

## ABOUT CITY BEAUTIFUL - CHANDIGARH

Chandigarh, a rare epitome of modernization co-existing with Nature's preservation, serves as the capital of two states, Punjab and Haryana, and is also a union territory. It is also the first planned city of independent India.

When the Swiss architect Le Corbusier was commissioned in 1950, he conceived a people-oriented city of sweeping boulevards, lakes and gardens and grand civic buildings, executed in his favourite material, reinforced concrete. So Chandigarh came into being; turn the clocks forward 60 years and the parks, monuments and civic squares are still here, albeit aged somewhat. Each sector of the city is self-contained and pedestrian-friendly. Chandigarh has a number of places to visit in and around, like Sukhna lake, Rock garden, Rose garden, Pinjore garden, various museums and an art gallery.

## CHANDIGARH WEATHER

Winter in the city begins in November and continues till the end of February. The winter months are harsh with average night temperature during the season settling close to 7.9°C. The minimums have on occasions touched freezing point. January is the coldest month of the season with an average minimum of 6.1°C. Average high and low temperature in the month of December and January:

Average high°C (°F) : 22.1 (71.8)

Average low°C (°F) : 6.7 (44.1)



## ABOUT RGNIYD

Rajiv Gandhi National Institute of Youth Development (RGNIYD) is an Institute of National Importance by the Act of Parliament No.35/2012, Ministry of Youth Affairs & Sports, and Government of India.

The RGNIYD functions as a vital resource center with its multi-faceted functions of offering academic programs at Post Graduate level encompassing various dimensions of youth development, engaging in seminal research in the vital areas of youth development and coordinating Training Programs for state agencies and the officials of youth organization, besides the Extension and Outreach initiatives across the country. The Institute functions as a think-tank of the Ministry and premier organization of youth-related activities in the country. As the apex institute at the national level, it works in close cooperation with the NSS, NYKS, academic institutions, civil society organizations, state governments and other youth organizations in the implementation of multifaceted youth development programmes. Young people across the country are benefiting from our institute through appropriate, relevant, responsive and comprehensive programmes.

[WWW.RGNIYD.GOV.IN](http://WWW.RGNIYD.GOV.IN)



राजीव गाँधी राष्ट्रीय युवा विकास संस्थान क्षेत्रीय कार्यालय  
RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT REGIONAL CENTRE  
युवा कार्यक्रम एवं खेल मंत्रालय, भारत सरकार  
Ministry of Youth Affairs and Sports, Government of India  
संसदीय अधिनियम की सं. 35/2012 के द्वारा एक राष्ट्रीय महत्व का संस्थान  
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RAJIV GANDHI NATIONAL INSTITUTE  
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REGIONAL CENTRE, CHANDIGARH



PROFESSIONAL  
DEVELOPMENT  
PROGRAMME  
FOR UNV DYCs

10 DECEMBER, 2015 - 10 JANUARY 2016



UN  
Volunteers  
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Staff is a critical ingredient for quality youth-serving organizations. Programmes often attribute their success to effective youth workers, and research shows that professional development can enhance the skills of both new and longtime employees. Though the concept of professional development is not new, its significance for youth workers has been gaining momentum slowly. Professional development improves program quality. The quality of a youth-serving programme depends heavily on the ability

that support their successful transition to adulthood and careers. Research demonstrates that trained youth workers are better equipped to meet the divergent needs of youth. Youth workers often experience an overwhelming sense of responsibility as they operate under conditions in which there is little time for recovery between situations, events, programs, and the individual demands of youth. Working under such pressure, youth services providers can experience tremendous emotional drain and can burn out. Many youth workers come to the field with energy and good intentions but little training or knowledge of youth development and other essential skills. Professional development may reduce burnout and help youth workers both to stay in the field and to advance within it. At the organizational level, training opportunities expose youth workers to research and "best practices," which can then be incorporated at the programme level. As a result, the entire organization benefits because the training experience of youth workers often can serve as a conduit for networking and cross-agency collaboration. Training opportunities also give youth workers the ability to help each other understand and deal with difficult situations.

In light of the crucial link between young people's experience in programmes and the skills and knowledge programme staff need to support youth workers, a growing movement has emerged to build some consensus about a set of core skills that all youth development workers should possess. The RGNIYD defines core competencies as the knowledge, skills, and personal attributes of youth development workers, and the "demonstrated capacities" that allow a youth development worker to be a resource to youth, NYKS, and communities.

**Goal** To produce high performing youth work professionals with motivation, commitment, knowledge and skills as change agents, facilitator, mentor and catalyst to transform youth development to youth-led development.

## Objectives

On completion of the programme the participants will be able to:

- Understand the principles and practices of positive youth development and ability to use this knowledge to achieve the goals of the programme.
- Understand about NYKS vision, mission, objectives, rules and regulations
- Understand National Youth Policy and youth development programmes of the government.
- Understand about challenges and opportunities for youth participation including skills for meaningful engagement of youth in development process.
- Develop project development and project cycle management knowledge and skills
- Develop advocacy skills to influence policies and programmes that affects young people and their communities
- Learn and develop wide range of competencies on life skills
- Promote an inclusive, welcoming, and respectful environment that embraces diversity.
- Develop networking and community mobilisation skills
- Comply with applicable safety, emergency requirements and disaster management.
- Develop leadership effective communication and negotiation skills.
- Learn about team building and youth adult partnership, proposal writing, resource mobilisation and networking skills.

**Strategy** We will achieve the above goal through a one month comprehensive, responsive, customised and multi-disciplinary capacity programme to youth work professionals new to the field of youth work by developing their core competencies on wide range of areas including understanding about the NYKS, policies, programmes, project cycle management, guided by experts and scholars from diverse fields. It will help them to effectively deliver youth development programmes at the district level.

and professional training of the programme's staff to: 1) relate effectively to young people and understand their needs, 2) develop and execute interesting projects for youth, 3) help young people resolve behavioral problems and issues between themselves and others, 4) interact effectively with parents, school staff, and any other stakeholders and, 5) effectively communicate the mission, goals, programmes and policies. Professional training can help youth workers with all of these tasks. Research suggests that youth workers can possess a unique characteristic called sigfluence: a positive, significant, long-term interpersonal influence over youth. Youth workers with sigfluence can affect a young person's academic, social, and emotional achievements, influencing career choice and generating positive changes in self-image. In India many young people, particularly in low-income communities, rely on youth development programmes to help them make a safe and healthy transition through adolescence. The training of youth workers is critical because it develops sigfluence in youth workers so as they can develop meaningful relationships with young people

# Overarching Guiding Principles

The following critical principles are incorporated in all the core competencies:

- Embracing positive youth development principles and practices. These include building on youth strengths rather than focusing on youth deficits; setting and maintaining high expectations; understanding the centrality of and fostering positive relationships with peers and adults; providing age appropriate and challenging programming; engaging youth as partners, not just as consumers of services; promoting positive identity formation and helping young people to fully develop their potential.
- Respecting and valuing the cultures and traditions of young people, their families and their communities, and treating all youth equally, irrespective of race, religion, sex, gender identity, age or disability.
- Appreciating the range of abilities and diverse needs of youth.
- Understanding the mission, policies and practices of the programme.

# Intended Audience

This curriculum is designed for newly appointed UNV DYCs who will work directly with youth at the district level on a wide range of educational, recreational, capacity building programmes. It is especially appropriate for newly recruited UNV DYCs but the training and its components can also be used with supervisors, administrators, community volunteers, development professionals, and funders interested in learning about the positive youth development framework, project cycle management etc.

# Curriculum Development Process

The first phase of curriculum development consisted of a literature review and series of meetings to reflect on lessons learned from past youth development and youth work professionals training initiatives within and outside the RGNIYD. The second phase of curriculum development involves RGNIYD youth development professionals, Zonal Directors and District Youth Coordinators of NYKS to ensure its relevance and effectiveness. Based on the literature review and input from the UNV, the Ministry, officials of the NYKS and RGNIYD staff, the curriculum was designed structured as a one month residential training programme covering in five distinct modules that can be delivered as standalone workshops. These proposed five modules are as following:

- Module One:** Introduction to Nehru Yuva Kendra Sangathan (NYKS), National Service Scheme (NSS), UNV and RGNIYD
- Module Two:** National Youth Policy (NYP) and programmes of Government.
- Module Three:** Positive Youth Development (PYD) and Youth Engagement
- Module Four:** Project Management and Youth Development Programming
- Module Five:** Youth Work Professional Competencies
- Module Six:** Exposure Visit
- Module Seven:** Disaster Management
- Module Eight:** Social Entrepreneurship

The programme will provide diverse learning opportunities through interactions with experts, experiential learning, exposure, and more. The pedagogy is designed to help the UNV DYCs to leverage their work and life experiences.

# Programme delivery approaches/methodologies

Drawing on an experiential learning model, the curriculum will use a range of approaches and methods that include lecture, presentation, brainstorming, group exercise, group discussion, role play, film show, experience sharing, exposure visit, assignments, case studies, simulation, games, energizers, feedback and evaluation

# Evaluation

A pre and posttest assessment questionnaire is developed to evaluate the impact of the training. Besides these a general feedback form will be developed that can be offered after completion of the training. The modules will also involve assignments to be submitted by the candidates. Such assignments will be evaluated and individual feedback will be provided to the candidates. Further, an evaluation summary will be maintained for each candidate to record his/her growth and point out scope for further development.

