

I AM THE PRESENT.

I AM THE FUTURE.

I **FIND** RIHANNA & SAINA COOL BUT
I AM GOOD WITH THE GUITAR.

I AM THE FRESH START,

AND **THE** NEW TWIST.

MY FRIEND IS A BUDDING FOOTBALLER.

ANOTHER IS A PHOTOGRAPHER.

BUT I AM A CHESS MASTER.

I AM A LOT OF SMALL STEPS AND THE GIANT LEAP.

I HAVE GOT THE **COURAGE**

AND YET I HAVE GOT CONFUSION.

MY SISTER IS A GEEK.

MY BROTHER IS A NUMBER FREAK.

BUT I WANT **TO DISCOVER** MY PASSION.

MY DAD IS A BUSINESS HONCHO

I WANT TO BE ONE TOO.

I LIKE PARIS. I LIKE VENICE. I LIKE EGYPT.

BUT ISN'T IT BEST WHEN MOM LIKES

WHAT YOU **YOURSELF** LIKE TOO.





COURAGE is a youth leadership programme for students aged between 16 to 19 years, designed and organized with the purpose of helping them discover their true uniqueness and passion. The program is about facilitating youth to experience, discover and understand themselves, their strengths and their hidden talent. In the process Courage will help them understand 'what makes them who they are.' The idea is to enable youth to see possibilities, experience abundance in self and the world around and to live a creative and meaningful life.

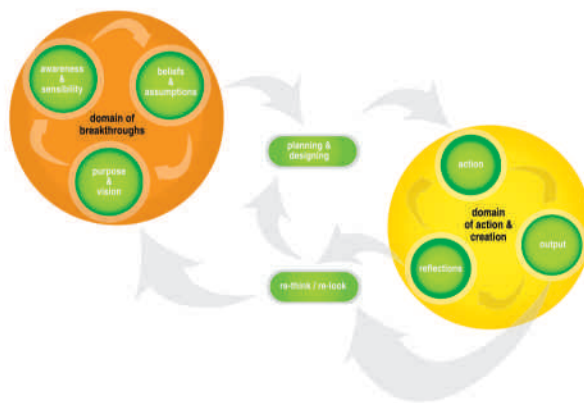
The vision of the program is to inspire young people to think about the world, their relationship with it, and develop their ability to influence it in a systemic and sustainable way.

PROGRAM OBJECTIVES

The program objectives are to enable youth in:

- Discovering and understanding their personal aspirations, likes and dislikes, inspirations, core beliefs and values.
- Understanding the personal learning process i.e. how do I learn and what are my strengths as a learner.
- Developing the fundamental capacity of learning how to learn and create.
- Understanding and practice systems thinking habits and how to use them in creating what they truly value/desire in life.
- Understanding what it takes to live a life of possibilities and creativity.
- Understanding what it takes to be proactive (i.e. to act to create rather than react to life) and making a self-development plan.

Learning How to Learn and Create Cycle



Primary inspiration for this model are Generative learning by Peter Senge and Kolb's Experiential Learning Cycle

PROGRAM DISCIPLINES

a. Personal Mastery – Mastering the process of learning and creation

Personal Mastery is a discipline of continually expanding out capacity to create what we truly value and deeply care for in life. It means approaching one's life as a creative work as opposed to being reactive to events/situations. It is about continually clarifying and deepening our personal vision, of focusing our energies on what is important to us, of developing patience, and of seeing current reality objectively. If we have a personal vision and we can see current reality objectively, then the gap between the two causes "creative tension". This creative tension can be used to draw us from current reality i.e. where we are to the desired reality. This is possible only if we have a clear personal vision.

Personal Mastery is about understanding and mastering the underlying force of the process of learning how to learn and create. It is about being aware of one's strengths as a learner, what enables me in learning, discovering the root causes of my strengths as a learner and leveraging them to develop new understanding, knowledge and skills. It is also about experiencing and understanding the personal learning cycle and what are the different

stages of learning. Being aware of the personal learning process expands the capacity to create what one truly values/desires in life and therefore, leads to true empowerment and freedom in life.

The essence of Personal mastery is "taking responsibility for creating what we truly value/desire in life."

b. Systems Thinking – Taking responsibility for personal actions and outcomes

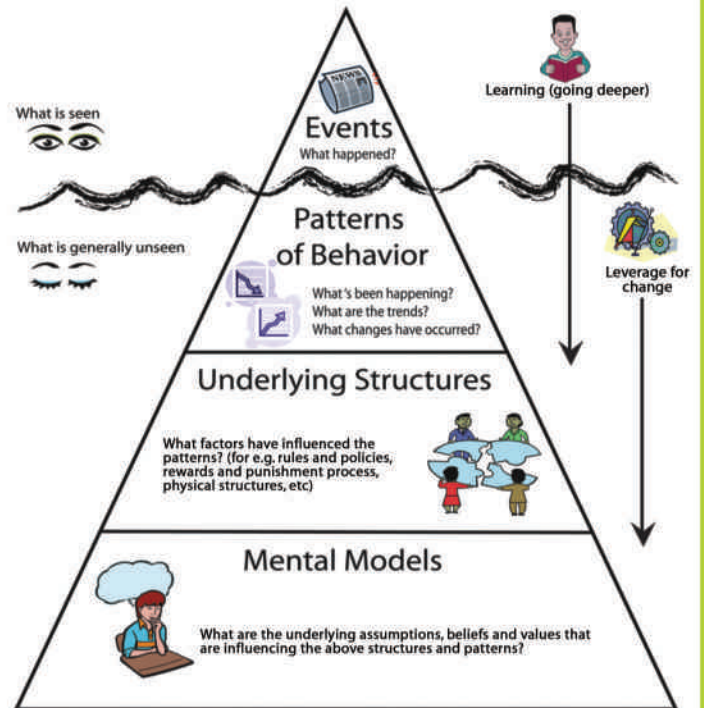
Systems Thinking is a discipline for seeing things from a holistic perspective. It is a framework for seeing relationships rather than events/parts, for seeing patterns rather than static "snapshots". It's about seeing how one's actions affect the reality and taking responsibility for personal actions. It is about seeing our connectedness to the world and finding real leverage for change, growth and creation. The ability to act depends on our ability to think and our ability to think depends on our ability to see – therefore, **what we are seeing in our life is very important.** Developing our ability to see things from a larger and deeper perspective empowers us to act responsibly and effectively.



HABITS OF A SYSTEMS THINKER

1. Seeks to understand the bigger picture and purpose.
2. Sees patterns and trends and how behaviors change overtime.
3. Considers both short term and long term consequences of actions.
4. Sees the circular nature of cause and effect.
5. Checks results and changes actions if needed i.e. successive approximation.
6. Doesn't look for quick-fixes i.e. addresses the root cause of problems rather than symptoms.
7. Sees and senses slow and gradual changes in self and life.
8. Doesn't blame others and circumstances for problems. Sees self and problems as part of the same system. Looks for the cure in the relationship of self with the problem.
9. Delays gratification for one's efforts.

Iceberg... Seeing What's Below the Surface



Adapted by System Thinking In Schools, Walter Foundation, 2008

PROGRAM PEDAGOGY

Experience as source of learning and growth. Experiential Learning is a process whereby knowledge and concepts are derived from and continuously modified by the experiences that we go through. To learn is not the special province of a single specialized realm of human functioning such as cognition or perception. It involves the integrated functioning of the whole being – thinking, feeling, perceiving and acting. Learners, if they are to be effective, must be able to involve themselves fully, openly and without bias in new experiences (CE). They must be able to reflect on and observe their experiences from many perspectives (RO). They must be able to create concepts that integrate their observations into logically sound theories (AC) and they must be able to use these theories to make decisions and solve problems (AE) [Kolb's theory of Experiential Learning].



COURAGE IS NOT DOING WHAT MY FRIENDS THINK IS COOL, IT IS DISCOVERING MYSELF.

PROGRAM DESIGN

Courage is a 14 day experiential learning programme, where the youth will go through integrated real-life experiences, and in the process develop the fundamental capacity of 'learning how to learn and create'. **It is a fully residential program comprising of three modules spread over five months.** Module 1 is for three days, the Module 2 is a trek based outbound module for seven days and the Module 3 is for four days. The workshop modules will be supplemented by project work and one-on-one coaching. Each module will have a 'Meet the trailblazer session', where the youth will have an open dialogue with a leader who has followed his/her passion in life.

Module 1: Building Awareness and Excitement

Duration & dates: 3 days; April 29 to May 1, 2011; Venue: ATGMC, Gurgaon. The module will focus on:

- Personal Learning Process and Learning Styles.
- My strength as a learner and discovering the root causes of personal strength.
- The science of Appreciative Inquiry.
- The discipline of Systems Thinking and the habits of a Systems Thinker.
- Uncovering personal creativity and expression through theatre.
- Meet the trailblazer session' - What it takes to follow a dream?

Module 2: Seeing Possibilities and Experiencing Success

Duration and dates: 7 days; May 29 to Jun 4, 2011. It is an **outbound adventure based module**. The group will trek to Kuari Pass and will do a rafting expedition. The module will focus on:

- Discovering personal passion and dreams. What I am interested in? What engages me? What I really value in my life?
- Creating a personal vision.
- Overcoming personal fears. Experiencing courage. What it takes to charter the unknown path?
- Community project – experiencing the joys of service.
- Communion with nature and wilderness.
- Celebrating uniqueness and diversity.

Module 3: Action-Plan for Bridging the Gap

Duration and dates: 4 days; August 12 to 15, 2011; Venue ATGMC. The module will focus on:

- The habits of a Systems Thinker and how to look for leverage for creation and growth.
- Being proactive. What it takes to create rather than react?
- Creating personal goals for next 2 years. What it takes to achieve personal goals? What kind of competency, knowledge and skills I need to develop? What kind of support will I need and from whom? Making a self development plan.
- Sharing the action plan with parents. Making a joint presentation to the larger group.
- Session for parents on "How to be an effective coach and provide scaffolding?"**
- Meet the trailblazer session' – how to overcome challenges and stick to an idea?

TREK TO KUARI PASS AND A RAFTING EXPEDITION

Kuari Pass, cradled in the heart of snow capped Garhwal Himalayas, is located in Chamoli district of Uttarakhand. Situated at an altitude of 3,565 meters above the sea level, this pass promises to enthral visitors by its sheer magnificence. The trail was first charted by Lord Curzon in 1905, the then Viceroy of India. Curzon had reached Kuari Pass from Ghat via Ramni and ever since then it has been known as the 'Curzon Trail'. Kuari Pass is probably the best window to view higher Himalayan peaks. Facing north, the vision sweeps from the gorges of Trishul in the east to the peaks of Kedarnath in the west. As one approaches the pass, glory of tall and majestic Himalayan peaks can be clearly seen, forming a stunning arc. The peaks visible from Kuari Pass are Nanda Devi (7873m), Kamet (7756m), Mana (7273m), Trishul (7120m), Dunagiri (7006m), Bethartoli (6352m), etc. Weather permitting; the Nanda Devi Sanctuary is also visible. At the concluding part of the trek there is an irresistible chance for bathing in the hot springs of Tapovan to rejuvenate our tired nerves after an exhaustive trek. And we will do a day long rafting expedition on the best stretch of the Ganga from Camp Riverwilds to Rishikesh to experience the real courage and to celebrate our achievement and self discovery.



Camp Riverwilds, Shivpuri, Rishikesh



Acharya Tulsi Global Meditation Centre (ATGMC), Gurgaon

PROGRAM FEE

The fee for this 14 day residential program is ₹ 27000. It includes facilitation, course and activity material for the program. It also includes travel, boarding and lodging ex-Delhi for Module 2 and boarding and lodging for Module 1 & 3.

SCHOLARSHIPS

There are need based scholarships available for the deserving candidates.

COURAGE IS FINDING A WAY OR CREATING ONE

PROGRAM FACULTY

Parminder S Raparia (Founder, Disha India Centre for Experiential Learning): Parminder has been engaged with the idea of making teaching - learning meaningful and engaging in schools for last eight years. He has been part of The Heritage School, Gurgaon from the beginning as one of the core facilitators for redefining learning and education. He believes that education should empower children for life through life, and for this we need to bridge the gap between school and society. Inspired by Gandhian principles of work-centred/community-centred education and principles of Outwardbound, he founded Disha India with a vision to redefine learning and reinvent schools. An engineer from REC, Kurukshetra and an MBA from Symbiosis, Pune; Parminder is also a long distance runner and an avid adventure sports enthusiast.

Jaya Iyer (Educationist & Social Worker): For the last eighteen years, Jaya has been working in the field of development theatre and social education. Trained in participatory theatre skills, she has designed and trained field workers, teachers, activists and young people in India and abroad. She has been associated with Pravah, a non-profit organization working with young people for a decade and was its CEO for three years. Currently, she is involved in setting up a National Children Centre with Nehru Memorial Museum and Library, developing a curriculum on leadership in environment for WWF. She also takes classes for B.El.Ed in Delhi University. She is also a dancer and trekker.

Partho (Integral Education Facilitator): Partho has spent more than twenty five years in the field of education and has done extensive personal research in the philosophy and practice of alternative and integral education. Partho has headed the Mirambika Free Progress School in New Delhi (an experimental educational unit of the Sri Aurobindo Education Society, New Delhi and one of the pioneers of integral education schools in the

country) between 1994 and 1999 and the Sri Aurobindo Foundation For Integral Education And Research, (SAFIER) a unit of the Sri Aurobindo Society of Pondicherry. Partho works with teachers, parents, school administrators and students through retreats, workshops, camps and short-term courses based on integral education. Partho has authored a book on Integral Education (Integral Education: A Foundation for the Future, published by the UBS.)

Partha Pratim Saha (Outdoor Education Facilitator): Partha is one of the pioneers in outdoor education and adventure in India. He is one of the finest river guides in India. He is the only Indian to have represented the country in World Canoe Championship, pre-Olympics and Asian Championship in the event of Slalom Kayaking. He is also one of the Pioneers of Rafting Industry in India. He runs Camp Riverwilds at Shivpuri, Rishikesh. He is an avid trekker and has climbed many peaks in Himalayas.

Vishnu (Educational Initiatives, Ahmedabad): A graduate from IIT Madras, Vishnu entered the field of education after fourteen years of corporate experience in Consulting and Performance Improvement. He has been a certified trainer for the '7 Habits of Highly Effective People' Programme, has a part-time diploma in counseling, and provides counseling in his spare time on a voluntary basis.

Lakshmi Singh (Middle Program Leader, The Heritage School, Gurgaon): Lakshmi has worked extensively to facilitate learning through integrated projects and believes that teaching and learning should be holistic in nature and rooted in real life. She finds excitement and meaning in working with children of all age groups. Lakshmi is a B.Tech. from ISM Dhanbad. She is also a trained musician and dabbles in amateur theatre.

ABOUT DISHA INDIA

Disha India Centre for experiential learning is an educational initiative to co-construct a theory of experiential and integral learning. The vision is to co-create curriculum and practices that use real-life experiences as a pedagogic medium for developing conceptual understanding, knowledge and skills and in the process empower children and teachers to lead the culture of learning and excellence both inside the classroom and school. We believe in empowering children for life through life, and this we can do by designing real and integral experiential projects/expeditions as pedagogic medium for learning. Disha India's work involves whole school design and development, education leadership development, teachers' capacity building and designing experiential projects and outbound learning expeditions for children.

Some of the prominent schools that have been impacted by Disha India's work are Heritage Schools (Gurgaon and Delhi), Wellam Girls' School (Dehradun), Delhi Public School (Surat, Gurgaon, Patna, Ludhiana and Pune), O P Jindal Modern School (Hisar), Vidya Bhawan Basic School (Udaipur), Mayoora School (Ajmer), Jingle Bell Academy (Faisabad), Akansha Foundation (Mumbai and Pune), Bal Bharati Public School (Noida and Pitampura), Sangamitra High School (Hyderabad), Azim Premji Foundation (Bengaluru), Army Public School (Bengaluru), Salam Balak Trust (New Delhi), Vijay Trust (Andhra Pradesh) among others. So far, Disha India has worked closely with around 100 school leaders on principles and pedagogy of experiential learning and systemic change through its certificate leadership program 'Courage to Lead.' Disha India works on developing teacher leadership in schools through its certificate program 'Courage to Teach.'

Disha India is in the process of setting up its own K-12 school in Karnal (Haryana) with the vision to create a school that is the centre for learning and sharing for the whole community. Disha India Education Foundation is a non-profit social organization registered under Section 25C of Companies Act, 1956.



COURAGE IS NOT FITTING IN, YET SHINING.

**FIND THE
COURAGE
TO DISCOVER
YOURSELF**



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Learning

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सा विद्या या विमुक्तये Education is that which liberates