

Self Learning Module 6- LEADER TRAINER COURSE

NEEDS AND ASPIRATIONS OF YOUNG PEOPLE.

INTRODUCTION.

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

OBJECTIVES :

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

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

Lesson

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

4 Needs of Youth

1. Need to Belong

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

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

2. The Need to Master

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

3. The Need to be Independent

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

4 The Need to Be Generous

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

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

NEEDS OF YOUNG PEOPLE:

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

ASPIRATION OF YOUNG PEOPLE

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

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

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

Home to Swami Vivekananda and one-fifth of the world's youth, India has the largest young workforce. In the past 73 years of being a republic nation, we have seen the world progressing, and if the nation which gave the philosophies of Swami Vivekananda to the world needs to catch up the speed, the youth will have to take the lead.

Jacinda Arden (PM New Zealand), Sana Marin (PM Finland), Sebastian Kurtz (Former chancellor of Austria), are examples from countries who have achieved a lot due to their young population in governance. In India too, if the younger generation learns the complex art and science of early decision-making, the aspirations and ambitions may bear fruits.

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

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

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

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

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

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

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

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

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

Aspiration of Youth

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

CHECK POINT

Select the Correct one from given answer:-

1.How many types of needs are there ?

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

2. Employment is the need of young people.

a) True b) false

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

a) True b) false

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

a) True b) false

5. Create good impression is one of the need of young people?

a) true b) false

THE BHARAT SCOUTS AND GUIDES

National Headquarter, New Delhi

SELF LEARNING MODULE on COMMUNICATION



Communication

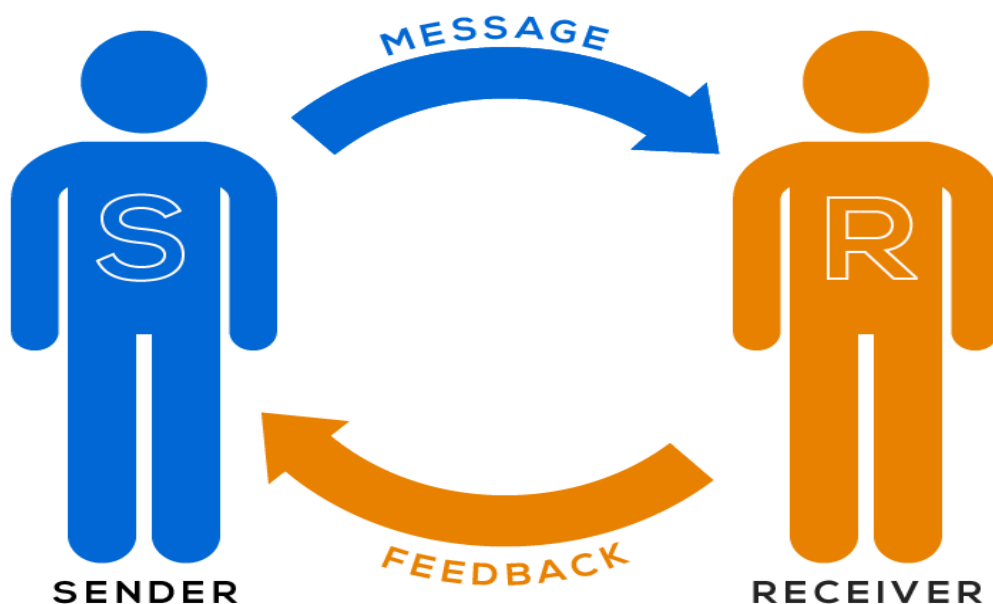
Communication is the act of giving, receiving, and sharing information. Good communication means listens carefully, speak or write clearly, demonstrate effectively and respect different opinions. We should learn communicate with easy language as desire by the trainees. The vital process by which people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

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



Communication has three elements

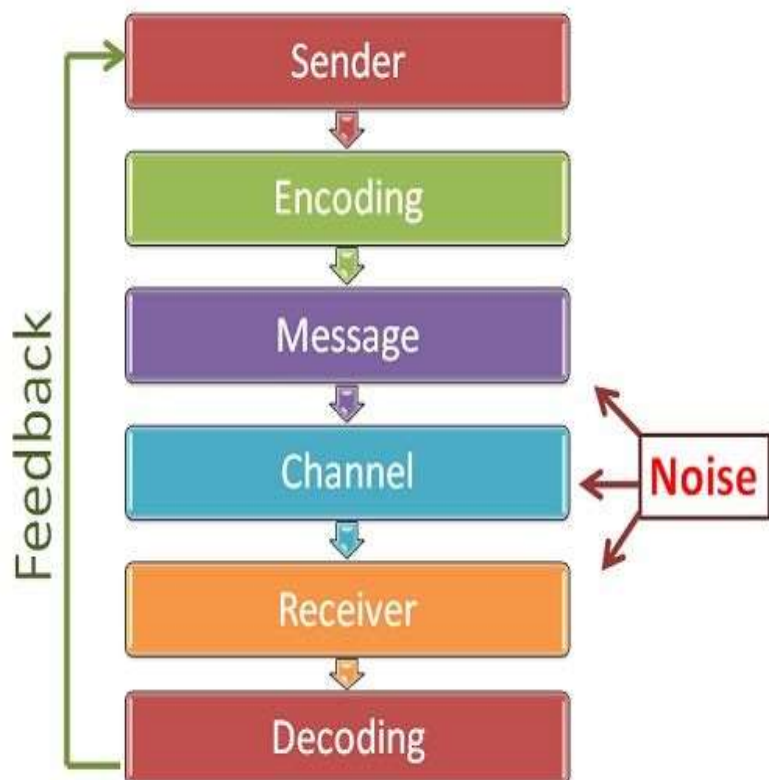
- ✓ **SAYER** – One who says
- ✓ **The Message** – What you have to say
- ✓ **Receiver** - One who listen and receive the message



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

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

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



Communication process has two parts –

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

Communication process work as under

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

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

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

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



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

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



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

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

Full attention- Concentration over the message.

The main points of Communication

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

Responsibilities of the SAYER

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

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

COMMUNICATION

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

FAILURE TO COMMUNICATE

The message is not sent because of

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

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Training Administration



Training Administration

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

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

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

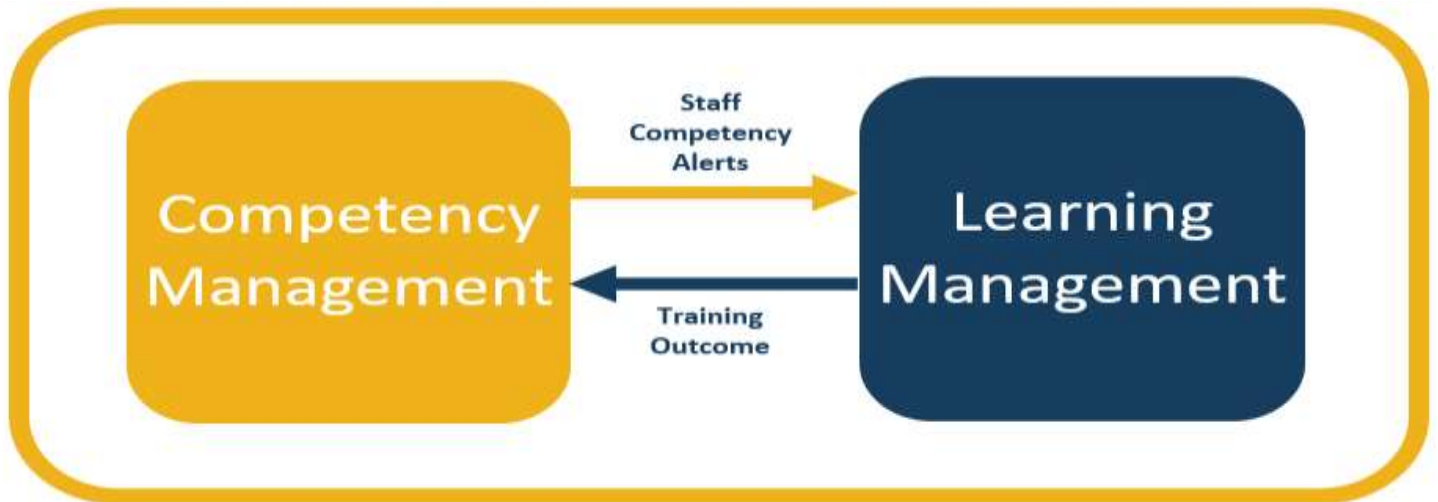
Designing of Training Event - The success of any Training Event depends on its planning and execution. Trainings are activities that are conducted to impart learning to the trainees. Training Design Process is a systematic approach for developing training programs. The following



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

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

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



Formation of Training Team

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

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



Behavioral Competencies

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

Training Administration

General Administration Needs Analysis -

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



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

Course Authorization

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

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

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

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

- VI. Record of hikes and other outdoor projects.
- VII. Sketch map/Photographs of the camp showing the layout and the disposition of tents, accommodating the trainees and staff members.
- VII. Statement of Accounts, receipts and expenditure
- VIII. Special events if any.
- IX. Report of Training Course as per Appendix XIII of SOT (Scout wing) and assignment and Training Study proforma as per Appendix XIV and a certificate as per Appendix -XV Certificate of Basic Advanced Course Completion Appendix – XVI

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



Training Administration as per SOT

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

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

Self Learning Module - LEADER TRAINER COURSE

SELF TRAINING/ LEARNING

INTRODUCTION.

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

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

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

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

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

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

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

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

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

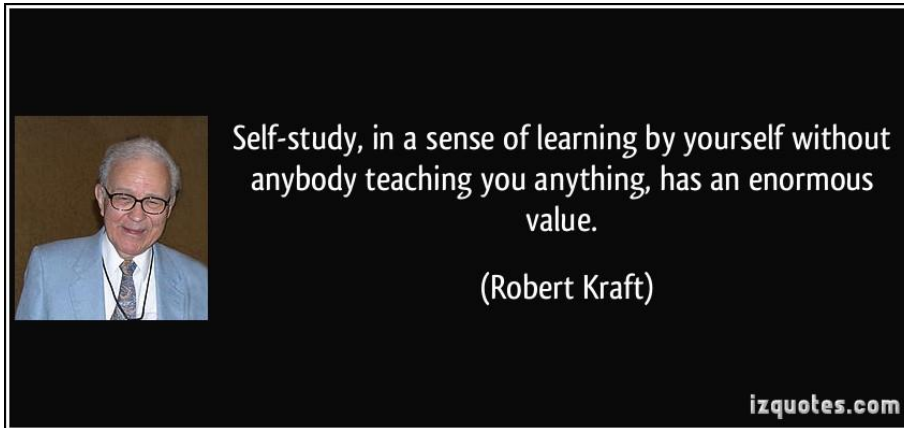
Observe the work of other Unit Leaders

Objectives

1.Define

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

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



What is the concept of self learning or Self training?

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

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

DIFFERENT WAYS OF SELF TRAINING/Learning

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

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

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

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

Principles of self-learning / self training

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

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

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

How to Pursue More Self-Directed Learning / training

How can you develop my self learning skills?

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

1. Identify your learning goals.

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

2. Question the significance of things.

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

3. Seek out interesting challenges.

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

4. Monitor your own learning process.

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

5. Understand your own approach.

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

6. Use game-based motivation strategies.

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

7. Start with background on a topic.

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

8. Cultivate intrinsic motivation.

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

9. Share your learning with peers and mentors.

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

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

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

11. Build your own personal learning syllabus.

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

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

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

13. Pursue knowledge, not good grades.

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

14. Create your own personal learning record.

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

15. Verbalise your achievements.

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

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

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

17. Practise using what you’ve learned.

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

18. Value progress over performance.

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

19. Keep your goals realistic.

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

20. Build a network of “learning colleagues.”

What is self learning material?

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

How effective is self learning?

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

Which is the most effective method for self learning?

The most effective method for encouraging self learning is:

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

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

What are self-learning modules?

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

What are the types of self-learning?

Self-learning

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

Characteristics of SLM

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

What is self-learning theory?

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

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

CHECK POINT

Select the Correct one from given answer:-

1.How many principles of self training / learning is there ?

a) 6 b) 7 c)8 d) 5

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

a) True b) False

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

a) True b) false

4.There are 4 types of self learning process ?

a) True b) false

5.How many educational learning theories are there ?

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

THE BHARAT SCOUTS AND GUIDES

National Headquarter, New Delhi



THINKING TECHNIQUES AND DECISION MAKING

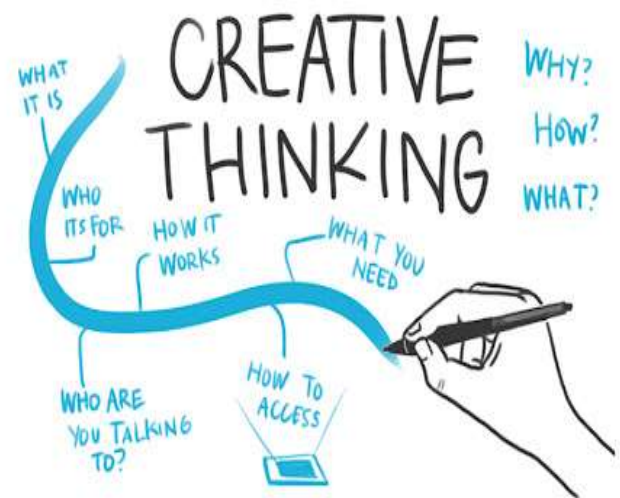


THINKING TECHNIQUES AND DECISION MAKING

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

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

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



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

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

CREATIVITY TECHNIQUES

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

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

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

Consider the Plus Points of the Situation.

- ❖ In this step, simply enumerate all of the positive things you can think of. Don't critique yourself along the way, simply dump out all the positive points that you can think of.
- ❖ **Step 2. Consider the Minus Points of the Situation.**
In this step, enumerate all of the negative things you can think of. Again, don't critique yourself. Simply dump out all the negative points you can think of.
- ❖ **Step 3. Consider the Interesting Points of the Situation.**
In this step, enumerate all the interesting points that you can think of. Rather than positive or negative, they are simply points of interest that you should direct your attention to.
- ❖ **Step 4. Make Your Decision**
In this step, you make your decision. You can now choose more effectively because you've scanned and organized three important pieces of information: the positives, the negatives, and the interesting. The key to remember in all this is it's not about simply counting up the positive or negatives.
- ❖ **The PMI Technique at Work**
It's fast and simple. All we do is remind ourselves to use the PMI technique if we find ourselves judging a point of view. We remind ourselves to just consider the Plus points, consider the Minus points, and find the interesting points.
It takes just a handful of seconds, or a matter of moments, and it completely reopens my perspective again. But most importantly, it helps respect other opinions, in a more inclusive way. And, it helps us to find more ah-ha's and learning opportunities, from otherwise routine interactions.
It reminds us to explore an idea more fully, in a fast, simple, and fun way.
It's this rapid pivot of perspectives that we believe help ensure an Agile mind, and reinforce a Growth Mind-set.
- ❖ **First Priorities** - This is the first step in systematic thinking. In all planning there are some things that must be done before others draws up budget, local suitable training centre etc.
- ❖ **A.P.C (Alternative and Possible Choice)** there is no way of saying that the first answer to a problem is necessarily the best one unless some efforts has been made to find other answer. But a deliberate search for other alternative and possible choices may lead to other solutions.

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

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

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

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

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

Step 6: Take action – Implement your decision.

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

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

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

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



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

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

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

Objectives - Objectives of Decision Making

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

Efficient Utilization of Resources

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

Proper Communication

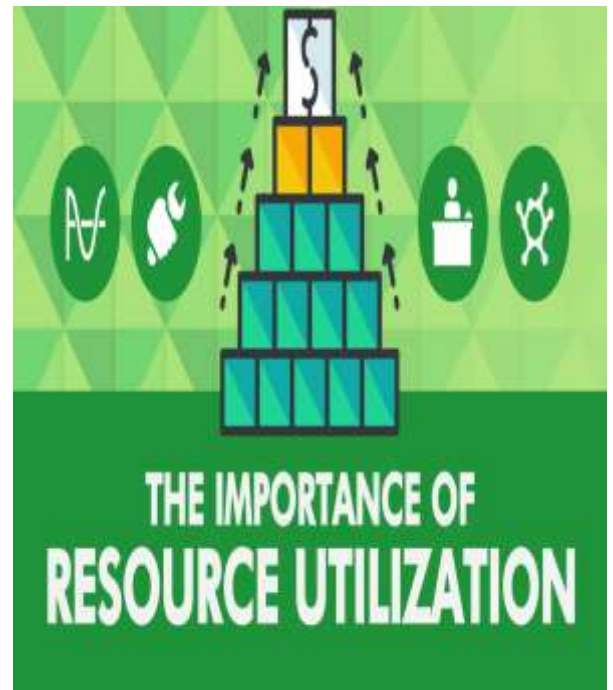
Efficient decision-making aims at developing the right communication network for communicating all required information at different levels. Proper flow of information regarding decisions within the organization avoids any confusion and conflict.

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

How to think critically

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

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



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

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

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

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

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

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

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

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

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

**THINKING TECHNIQUES AND DECISION MAKING.**

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

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

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2. First Priorities :

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

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

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

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

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

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

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

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

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