action are based on systematic application of sound management principles. Where management is systematic, there can be no room for personality prejudices, and unfair judgment.

7. Management is the application of authority and the assumption of responsibility. In a large enterprise, management is often structured to operate in hierarchical pattern. The structure serves as the mechanism through which authority is exercised and responsibility accepted.

8. Management is the art of handling people. Without it, the individuals cannot work together effectively, Properly organized and motivated, individuals can do everything under the sun. Properly applied management gives individuals in the same organizations the feeling of security, the joy of recognition, the attainment of opportunity and a sense of belonging.

9. Management is scientific. To be successful, management must be scientific. Scientific management has done more to advance men have discovered the best know method of performing a particular job, .men will keep on experimenting and analyzing the best way. They will develop better methods of increasing work making the most of time, and cutting costs.

10. Management is resources. Resources are means of providing the space and material that are required for the accomplishment of the tasks of individuals.

11. Management is satisfaction. Satisfaction is derived by an individual on his membership in the organization and in its cases. It is also recognition of achievement. In such cases management can help individuals relate to each other in self-image and self-respect. It is one of

the greatest contributions of management.

12. Management is service. When the concept of management as service is understood, it clearly appears that management is essentially experimental and on, trial. Society experts and demands that the organizational performs service for it. The organization is accepted and rewarded until it fails to perform the function demanded by society from it. Hence for the organization to survive it must improve its performance of the management function. Adopt and exist must be its motto. Management must learn and grow and improve its services, if it is to be regarded as the organ that society wants to retain.

CHARACTERISTICS OF MANAGEMENT

(i)   Management is purposeful.
(ii) Management makes things happen.
(iii) Management is an activity not a person or group or persons.
(iv) Management is accomplished by, with and through the efforts of others.
(v)   Management is usually associated with efforts of a group.
(vi) Management is intangible.
(vii) Management is aided, not replaced by the Computer.
(viii) Management is an outstanding means for exerting real impact on human life

Principles of Management

Management principles are guidelines for the decisions and actions of managers.

The Principles of Management are the essential, underlying factors that form the foundations of successful management. According to Henri Fayol in his book *General and Industrial Management* (1916), there are fourteen 'Principles of Management'.

1. **Division of Work** - According to this principle the whole work is divided into small tasks. The specialization of the workforce according to the skills of a person , creating specific personal and professional development within the labour force and

therefore increasing productivity; leads to specialization which increases the efficiency of labour.

2. **Authority and Responsibility** - This is the issue of commands followed by responsibility for their consequences. Authority means the right of a superior to give enhance order to his subordinates; responsibility means obligation for performance.

3. **Discipline** - It is obedience, proper conduct in relation to others, respect of authority, etc. It is essential for the smooth functioning of all organizations.

4. **Unity of Command** - This principle states that each subordinate should receive orders and be accountable to one and only one superior. If an employee receives orders from more than one superior, it is likely to create confusion and conflict.

5. **Unity of Direction** - All related activities should be put under one group, there should be one plan of action for them, and they should be under the control of one manager.

6. **Subordination of Individual Interest to Mutual Interest** - The management must put aside personal considerations and put company objectives firstly. Therefore the interests of goals of the organization must prevail over the personal interests of individuals.

7. **Remuneration** - Workers must be paid sufficiently as this is a chief motivation of employees and therefore greatly influences productivity. The quantum and methods of remuneration payable should be fair, reasonable and rewarding of effort.

8. **The Degree of Centralization** - The amount of power wielded with the central management depends on company size. Centralization implies the concentration of decision making authority at the top management.

9. **Line of Authority/Scalar Chain** - This refers to the chain of superiors ranging from top management to the lowest rank. The principle suggests that there should be a clear line of authority from top to bottom linking all managers at all levels.

10. **Order** - Social order ensures the fluid operation of a company through authoritative procedure. Material order ensures safety and efficiency in the workplace. Order should be acceptable and under the rules of the company.

11. **Equity** - Employees must be treated kindly, and justice must be enacted to ensure a just workplace. Managers should be fair and impartial when dealing with employees, giving equal attention towards all employees.

12. **Stability of Tenure of Personnel** - Stability of tenure of personnel is a principle stating that in order for an organization to run smoothly, personnel (especially managerial personnel) must not frequently enter and exit the organization.

13. **Initiative** - Using the initiative of employees can add strength and new ideas to an organization. Initiative on the part of employees is a source of strength for organization because it provides new and better ideas. Employees are likely to take greater interest in the functioning of the organization.

14. **Esprit de Corps/Team Spirit** - This refers to the need of managers to ensure and develop morale in the workplace; individually and communally. Team spirit helps develop an atmosphere of mutual trust and understanding. Team spirit helps to finish the task on time.
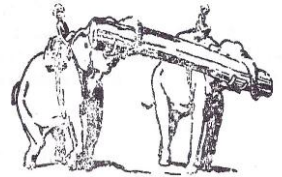
Key Roles -
The management function divided in to five key roles –
- To organize / Organizing
- To plan and forecast/Planning (Purveyance)
- To command/Commanding, Leading
- To control/Controlling
- To coordinate/Coordinating

An Attempt to Recollect

Having read through so for, you can now try to
test your memory by the answering the following questions:

1. What is management?
2. What is the guide lines for the decisions and action of Managers (Leaders)
3. Who is the writer of the Book "General and Industrial Management"?
4. How many Characteristics of Management.
5. How many Principles of Management.
6. How many key roles, management function divided?

In case you have difficulty in finding the answer, you can once again and read through the material.

To Sum Up

If you were to narrate Principles of Management to your participants, how would you do it? Which of the Sub topic would you highlight so as to ensure that could be of interest to them? Try to outline below your presentation and method that you would use.

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For Further Reading:
1. Scouting for Boys.
2. Aids to Scout Mastership.
3. General and Industrial Management – Heri Fayol 1916
4. The Principles of Scientific Management- Frederick Winslow, 1911
5. Principles and Practice of Management and organizational behavior-2016
6. Principles of Management - 2006
7. Handouts N.T.C.
8. Concerned Websites.

How much have I got it right?

Here are the answers to your memory test:

1. What is management?
   "Management is the art of getting things done through others and with formally organized groups". ...Henri fayol
2. What is the guide lines for the decisions and action of Managers (Leaders) ?
   Principles of Management.
3. Who is the writer of the Book "General and Industrial Management"?
   Henri Fayol
4. How many Characteristics of Management?
   Eight Characteristics.
5. How many Principles of Management?
   Fourteen Principles.
6. How many key roles, management function divided?
   Five key roles.

RE-ORIENTATION COURSE FOR TRAINERS (SCOUT WING)

SELF LEARNING MODULE NO - 4

EVALUATION

EVALUATION

To evaluate is to determine the extent to which set objectives have been achieved.

In the case of a training course, for example we can assess how much each participant has learnt or how a group has evolved. This evaluation can be made at the end of a session, or each day to trace The evaluation of a group, or at the end of a course to assess the over all results. Each participant should be able to make his own evaluation and the whole group should be able to do the same. In the same way, the trainers should be able, both individually and together, to make an evaluation of a course.

This process can be applied to a person or a group, to a method of working, a training activity or a plan In can be applied by a single person or by a whole group.

Objectives

At the end of this Module, you should be able to :
1. To term evaluation.
2. What to evaluate?
3. When to evaluate.
4. How to evaluate.

> ### Thought for Reflection
>
> **The secret of sound education is to get each pupil to learn for himself, instead of instructing him by driving knowledge in to him on a stereotyped system**
>
> **- Robert Baden Powell.**

It can be summarized by three questions :
- What do we want to evaluate?
- What are we going to evaluate?
- What do we evaluate?

WHAT TO EVALUATE ?

The quality of a training activity, the success or failure of an activity, are the results of a combination of many factors which must be considered in some details if we are not to rely on impressions and feelings :

The choice of objectives :
- Did they correspond to the needs expressed by the participants?
- Would they, if successfully met, help the participants to carry out their jobs better?

The participants :
- Were they actually destined to carry our the jobs for which training had bee designed?
- Did they have the experience and the knowledge, which was required of them if they were to benefit fully from the training?

The preparatory work
- Had the training activity been suitably and sufficiently well'prepared by the trainers?

The content of the training :
- Was the right balance maintained between each subject and each session? Was the emphasis correctly placed? Where the priorities correct?

The training methods used :
- Were they the most appropriate for the set objectives?
- Were the chosen methods used to maximum effect?

The material conditions:
- Was the training accommodation well adjusted to the objectives, to the methods and to the programme as a whole?
- Were the necessary resources available?
- Were the administration and the secretarial services satisfactory?
- Were the domestic accommodation, the food and the recreational facilities suitable?

The evaluation of the group :
- Was the evaluation of the group or groups helped or hindered by the training process?
- Has it been a dynamic element in the development of the participants or, on the contrary, has it been a source of tension and of conflict?

WHEN TO EVALUATE ?

❖ At the end of each "phase"

Time should be found at the end of every "phase" to evaluate that "phase" whether it be the end of a session, of a course, or of a series of activities which form a whole of some sort. If the majority of cases, all those who have taken part in the training activity — participants and trainers alike — should be involved in the evaluation. On the other hand, regular evaluation provides, at the end of every session on a course for example, should be avoided if their frequency is likely to annoy people. in view of this, the trainers should be content with evaluating only those of which they have little experience and which are for them therefore somewhat experimental.

At the end of each day in the case of a course :

This evaluation is more concerned with the evaluation of the group or groups, the general progress of the training process, and the structure of the courses. It is made regularly by the trainers. Without formalizing if unduly, the participants should also be closely associated with this evaluation. This can be done through representatives of the group or by a plenary session. There should not be a plenary session every night, hut only on the evening of a day which involves an important stage in the progress of the course.

At the end of a training activity :

Before the conclusion, but after the last session, there should be time evaluate the entire training activity, as much for content as for the way it was carried out and, and also to evaluate the evaluation of the group, or groups.

This period should involve all those who have taken part in the activity and it should be a plenary session, The preparation for this session may be carried out though group work, or by a questionnaire; but it should always be conducted by a plenary session, where the participants and the trainers come together.

After the training activity :

After **a** short breathing space, the leaders of a training activity should carefully evaluate the activity. It is important to know what was satisfactory and what was unsatisfactory. It is important to suggest to those who make the decisions, those changes, which must be made to achieve better results.

HOW TO EVALUATE ?

During an evaluation period, the trainer hopes to bring an objective judgment on the activity involved — a judgment related to a set standard. The learning objectives constitute this set standard, which should be carefully established beforehand (see item 503). The rigour of the method of evaluation will guarantee

its objectivity. The danger, in fact, is to be content with an informal discussion, in the course of which everyone expresses, in no special order, the impressions he has gained of the activity in question.

To avoid this danger, it is advisable first to look upon the evaluation period as a working session. Even if it takes place at the end of an activity, it is skill part of it and any relaxation should take place after it. Then, it is necessary to proceed methodically, by successive stages. There are four stages-establish the facts, understand their significance, compare them with the objectives (that is evaluation as properly defined), and make any necessary change.

❖ **Establish the facts :**
All those who take part in the evaluation should describe anything that they have noticed during the activity. These facts should be noted on a blackboard or flip chart so that a everyone can see them If it is possible to classify them, it is useful to put the facts under headings as they are noted.

Here is an exam le of a possible classification :

Material conditions	Approach	Method	Content	Participants	Trainer's activities	preparation '

At this stage, the facts should not be discussed; questions of classification only should be allowed.

❖ **Understand their significance :**
When everyone was spoken, the second stage begins. We now look for the significance of the facts which have been noted. This is the time for discussion, in the course of which everyone tries to understand, rather than improve his own point of view e.g. ; why has this fact been noted ? Why did this incident take place ? What does it signify ?

❖ **Compare with the objectives :**
Now, we must look at the objectives set for the activity and compare the known facts and deductions with those objectives been achieved ? This is the time for further discussion, in the course of which the group looks for an assessment which is acceptable to all.

❖ **Make any necessary changes :**
If it is agreed that the objectives have not been achieved, or have only

been partly achieved, modifications should be made. The objectives can be modified if .it is shown that they are unrealistic, badly defined or badly adapted. The training process can also be rectified. In this case, it is best to start with the lists drawn up in the first stage and look at them again, but this time in the opposite direction-that is to say, be considering first the improvements necessary in the preparations, in the trainers activities, and so on. It is better to look first at those things which lie directly within the responsibility of the trainers.

THREE DIFFICULTIES TO BE OVERCOME :

To conclude, it is advisable to point to three major difficulties with evaluation sessions :

❖ The exchange is limited to impressions and to feelings — it is necessary to go beyond the emotive aspects of a situation in order to study the real causes.

❖ The negative criticism which is mode—to be concerned only with the bad aspects prevents one from seeing the positive aspects of a situation and the improvements which might be carried out.

❖ The transfer of responsibility in the evolution of a situation. It is necessary to stop people from becoming involved in the explanations of those implicated; everyone should accept his responsibilities.

An Attempt to Recollect

Having read through so for, you can now try to
test your memory by the answering the following questions:

1. What is evaluation?
2. What to evaluate?
3. How we can know the quality of a Training Activity?
4. When to evaluate?
5. How to evaluate?
6. Why to evaluate?
7. How many difficulties with the evaluation?

In case you have difficulty in finding the answer, you can once again and read through the material.

To Sum Up

If you were to narrate Evaluation to your participants, how would you do it? Which of the Sub topic would you highlight so as to ensure that could be of interest to them? Try to outline below your presentation and method that you would use.

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For Further Reading:
1.   Aids to Scout Mastership.
2.   Scouting for Boys.
3.   Handouts of N.T.C.
4.   Utilization focused Evaluation   – Michael Quinn Patton, 1978
5.   Evaluation : A systemic approach   - Peter H. Rossi, 1979
6.   Evaluation : Method for studying
       Programmes & Policies   - Carol H. Weiss, 1998
7.   Evaluation Theory, Models
       & Applications   - Daniel Stufflebeam, 2007
8.   Hand Book of Practical Programme Evaluation - 2004

How much have I got it right?

Here are the answers to your memory test:

1. What is evaluation?
    To evaluate is to determine the extent to which set objectives have been achieved.
2. What to evaluate?
    Quality, Success or Failure of training.
3. How we can know the quality of a Training Activity?
    Discussion, quiz, practical skills, project.
4. When to evaluate?
    (i) End of each phase
    (ii) End of each day
    (iii) End of training activities
5. How to evaluate?
    (i) Establish the facts (ii) Understand their significance
    (iii) Compare with the objectives (iv) Make any necessary change
6. Why to evaluate?
    To know achievements of training activities.
7. How many difficulties with the evaluation?
    Three Difficulties.

RE-ORIENTATION COURSE FOR TRAINERS (SCOUT WING)

SELF LEARNING MODULE NO - 5

TRAINING ADMINISTRATION

TRAINING ADMINISTRATION

The successful delivery of training events and the reputation of the training function are reliant upon training administration and the contribution of the training administrator. Effective and efficient administration is crucial to the success of learning activities.

All aspects of the training administration cycle and focuses on enabling the training administrator to enhance the training function through effectively managing their part of the learning and development process.

Objectives

At the end of this Module, you should be able to :
1.   Narrate the Training Administration.
2.   List the process conduct of courses.
3.   Explain the process of conduct of courses.

> **Patrol System – Training in Administration**
> "In the development of initiative Scouting depends not merely on its programme of work for the boy, but in a marvelous way it also utilizes its machinery of administration. In the administrative scheme a splendid opportunity is given to break away from any incrusting method. It comes about in the Patrol and in the Troop. It teaches the boys to work together in teams. It secures co-operative effort for a common end; that is a democratic thing in and of itself....
>
> - Robert Baden Powell

14. Conduct of Courses:

(a) Recognition of a Course and Authorisation of the Leader of the Course

(i)   Course for Adult Leaders / Leaders of Adults can be conducted only with proper Recognition and Authorisation

certificates which should be displayed on the notice board in camp during the course days.

(ii) The proposed Leader of the course will apply on proper form for recognition of the course and authorisation of the leader to the STC(S) or to the Dy. Director Scouts (Leader Training) as the case may be. The application should be made at least one month before the commencement of the course. The District level executive takes the initiative in case of Basic Course.

(b) Strength:

For all course minimum and maximum number of candidates allowed should not be less than 12 or more than 32. This condition can be relaxed up to an extent of 25% on either side in exceptional conditions by the leader of the course provided their registration has been done as above. **For Cub and Rover Section STC(S) is empowered to authorise the Course when the candidates are minimum six in numbers.**

For 32 participants staffing should be as under:

1. LOC	:	01
2. Trainers	:	02
3. Counsellors	:	04
4. Quarter Master	:	01

Staff ratio to be maintained, based on the strength of candidates registered, but there should be minimum 3 staff members for minimum number of trainees.

(c)   Preparation and Administration:

(See Training Handbook).

(d)   Residence in Camp:

All the formal courses shall be conducted under appropriate camping conditions, preferably in established training centres. The Leader of the Course and his helpers should reside in the campus continuously where the course is being conducted.

However, the special courses can be conducted on non-residential basis under unavoidable circumstances.

(e)   **Short Attendance:**

Late coming to attend courses should be discouraged. Under special circumstances, short attendance of not more than six hours after the commencement of the course may be allowed at the discretion of the Leader of the Course. No leave is permitted during the course. No trainee will be disqualified if he/she falls sick. However the trainee absenting from sessions for more than half a period of the course due to his/her illness will be treated as absent from the course and no course certificate will be issued to him/her.

(f)   **Use of National Training Hand Books:**

Follow the instructions given in the National Training Hand books and the handouts therein be made available to candidates either in English or in regional language after getting them translated.

(g)   **Certificate: (As per annexure)**

Certificates shall be issued to all participants who successfully qualified. The LOC should consult all staff members in finalising the result and accordingly arrange for presentation of certificates. Except qualifying Courses, certificate should be presented at the end of the Course or within one week after submission of a report to SHQ/ N.H.Q. / RHQ/ NTC.

(h)   **Training Course Records:**

(i)   Register of trainees giving: (1) Name and address, (2) Date of birth and age, (3) Scout Rank, (4) Warrant no. and Date if obtained, (5) Scout experience and service as Cub, Scout and Rover and as Scouter, (6) Education, (7) Profession, (8) Certificate No. and Date, when issued.

(ii)   Work done on the course day by day-instructions given and all activities including games, rambles, expeditions etc., with names of the members of the staff responsible for instructions/ training.

(iii) Notes of morning inspection in regard to smartness and turn out, orderliness, cleanliness of camping area, kitchen, latrines, useful gadgets improvised etc.

(iv) Report of sick person(s) to be maintained daily.

(v) Notes of observation of the trainees as regards their progress and achievements and as regards their

development; separate notes by each member of the staff, individually in regard to each trainee, whether progress should be considered as satisfactory for issue of certificates.

(vi) Spare time activity, assignments and records of progress made by the campers, shown by entries, day-to-day.
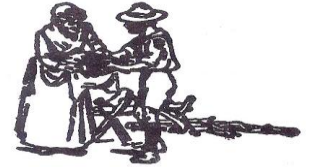
(vii) Record of hikes and other outdoor project.

(viii) Statement of Accounts-receipts and expenditure.

(ix) Special events if any.

(x) Visitors.

(i) Report of the Course:

It is the responsibility of the Leader of the Course to submit a report of the course he conducted, in duplicate, in the prescribed form and submit to the State Training Commissioner(S) if the course is recognised by him, within one week after the end of the course. The STC(S) will keep the original for further action and pass on the duplicate to the Dy. Director Scouts (Leader Training) for recording at NTC.

If the course is recognised by the Dy. Director Scouts (Leader Training) the report is to be addressed to him. He will keep the duplicate copy with him and transmit the original to the STC(S) for further action.

For HWB Course- DDS(LT) should authorise the LOC in consultation with STC(S)

SI	Name of the course	Recognised by	Leader of the course Authorised by	Leader of the Course
1	2	3	4	5
1.	Basic Course	STC(S)	STC(S)	LT / ALT of the appropriate section
2.	Advanced Course	STC(S)	STC(S)	LT / ALT of the appropriate section
3.	Himalaya Wood Badge Course	DDS(LT)	DDS(LT)	Must have assisted at least 2 HWB Courses as full time staff after competing LT of appropriate section.

6	7	8	9
Certificates signed by	Certificate Countersigned by	Record to be sent to	Report to be kept at
Leader of the Course	STC(S)	STC(S)	SHQ/STC
Leader of the Course	STC(S)	STC(S)	SHQ/STC
Leader of the- Course	DDS(LT)	STC(S) / DDS(LT)	STC/NTC

Any one who stops learning is old,

Whether at twenty or eighty.

Any one who keeps learning Stays young.

The greatest thing in life is to keep your mind young.

- Henry Ford

An Attempt to Recollect

Having read through so for, you can now try to
test your memory by the answering the following questions:

1.   Why Training Administration necessary?
2.   What is importance of effective and efficient Training
        Administration?
3.   Who recognize and authorized the L.O.C.?
4.   How many minimum candidates should be required for a Course?
5.   How many maximum candidates allowed for a course?
6.   How many course staff should be for minimum no's of candidates?
7.   How many course staff required for a course for 32 participants?
8.   Who is responsible for reports of the course?
9.   Who recognize H.W.B. Course?

   In case you have difficulty in finding the answer, you can once again
and read through the material.

To Sum Up

If you were to narrate Training Administration to your participants, how would you do it? Which of the Sub topic would you highlight so as to ensure that could be of interest to them? Try to outline below your presentation and method that you would use.

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For Further Reading:
1. Scheme of Training.
2. Handouts of N.T.C.
3. WOSM – Websites .
4. Trainer's Hand Book
5. Training and Development : Enhancing Communication & Leadership Skills, By Steven A. Beebe, Timothy P. Mottet & K. David Roach, 2012
6. Deign for how people learn (Voices That Matter), by Julie Dirksen, 2011

How much have I got it right?

Here are the answers to your memory test:

1. Why Training Administration necessary?
   The successful delivery of training events and the reputation of the training function are reliant upon training administration.

2. What is importance of effective and efficient Training Administration?
   Success of learning activities.

3. Who recognize and authorized the L.O.C.?
   S.T.C. (Scout) or Dy Director Scout (Leader Training)

4. How many minimum candidates should be required for a Course?
   12 Candidates.

5. How many maximum candidates allowed for a course?
   32 candidates.

6. How many course staff should be for minimum no's of candidates?
   03

7. How many course staff required for a course for 32 participants?
   (i) LOC- 01   **(ii) Trainers- 02**
   (iii) Counselors- 04   **(iv) Quarter Master-01**

8. Who is responsible for reports of the course?
   Leader of the Course.

9. Who recognize H.W.B. Course?
   Dy. Director Scout (Leader Training)

RE-ORIENTATION COURSE FOR TRAINERS (SCOUT WING)

SELF LEARNING MODULE NO - 6

TRANSACTIONAL ANALYSIS

TRANSACTIONAL ANALYSIS

INTRODUCTION

A man is a social animal. He is born to develop. Security is a condition for development. People feel secure when they live/work in groups. Peaceful living in groups need understanding our own selves and other people transacting with them for continuing friendships, developing positive attitudes and recognising the human dignity and uniqueness in each individual.

To be successful as a leader in the Movement each individual has to work with others, enjoy their confidence, get along with them, help them progress.

But people change under changing circumstances. Their attitudes, working ways, goals dealings, values.....the whole range of human behaviour can change in minutes. If we do not develop the skill of understanding others properly and adjusting with others, we lose people whereas the purpose of leadership is to gain people and retain them in our ranks.

That is where the need of Transactional Analysis arises.

Objectives

At the end of this Module, you should be able to :
  1. Narrate Transactional Analysis.
  2. List out four specific areas of Transactional Analysis.
  3. Explain Transactional Analysis .

Thought for Reflection

It has been my observation that most people get ahead during the time that others waste

– Henry Ford

TRANSACTIONAL ANALYSIS was first introduced by **Eric BERNE,** an American Psychiatrist, His book "GAMES PEOPLE PLAY" in which he developed this theory was published in 1964 and went to the top of the best seller list.

TRANSACTIONAL ANALYSIS can be described as a system with which

personal behaviour and interpersonal relationships can be analysed and explained.

TRANSACTIONAL ANALYSIS breaks down into four specific areas :

1.	Structural analysis	3.	Game analysis
2.	Transaction analysis	4.	Script analysis

The first two areas are more import ant for our work to start with. So we deal with them in greater detail.

This material can be used on Basic Courses for Rover Scout Leaders/Ranger Leaders. Material pertaining to 3rd and 4th chapters can profitably used in Advanced Courses.

This is only a suggestion but there are no water tight compartments.

We also recommend that "Games People Play" may be read for more information on the subjects.

STRUCTURAL ANALYSIS

According **ERIC BERNE,** each person has three EGO STATES (sets of Programming) which influence his transaction with other people.

Here Ego does not mean the philosophical "AHAM" but a state of mind.

There are 3 different concepts of life which are closely related to

the characteristics of a man but not changing moods.

These 3 Ego states are

1. PARENT depicted as P in a circle or a square

2. ADULT depicted as A in a circle or a Square.

3. CHILD depicted as C in a circle or a Square. When we are

When we are communicating with others we will be naturally in one of the above 3 Ego states and so the others.

PARENT EGO

The "PARENT" is a *taught concept* of life learning by each of us before the age of five, concepts built on the external experiences, admonitions, feelings and behaviours that were impressed on us when we could only accept without questions or qualification.

Some examples can be :

A boy tells his younger brother :

1. If a snake bites we die:

He must have never seen a snake nor was bitten. He also musi have not seen a man who died of snake bite. But still he believes that snakes bite and when they bite people die. This is because the boy was TAUGHT so by his parents/elders.

2. People belonging to that particular clan are bad :

Not that I have known them, seen them doing bad things, but the moment I think of them I consider them as bad. This is a stand I take because of my being in Parent Ego.

3. God sees everything we do and punishes if we do wrong or harm to others :

I have not seen God. I can not prove how he sees us doing things. I am not sure that all wrong doers are punished. But I believe that there is God and He puts an end to evil one day.

This is what I was preached and hence I made it a point. When I think this way I am in Parent Ego.

ADULT EGO

The "ADULT' is the Ego state that emerges as we being to see and hear and feel a variety of experiences which give us a basis for new ideas they may challenge both the admonitions of our Parent state and the feelings of our Child. Thus it is a thought concept.

The word Adult stands here for personal experience, knowledge of a particular thing as a result of one's involvement, understanding, acquaintance, analysis and so on.

Let us take the same examples and see from an "ADULTS" point of view. Certain reactions.

Example 1 : Suppose a person being in Parent Ego tells you "If a snake bites we die" and you react saying:

"Snakes do not bite unless they are provoked and all snakes are not poisonous". You are speaking from your Adult Ego. What you speak are facts not myth. This either your personal experiences or the result of an authoritative research. You have thought, analysed, gained knowledge,

Example 2 : If you are told by a person from his Parent Ego, "People of that particular clan are bad" and if you reply : "There can be good and bad individuals in every group of people. I know Mr. So and so of that particular clan for 10 years. He is a clear friend of mine. I see nothing bad in him". This means you are speaking from your Adult Ego.

Example 3 : From being in Parent Ego if a person tells, "If you do harm to others God punishes you" and you react in the following way." If you harm others, they harm you in return and thereby there cannot be Peace among us. So instead, if we love others they do love us. Peace is God." You are in your Adult Ego.

CHILD EGO

The "CHILD" is the internal response we make up to about the age of five to what we see and hear. It is our feelings and understanding of our experience, mostly feelings. Thus it is a felt concept.

It is natural that feelings are associated with our expressions and reactions.

The most important factor of the CHILD EGO is that it has nothing to do with age.

Let us examine a sequence.

An old man of eighty with a staff in his right hand, bent forward with weak eyesight is trying to cross a road being guided by a girl of eight years.

When the old man says "Oh! There is a bus coming from the left side. If I try to cross the road and cannot do it I die on the road". He feels insecure, hand shivers, face becomes pale and legs hesitate to move forward, Inspite of being eighty he is talking from his CHILD EGO because on imagining the distant bus running over, the fear of death makes him shudder.

Supposing the eight year old girl speaks like this "Dada don't fear. The bus is far away. By the time it comes near we can easily cross over. Come, I take you to the other side of the road".

She spoke this from her ADULT EGO. She understood the physical condition of the old man. She observed the bus, estimated the time it takes to come near them and the time they take to cross the road and she is confident that she can reach him safely.

Let us think of another occasion when examples of all the 3 Ego states are at play.

It is a small Railway station. Trains stop just for one minute. A train packed with passengers just arrived. A sturdy young passenger with a heavy luggage on his head having run up and down does not find a way of getting into the train. But he has to travel by that particular train. Signal is given. Green flag is seen waving. Standing before a door of a compartment he pleads "Baba, please allow me to get in, the train is about to move. I must go by this train to see my ailing father". He is speaking from his CHILD EGO. If he misses the train! How to meet his ailing father! If because of his being late he can not see his father alive .....

All such thoughts arouse feelings of fear, in unity etc.

In response to his request a person standing at the door says "Don't worry Bhayya, Before the train moves, hand me over your luggage. I hold it on my head. It will be easy for you to push yourself in. Let me help you. AAV, MV, AAH?"

This is a response from the PARENT EGO of the co-traveler because helping others in need gets him virtue, he believes

A few minutes later the conductor examines the ticket of the new passenger and says, "Hey! Do you know that this is a 3 tier sleeper coach? How can a person having an ordinary ticket get into a sleeper coach? ...... "

This is from his ADULT EGO.

So whenever an individual transacts, he will be influenced by one of these Ego states. But in each of these Ego states the words we choose, modulations of our voice, facial expressions, postures and gestures can be good clues to find out the particular Ego state. Change of the above clues denote change in the Ego state. Details are given under Clues to Ego states.

CLUES TO EGO STTIES

	WORDS	VOICE	FACIAL EXPRESSION	POSTURE GESTURES
PARENT	should always bad you ought don't wrong let me don't worry there I care	critical disgusted sharp condescending sneering authoritative bossy loving caring under- standing supportive	frowning hostile scowling rigid smiling proud loving	tight closed-up head back arms folded foot taping finger pointing relaxed head forward nodding caressing open arms
ADULT	what when where how reason alternativ es facts data quantity practical	level even unemotional	alert open attentive thoughtful	exact level-head regular eye-blinks alert
CHILD	I want fun scared won't fantastic super wow! I wish l will try please sorry thank you	loud giggling exited aggressive soft sullen defiant whing servile	relaxed alive wide-eyed seductive joyful sad pouting helpless downcast	animated rapid exaggerated fidgety dejected perfectly still controlled

TRANSACTION ANALYSIS

A Transaction is an Interaction between people.

A TRANSACTION is the basic unit of social intercourse and consists of a transactional STIMULUS and a transactional RESPONSE.

When a person says something to another person or communicate in some other way, this is called a TRANSACTIONAL STIMULUS and the other person's response is a TRANSACTIONAL RESPONSE.

Example : 1	What is your name	STIMULUS
	Mr. RAMA RAO.	RESPONSE

This is one transaction.

Example : 2.	How old are you?	STIMULUS
	I am 15.	RESPONSE

This is another transaction.

Like this we may be making hundreds of transactions every day.

A transaction need not always have words to transact.

I say "Please come in" and you come in. "Get me a glass of water" You give me a glass of water.

I show my hands directing you to take a seat and you do.

All these are transactions. Actions, signs, symbols etc., can replace words.

A transactional RESPONSE can also serve as a transactional STIMULUS for a second transactional response.

TRANSACTIONS

ABY part [p A C] of one person can interact with any part

[p A C] of another person

Here are a few examples

WHERE IS   TWO BLOCKS
BP HOUSE?   DOWN
(Stimulus)   (response)

BOYS   OK
DONT   I
CRY   WONT

HOW   DON'T
CAN I   WORRY
GET   WE'LL
OUT OF   HELP
THIS   YOU

SCOUTING   SURE!
ISN'T   CAN
WHAT IT   YOU
USE TO   REMEMBER
BE

KEY!   LET'S
WHAT   GO ON
A   HIKE
DAY!
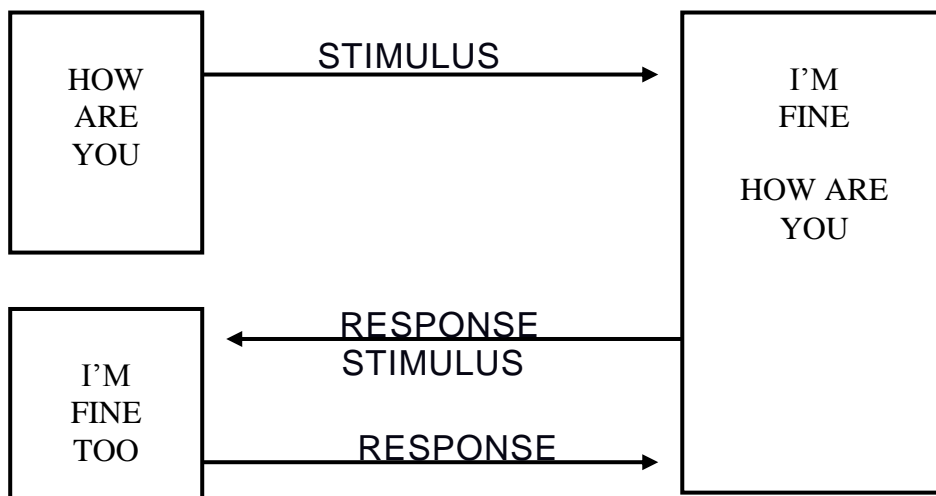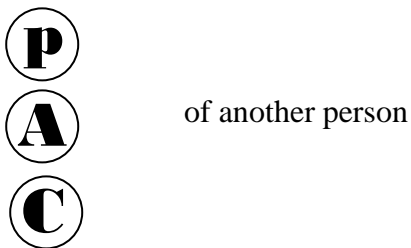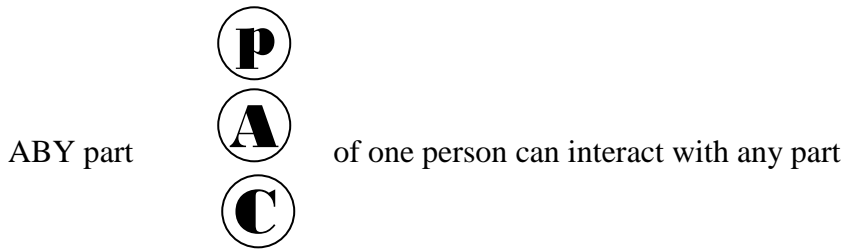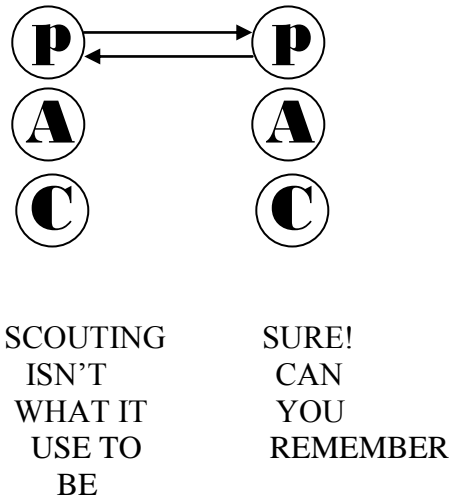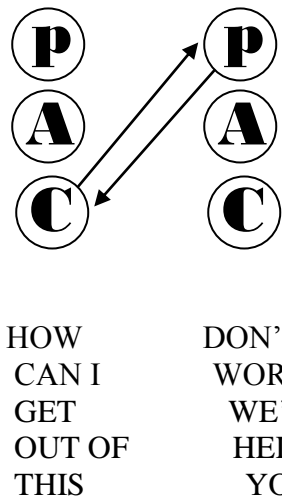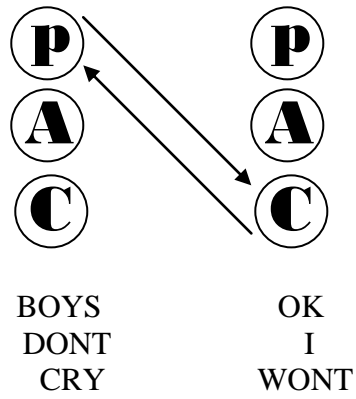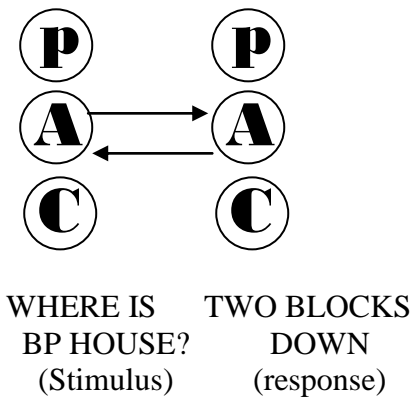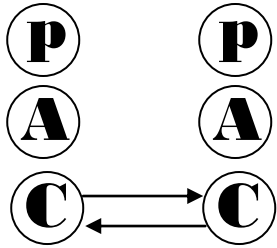
TRANSACTIONS can be divided into 3 types.

1. Complementary Transactions.

2. Crossed Transactions.

3. Ulterior Transactions.

Let us understand one after the other.

COMPLEMENTARY TRANSACTION

In complementary transaction, the lines of communication are parallel and, therefore, the conversation can go on indefinitely. In this type of transaction, the sender can usually predict the response he will get.

COMMISSIONER 1   COMMISSIONER 2
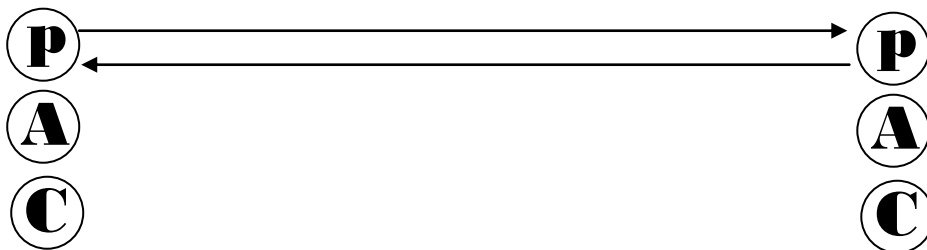
"Isn't it awful the way young people wear their hair these days?"

"It certainly is. You can't tell the boys from the girls!"

PARTICIPANT   COURSE LEADER
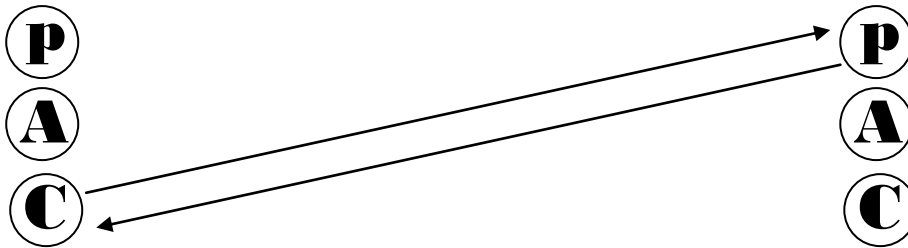
"I'm so worried about
my mother.
I can't concentrate
on this project"

Why don't
you leave
early so you can
go by the hospital
to see her?"

These are examples of a complementary critical parent/critical parent transaction and a complementary child/nurturing parent transaction.

Some more examples :

– "Aruna, it is possible that it rains today, have you kept your umbrella in your school bag?"

– "How nice of you Mummy?, I am doing it."
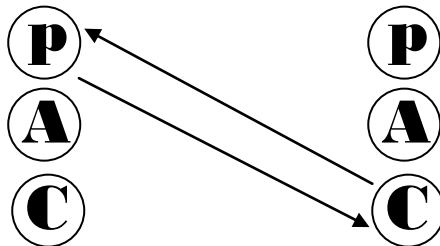
– Teacher! I came to know about the progress of my son. Can you tell me how he is faring?

– Oh! Sir, this is his progress sheet. Every things is fine with hi Help him keep it up.
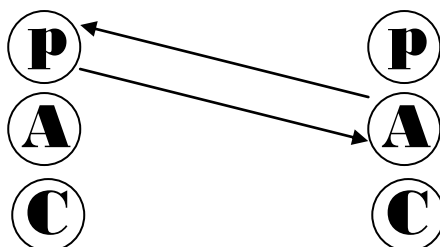
How unsafe are Delhi roads - 'If a person goes out of the house you do know whether he comes back home safe'.

What to say! I shall be sitting in the varandah, waiting for my grand son coming from school. I shall be restless until I see his school bus stopping before my house.
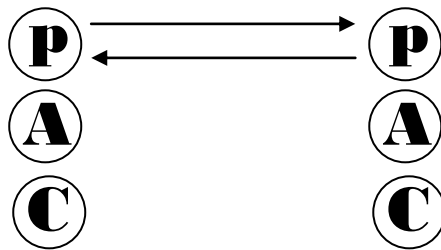
– Rajani! I am finding that tinned foods are not always good for children.

My husband insists that I should get up early and prepare parathas for lunch of my school going children, Ragini!
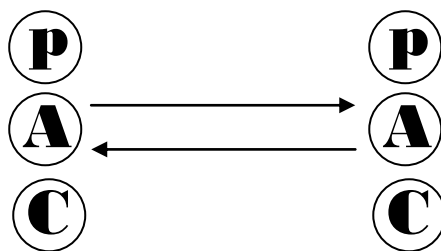
– Raju! How delicious is "Asman" Ice cream!

– The very flavour is tempting, Sujatha
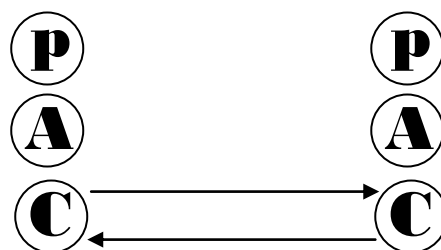
CROSSED TRANSACTION

In a crossed transaction, the sender often receives a response that he does not expect. When the lines of communication cross, communication stops.
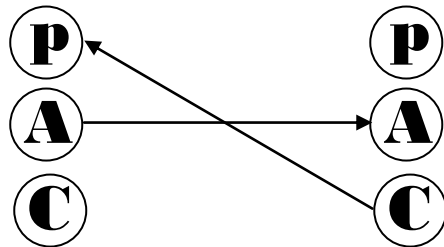
Can you find
more paper for
our report. I am
just about out

I can't I have got
13 million others things
to do first!

COURSE LEADER   PARTICIPANT
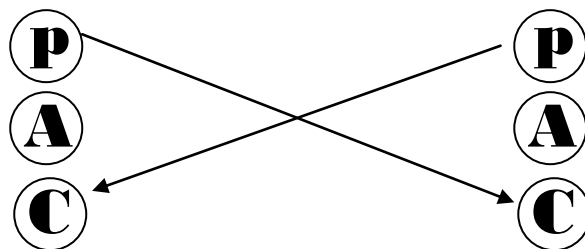
What, you did
not return your
questionnaire?

Well, if you
 people would
 only send
  those in good time!

In the first transaction, for example, group member 1 addresses group member 2 from his adult, but group member 2 responds from his child. In the second transaction, Course Leader acts like a parent talking to a child. But the Course participant does not respond as a child. He too acts like a parent. It's easy to see how lines of communication get tangled.

Let us take some of the above examples and see when they can be called crossed transaction -

- Aruna! It is possible that it rains today. Have you kept your umbrella in your school bag?
- Oh! Mummy! Have Ito be told even these small things?
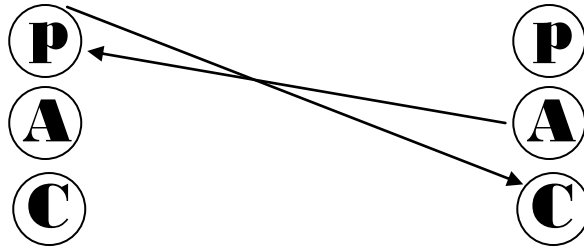
- Teacher! I Came to know about the progress of my son. Can you tell me how he is faring?
- Had you informed me earlier I could have kept information ready. I need half an hour to be able to show your son's progress sheet.
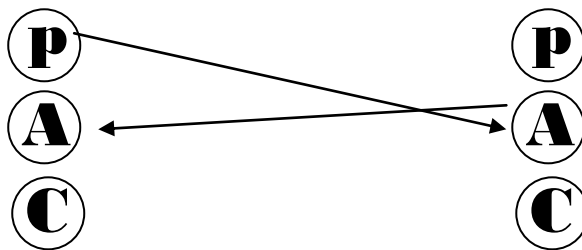

- How unsafe are Delhi Roads! If a school boy goes out of the house you do not know whether he comes back home safe.
- Oh! Don't tell me. I can not imagine such a situation.
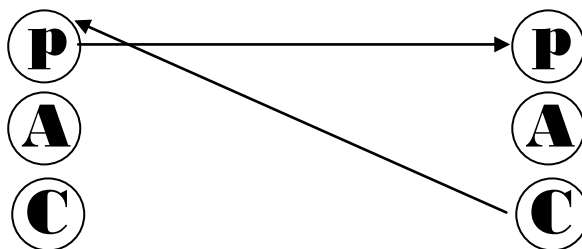
— Rajani I am finding that tinned foods are not always good for children — Oh! Ragini dear! how difficult it should be for you to prepare parathas for the lunch of your school going children?
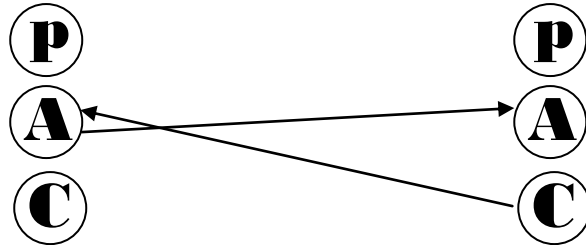
– Raju! How delicious is "Aswan" ice cream!
– Mummy tells me that Ramu's teeth are spoiled because of ice cream, don't tempt me Sajatha!
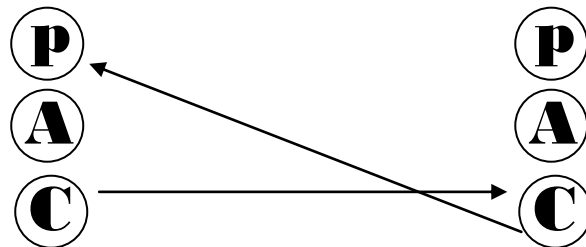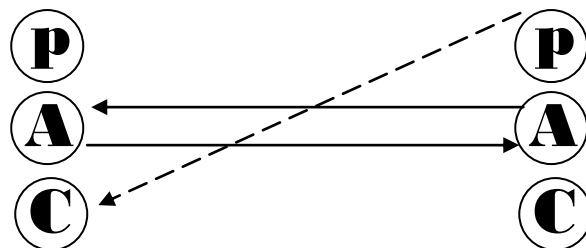

ULTERIOR TRANSACTION

Ulterior Transactions involve 3 or 4 parts (P-A-C) of the two people concerned. These are transactions in which one thing is being said on the surface and quite another thing is being said below the surface. Sometimes one or both of the people are aware of the hidden message.
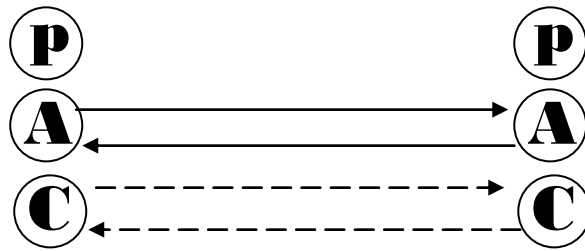
PARTICIPANT   TRAINER

I can see   Interesting
how useful   isn't it?
this approach is!   (but you will never have an
                             opportunity to use it!)

PARTICIPANT   TRAINER

I have almost   I shall be glad
completed my   to attend your
project (look   presentation
how good it   (I am not going
is)   to see it now)

The first transaction appears as an ADULT/ADULT whereas, in fact, the trainer's answer is a CRITICAL PARENT/CHILD communication.

The second transaction seems to be a simple exchange of facts therefore an ADULT/ADULT transaction but its hidden meaning makes it a NATURAL CHILD/NATURAL CHILD transaction.
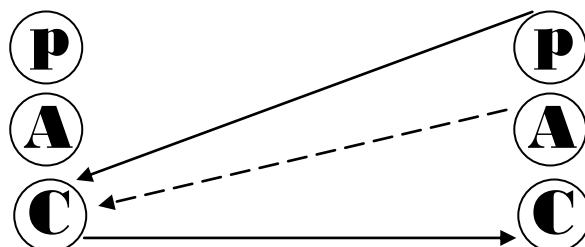
Let us examine some more transactions
Ranjana! I am finding that tinned foods are not always good for children. It is rich people who use them Rama!
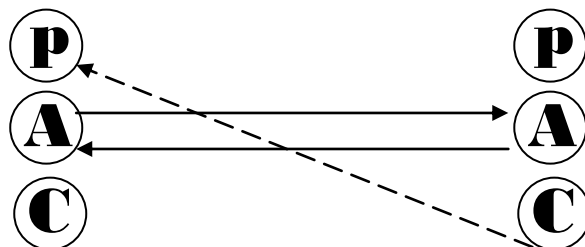
Though the response appears to be a fact it sounds that Ranjana is not fortunate enough to use tinned food in her family.

How do I look in this new frock, Teacher?

Have I to tell you how beautiful you are!

It amounts to say — "You are ugly ....."

To conclude the chapter, as a Leader of the Movement, you will have to get along with other. So try to develop the skill of promoting complementary transactions with others. At times you may have to respond ending in crossed transactions. But please choose appropriate words, expressions and postures, that as a gentleman you may defer but different in a conversation is not ending in enmity.

Never, never do you give an ulterior response. Differ as a friend. If you get an ulterior response, absorb the shock-force a smile and a complementary response. Show your maturity.

The response of this handbook is to help you improve and understand others.

STROKES

A STROKE is a physical or symbolic TOUCH by which we receive RECOGNITION from other people.

The absence of strokes will lead a child to physical and mental deterioration and, ultimately to death.

We spend a great deal of time giving, received and exchanging strokes and we do it in a variety of ways. They range from the casual not between strangers

to the intimate relationship of a loving couple. Some acts of recognition have a negative effect on the recipient. This may range from a mutual feeling of discomfort to an intensely bad feeling. On the other hand recognition which has the opposite result can range from almost neutral to intense pleasure.

Furthermore, it has been noted that some recognition is totally spontaneous and given with no strings attached. Other recognition is conditional in that it is task-related i.e. something must be done (or not done) in order that the stroke is elicited.

Here are some simple examples of the different kinds of strokes.

1. Positive Conditional	"This was an excellent meeting, well done! "Your programm design is improving keep up the standard".
2. Positive Unconditional	"I really like you" "You're fun to be with"
3. Negative Conditional	"You didn't give much care to this project... "Is this the best you can do?"
4. Negative Unconditional	"You get on my nerves" "You look a real mess".

(Notice how conditional strokes are for doing and unconditional strokes are for being and therefore, more personal).

Strokes are so necessary for survival that people prefer negative strokes to no stroke at all. A person who does not get positive strokes will do something to get negative ones (and satisfy his or her need for recognition).

LIFE POSITIONS

Certain people take certain position in their lives under various circumstances. They develop certain adamant attitudes towards themselves and others.

STAMP COLLECTION

Human beings are made up of feelings. Certain heppenings, experiences and even transactional responses leave deep rnarks, everlasting impressions on them. These are called stamps in this context.

As we go on interacting with people naturally we collect these stamps and a man is a born collector.

Collecting a good feeling from a positive stroke is collecting a PSYCHOLOGICAL GOLD STAMP.

Collecting a bad feeling from a negative stroke is collecting a PSYCHOLOGICAL GREY STAMP.

These stamps are saved up and eventually cashed in for a price.

Young children experience many different feelings and learn to respond with specific feelings. This is the beginning of stamp collection.

CASHING IN

Accumulated feelings in a person as a result of continuous social intercourse, influence the make up of the persOn, his attitudes and ultimately his decision making process resulting in changed behaviours.

This is what is called here "cashing in".

TO CONCLUDE

Here is a lesson for Unit Leaders and Youth Leaders of the Movement.

Young people should receive training from us to satisfy their needs, the subtler ones being psychological needs. There should be no opportunities for them to collect grey stamps in unit work.

BP's golden words "Personal example" should work. If love, understanding, mutual respect etc, are made to prevail in unit meetings and other gatherings, Gold stamps are traded and you will be producing finer gentlemen for future.

An Attempt to Recollect

Having read through so for, you can now try to
test your memory by the answering the following questions:

1. Who introduce Transactional Analysis and when?
2. Who is Eric Berne?
3. What is the name of Book in which theory "Transactional Analysis" developed?
4. Who wrote the book "Game People Play" and when?
5. What is the term Transactional Analysis?
6. What are four specific areas of Transactional Analysis
7. How many different concepts of life which closely related?
8. According to Eric Berne How many ego states each person has?
9. What are the three ego states?
10. What is golden word of B.P.?

   In case you have difficulty in finding the answer, you can once again and read through the material.

To Sum Up

If you were to narrate Transactional Analysis to your participants, how would you do it? Which of the Sub topic would you highlight so as to ensure that could be of interest to them? Try to outline below your presentation and method that you would use.

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For Further Reading:
1. Handbook of Transactional Analysis (English/Hindi)
2. GAMES PEOPLE PLAY — Eric Berne Penguin
3. I'M OK-YOU'RE OK — Thomas A. Harris, Pan Bok
4. EGOGRAMS — John M. Dussay, Bantam Books
5. BORN TO WIN — Muriel James & Dorothy Jonger ward Addition Wesiey
6. AM I OK? — Paul L. Phillips & Franklin D. Cordell, Argus Communications.
7. WINNING WITH PEOPLE — James & Jongeward, Addison
8. THE PEOPLE BOOK — Wesley
9. SELF UNDERSTANDING — David Sheinkein, Ann Arbor
10. LOVE & MARRIAGEAND — R. Lessor, Argus
11. TRADING STAMPS — Communications
12. DE-GAMINGTEACHING — R.J. Stapleton, Effective Learning
13. AND LEARNING
14. A GUIDE TO TRANSACTIONAL ANALYSIS — R. Clements, Insight Training Ltd.
15. T.A. FOR TEENS — Aloyn Freed, Jalmar Pres
16. T.A. FOR SCOUT LEADER — S.P. Kulshrestha, D.A.V.C. Dehradun

An Attempt to Recollect

Having read through so for, you can now try to
test your memory by the answering the following questions:

1.   Who introduce Transactional Analysis and when?
     Eric Berne
2.   Who is Eric Berne?
     Psychiatrist
3.   What is the name of Book in which theory "Transactional Analysis" developed?
     Games People Play
4.   Who wrote the book "Game People Play" and when?
     Eric Berne, 1964
5.   What is the term Transactional Analysis?
     Transactional Analysis can be described as a system wilt which personal behavior and interpersonal relationship can be analyzed and explained.
6.   What are four specific areas of Transactional Analysis
     (i) Structural Analysis (ii) Transactional Analysis
     (iii) Game Analysis   (iv) Script Analysis
7.   How many different concepts of life which closely related?
     03 concepts.

8.   According to Eric Berne How many ego states each person has?

     03 EGO STATES - (i) PARENT (P)

     (ii) ADULT (A)

     (iii) CHILD (C)

9.   What are the three ego states?
     (i) PARENT EGO (ii) ADULT EGO   (iii) CHILD EGO
10. What is golden word of B.P.?
     Personal Example.

> *The greatest contribution to Education in the 20th century was made not by an Educationist, but by a soldier who founded the Scout Movement.*
>
> **- George Bernard Shaw**

Together

Everyone

Achieves

More