



LEARNING MATERIAL

ON

SITUATIONAL PLANNING & SITUATION DRIVEN ROLE ENACTMENT FOR SUPPORTING ONLINE & BLENDED LEARNING PROGRAMS

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ACKNOWLEDGEMENTS

We genuinely acknowledge the academic institution and accreditation NOCN, based in Sheffield, England (recognized by OFQUAL, Government of United Kingdom) as the sources of the three Case Studies documented in the present undertaking.



We have also acknowledged the role of the stalwart Social Thinker Augusto Boal from Brazil as the pioneer of introducing Forum Theatre. We confer that “Situation Driven Role Enactment” is a methodology derived from the principles of the forum Theatre of Augusto Boal.

In Forum Theatre, the spectators are exposed to a highly oppressive social situation, enacted by a group of thespians in a non-proscenium theatre format. Then the spectators are encouraged to break their passive role, actively join the performers in the theatre, and generate solutions to the social oppression. Hence, the spectators will have to change their inactive status and plan to solve situational problems.

Thus, it can be logically inferred that the situation has induced the Spectators to plan instantly and enact roles proactively to solve the problems embedded in the situation.



SECTION I





LOGICAL RATIONALE & JUSTIFICATION OF RESULT-ORIENTED LEARNING INTERVENTIONS

A. LOGICAL RATIONALE

Over time, a gradual shift towards Online & Blended Learning is getting distinctly evident. Online & Blended learning are gaining tremendous popularity throughout the global arena. The majority of education providers are emanating their proclivity towards Blended & Online Learning System.

However, learners' engagement is a challenging issue for the Educators in both online and blended learning. Many academicians, followers of the traditional system, have reported that home-based self-study is not an appropriate methodology for enlightening the students. According to them, in home-based self-study, the students are destined to incur attention deficit and distorted concentration in the absence of the teachers. Eventually, they will get deviated from the Path of Learning. They opined that lecture-driven explanation in the classroom could only ensure the students' rapt attention and seamless concentration.


In this vacillating context, it has become essential to administer Active Learning Methods in both online and blended learning systems to engage the students, empower them for self-study, and motivate them to complete the course successfully.

Consider a Blended Learning Program, entailing the period of home-based asynchronous learning or self-study. Suppose the students find that the learning materials consist of plain text for memorizing the content without any scope for applying other cognitive functions (like creative thinking & innovation generation, critical analysis of problematic situations, problem-solving, etc.). In that case, the students may become the victims of monotony and boredom. Similarly, during the synchronous live online sessions, if the students are kept inactive and compelled to listen to the monologue-driven lectures from the higher education teachers, the passive students will get inattentive, and their concentration level will be reduced to a great extent.

In this context, we are covering two types of effective and result-oriented LEARNING INTERVENTIONS viz. **SITUATIONAL PLANNING & SITUATION DRIVEN ROLE ENACTMENT** that can foster Blended Learning significantly.

The learning materials should encompass **SITUATIONAL PLANNING EXERCISES** to ensure active engagement of the learners during asynchronous learning viz. home-based study. These exercises will induct the learners into a problematic situation and ensure intense cognitive engagement of the learners. Moreover, as mentioned earlier, these exercises will enhance the student's creative potential and analytical understanding.

Similarly, during the synchronous live sessions, if an Educator gets the students exposed to **SITUATION DRIVEN ROLE ENACTMENT**, then the students will get actively engaged. Their pent-up Creative Competency and Analytical Acumen will get unleashed during their effort to alleviate the situational problems through Situation Driven Role Enactment.



Hence in this Learning Material, we have covered exercises on **SITUATION-DRIVEN ROLE ENACTMENT & SITUATIONAL PLANNING & PROBLEM SOLVING** that can make Blended Learning more engaging, meaningful, and entertaining.

B. JUSTIFICATION OF SITUATION DRIVEN ROLE ENACTMENT

It is an activity that differs from the traditional scripted Role Plays.

Scripted Role Play is pre-determined, structured, and well-orchestrated. In a Scripted Role Play, the Participants are well aware of the Play's theme and the significance of their respective roles before the commencement of the Role Play. Thus, the participants viz. Role Players get enough time

- for developing deep focus upon their prospective roles
- for planning & rehearsing with others
- for modification of monologues & dialogues
- for making body language more expressive

However, “Situation Driven Role Enactment” is an outcome-oriented methodology that significantly differs from traditional Role Plays. It highly resembles the tool “**Forum Theatre**” conceptualized by **Augusto Boal**- the stalwart play-writer and social change-maker of Brazil.

In “Situation Driven Role Enactment,” a critical problematic situation is created, and the Participants are exposed to that situation as different role-players. Through the enactment of roles, the participants aim at alleviating the situational problems in a proactive and spontaneous pattern.


OUTCOME:

- ✓ Some of the psychosocial competencies (like Empathy, Critical Thinking, Problem Solving, and Decision Making) that are embedded within the participants will get unleashed
- ✓ If the multiple Role Players solve the problems with a concerted and consolidated effort, then role players will incur experiential learning on the art of collaboration and the significance of collective effort

C. JUSTIFICATION OF SITUATIONAL ANALYSIS & PLANNING

In **SITUATIONAL ANALYSIS & PLANNING**, the learners are inducted into a realistic situation where he has to encounter critical problems. The learners will have to execute an intensive analysis of the situational matrix and the effect of the issue upon the situation. Some of the common aspects of research are enumerated below:

- Analysis of the general situation
- Analysis of the impact of the problems upon the situation
- Identification & analysis of the causative factors that are triggering the problems

- 
- Planning & Developing Stratagems for diluting the causative factors and diminishing the intensity of the manifested problems
 - Determining Strategies of implementing the Action Plan
 - Restoring Situational Equilibrium.

If **SITUATIONAL ANALYSIS & PLANNING EXERCISES** are inducted in the learning materials, the students are asked to alleviate such problems during home-based asynchronous learning. The probability of learner-motivation, learner engagement, and learner-empowerment becomes exceptionally high.

Thus, it becomes distinctly evident that **SITUATIONAL ANALYSIS & PLANNING** is a result-oriented tool for intensifying a student's multiple cognitive competencies, even in the absence of a teacher or facilitator. To be more precise, **SITUATIONAL ANALYSIS & PLANNING** paves the path of progression from **ANDRAGOGY** to **HEUTAGOGY**.

Some examples of **SITUATIONAL ANALYSIS & PLANNING** are enumerated below:

EXAMPLE 1: SITUATIONAL ANALYSIS & PLANNING related to the subject “STRATEGIC PLANNING”

The foodery’ is your new idea for an upmarket restaurant at low prices. You want to pride yourself in providing top-quality ingredients at reasonable prices. The town you are operating in is already well served by restaurants, especially in the town center where there is the usual spread of fast-food chains and various restaurants at different price points. The more upmarket of these restaurants have corresponding high prices as these restaurants have to contend with town center rents and business rates. You have located an office space on the edge of town that needs some repair but believes it will be large enough to hold at least forty-seven covers. You have recently obtained additional funding by securing another investor, but you must ensure the business is profitable by year two.

- A.** *Mission Statement - Write your mission statement for ‘the foodery.’*
- B.** *Vision Statement - Write your vision statement for ‘the foodery.’*
- C.** *Describe briefly a process of moving from the mission and vision you have established to your actions to secure that mission.*
- D.** *What are the critical factors in the environment in which ‘the foodery’ will operate that should drive strategy?*
- E.** *Critical Success Factors - List what you believe are the crucial success factors for year one at ‘the foodery.’*
- F.** *Key Performance Indicators - List what you believe should be key performance indicators for year one at ‘the foodery’ and suggest how often you think that each of these indicators should be reported to you.*

SOURCE: NOCN, ENGLAND



EXAMPLE 2: SITUATIONAL ANALYSIS & PLANNING EXERCISE related to the topic “PROBLEM SOLVING “

You have recently started work for Brailsford Engineering. John Brailsford, who owns the company, wants you to think about marketing a new range of tapped moldings for the bathroom market. Still, first, he wants you to address several problems with current manufacturing methods and organization – in particular with quality levels. Write a memo to John Brailsford:

- A. asking him to clarify his problem(s) and suggesting how organizations generally might become aware of the fact that a problem exists and how data might be used to confirm the existence of a problem
- B. pointing out the need for him to clarify and limit your involvement by defining the scale and scope of your investigation and the success criteria
- C. suggesting in comprehensive terms how you would expect to approach the investigation
- D. presenting tools or techniques, you might use to identify the root cause of the declared problem
- E. informing him that you might use a brainstorming session with staff and setting out the ‘rules that would govern such a session
- F. describing how you might evaluate ideas arising from such a brainstorming session.

SOURCE: NOCN, ENGLAND

EXAMPLE 3: SITUATIONAL ANALYSIS & PLANNING related to the topic ‘RISK & ISSUE MANAGEMENT

Consultancy firm ‘Untangled’ has been supporting the technology industry within Europe for the past 25 years. They have strong and dedicated teams who have no issues traveling within Europe due to their generous holiday and bonus scheme.

Untangled’s CEO Bruce Laing has seen countries like India develop at high speed over recent years. With this in mind, last year, he opened an office in Delhi. Deepak Rao was appointed Director of India Untangled. Deepak has seen many issues in the first year, but his biggest problem was seeing his staff not completing projects on time - and sometimes even not completing a project at all - and therefore not receiving payment from clients. After having consulted with Bruce Laing, Deepak has decided to introduce three measures to improve productivity.

1. Bring a U.K. Untangled manager to India with expertise in people management
2. Create a review system for each project to ensure control and Directors are kept up to date
3. Introduce a bonus scheme for projects completed on time

Bruce has seen Deepak’s plans and has mixed feelings. You are one of Bruce’s senior advisors, and he has asked you to review the situation and provide him with a risk and issue report.

In your report, consider the following:

- A. Identify risks inherent in this productivity improvement project.



- B. Assess the probability of risks occurring and their potential impact*
- C. Devise means of mitigating identified risks*
- D. Identify contingency actions if incidents occur.*
- E. Define general issues other than these risks which might affect the various stakeholders*
- F. Explain general ways in which future issues could be addressed.*

SOURCE: NOCN, ENGLAND

 **Notes:**



SECTION II



**COMPENDIUM OF PRACTICAL EXERCISES
ON
SITUATIONAL PLANNING & SITUATION DRIVEN ROLE ENACTMENT**

PART I: SITUATIONAL ANALYSIS & PLANNING

A. SITUATIONAL PLANNING BASED ON “FORCE FIELD ANALYSIS”

Consider yourself as the Academic Director of an Institution.

You have critically appraised the students’ problems in traveling from remote areas to the Institutional campus daily. To alleviate the students’ concerns, you have decided to introduce the Blended Learning Program with the valued intent.

The proposed Blended Learning Program will encompass two segments:

- Home-based asynchronous learning for three weeks in a month*
- Classroom-based learning in the campus of the institution for one week a month*

After making the final announcement regarding the Blended Learning Program’s commencement, you find that some faculties are providing support. They constitute the Driving Force for the Blended Learning Program.

At the same time, you find that some faculty members indirectly oppose the Blended Learning Program and try to promulgate a negative opinion regarding the Blended Learning Program. They constitute the Inhibiting Force resisting the Blended Learning Program

In such a critical situation, you have to develop a strategic plan with the following intent:

- To enhance the intensity of the Driving Force, for increasing the momentum of the Blended Learning Program*
- To dilute the intensity of the Inhibiting Force, for diminishing the resistance and surmounting the probable obstacles against the Blended Learning Program.*

 **Notes:**

B. SITUATIONAL PLANNING BASED ON “SWOT ANALYSIS”

As the Academic Director of the Institution, you have floated a Blended Learning Program.

Now you will have to execute an analytical task comprising the following components:

- To enumerate the strength /resource of your institution to implement the Blended Learning Program*
- To identify the weakness/deficiencies of your institution for executing a Blended Learning Program*
- To trace out the situational opportunities that can beef up the momentum of the Blended Learning Program*
- To diagnose the situational threat factors that can reduce the pace of the Blended Learning Program.*

After executing the analysis as mentioned above, you will have to develop a strategic plan with the following intent:

- To reinforce or strengthen the resources of your institution that are highly supportive of the Blended Learning Program*
- To replenish the deficits by leveraging adequate resources for improving the Blended Learning Program*
- To utilize the situational opportunities that are favorable to the Blended Learning Program*
- To diminish the situational threat factors that are detrimental for the Blended Learning Program.*

Notes:

C. SITUATIONAL PLANNING BASED ON “DESIGN THINKING”

The Blended Learning Program is being executed in your institution under your valued leadership.

One day, you got the report that students from different streams find it challenging to understand and retain the content of the Learning Materials during the home-based asynchronous learning. The students are getting confused and clueless. The advisory inputs from the Course- Mentors through WhatsApp, Email, etc., are not practical enough to solve the problem.

Under such challenging circumstances, how would you deploy your Faculty Members and Instructional Designers to empathize with students’ problems and develop “Outcome Oriented Learning Materials” for them?

What strategy should be deployed to achieve the following outcome?

- Students shall be able to understand the essence as well as the intricacies of the content of the learning materials*
- Students shall be able to integrate one learned content with another intellectual content*
- Students shall be able to ensure the retention of the learned content in their long-term memory*
- Students shall be able to apply the learned content in the practical field*

Notes:



D. SITUATIONAL PLANNING BASED ON “MIND MAPPING”

The Blended Learning Program is getting executed under your leadership.

You need to develop an interim Evaluation Report regarding the implemented Blended Learning Program in collaboration with the Faculty Members & Mentors attached to the Blended Learning Program.

Your Reporting Authority has solicited a Visual Illustration to complement the Evaluation Report.

So, you have to develop a Mind-Map with Blended Learning as the central theme. The beneficial aspects and the problems should be the branches. Then you can diversify further with the causes and effects of the practical aspects and the problematic elements.

You can create separate branches to highlight the strategies for reinforcing the beneficial aspects and mitigating the problematic elements.

 **Notes:**



E. SITUATIONAL PLANNING RELATED TO “RISK ASSUMPTION”

The Blended Learning Program is being executed in your institute under your leadership.

Execute futuristic planning and enumerate the probable Risk Factors that may influence the Blended Learning Program adversely.

After Risk Mapping, try to develop effective strategies that can reduce the intensity of the risk factors to a great extent.

You can use the following framework:

PROBABLE RISK FACTORS	EFFECTIVE STRATEGIES FOR RISK DILUTION

 **Notes:**



F. SITUATIONAL PLANNING FOR “CONTINUAL QUALITY IMPROVEMENT”

After completing one semester, you need to evaluate the effectiveness of the Blended Learning Program through Result Based Management Framework.

Try to identify the Output and Outcome of the Blended Learning Program from the perspective of the students

Then try to adopt the strategies of value-addition that can enhance the qualitative output and qualitative outcome of the Blended Learning Program.

LOGICAL FRAMEWORK ANALYSIS				
OBJECTIVES	INPUTS	ACTIVITIES	QUALITATIVE OUTPUT	QUALITATIVE OUTCOME

VALUE ADDITION FRAMEWORK		
VALUE-ADDED TO INPUTS & ACTIVITIES	QUALITATIVE ENHANCEMENT IN OUTPUT	QUALITATIVE ENHANCEMENT IN OUTCOME

 **Notes:**

PART II: SITUATION DRIVEN ROLE ENACTMENT

A. FIRST SITUATION-DRIVEN ROLE PLAY

Role Players	<ul style="list-style-type: none"> ○ <i>One learner shall play the role of a teacher</i> ○ <i>One learner shall play the role of a student</i> 	
Problems Expressed by the Student	<p><i>The student is expressing his academic demerits, disruption in concentration, and reduced span of attention.</i></p> <p><i>He also stated that most of the students in the class are much more deserving than him. Hence, he is suffering from an inferiority complex.</i></p>	
Strategic Solution to be generated by the teacher	How will the teacher now build up the student's self-esteem and motivate him to engage with the learning process with greater concentration actively?	
Time Frame	<i>15 – 20 minutes</i>	
Inference to be drawn by the facilitator regarding the competency of the Role-Players based on their performance	Competency of the Role Player who enacted the Role of a Teacher	Competency of the Role Player who enacted the Role of a Student

Notes:



B. SECOND SITUATION-DRIVEN ROLE PLAY

Role Players	<input type="radio"/> One learner shall play the role of a teacher <input type="radio"/> One learner shall play the role of a student	
Problems Expressed by the Student	<p>A student was expressing his views on a topic that he had learned meticulously.</p> <p>Suddenly he stooped his narration and said that he was not being able to express anymore. He affirmed that he had comprehended the topic but not been able to describe it.</p>	
Strategic Solution to be generated by the teacher	<p>How will the teacher facilitate the student in expressing the essence of the topic and complete his narration?</p>	
Time Frame	<p>15 – 20 minutes</p>	
Inference to be drawn by the facilitator regarding the competency of the Role-Players based on their performance	Competency of the Role Player who enacted the Role of a Teacher	Competency of the Role Player who enacted the Role of a Student

 **Notes:**



C. THIRD SITUATION DRIVEN ROLE PLAY

Role Players	<ul style="list-style-type: none"> ○ One learner shall play the role of a teacher ○ One learner shall play the role of a student 	
Problems Expressed by the Student	<p><i>The student says that he cannot understand learning content properly, even after listening to the teacher’s lecture with rapt attention.</i></p> <p><i>The student stated that the concept of the learning content appears to be inscrutable and nebulous to him. As a consequence, he is not being able to encrypt it properly.</i></p>	
Strategic Solution to be generated by the teacher	How will the teacher enact to facilitate the student to achieve conceptual clarity on the concerned topic?	
Time Frame	<i>15 – 20 minutes</i>	
Inference to be drawn by the facilitator regarding the competency of the Role-Players based on their performance	Competency of the Role Player who enacted the Role of a Teacher	Competency of the Role Player who enacted the Role of a Student

 **Notes:**



D. FOURTH SITUATION DRIVEN ROLE PLAY

Role Players	<ul style="list-style-type: none"> ○ One learner shall play the role of a teacher ○ One learner shall play the role of a student 	
Problems Expressed by the Student	<p><i>A disciplined and diligent student cannot complete the assignment given to him in the classroom.</i></p> <p><i>When he was asked about the reasons behind his lackluster performance, the student expressed his emotive problems, apprehension regarding the health status of his ailing parents, deep anxiety, and eventually, his incapability to appear for final examinations</i></p>	
Strategic Solution to be generated by the teacher	How will the teacher enact to build up a positive approach and optimistic attitude within the student?	
Time Frame	<i>15 – 20 minutes</i>	
Inference to be drawn by the facilitator regarding the competency of the Role-Players based on their performance	Competency of the Role Player who enacted the Role of a Teacher	Competency of the Role Player who enacted the Role of a Student

 **Notes:**



E. FIFTH SITUATION DRIVEN ROLE PLAY

Role Players	<input type="radio"/> One learner shall play the role of a teacher <input type="radio"/> One learner shall play the role of a student	
Problems Expressed by the Student	The student states that he is not able to identify the outcome of the subject he is studying. Hence, he is getting demotivated to attend the classes and to complete the course.	
Strategic Solution to be generated by the teacher	How will the teacher enact highlight the practical applications of the subject and illustrate the tangible outcome of the matter with the valued intent of motivating the student to complete the course?	
Time Frame	15 – 20 minutes	
Inference to be drawn by the facilitator regarding the competency of the Role-Players based on their performance	Competency of the Role Player who enacted the Role of a Teacher	Competency of the Role Player who enacted the Role of a Student

 **Notes:**



F. SIXTH SITUATION DRIVEN ROLE PLAY

Role Players	<input type="radio"/> One learner shall play the role of a teacher <input type="radio"/> One learner shall play the role of a student	
Problems Expressed by the Student	<p>The student affirms that he has the capability of memorizing the learning content pretty well. It is effortless for him to answer descriptive questions.</p> <p>But he is not being able to deal with analytical questions or the questions which aim at solve problems</p>	
Strategic Solution to be generated by the teacher	How will the teacher facilitate the student for building up analytical flair and problem-solving expertise within the student?	
Time Frame	15 – 20 minutes	
Inference to be drawn by the facilitator regarding the competency of the Role-Players based on their performance	Competency of the Role Player who enacted the Role of a Teacher	Competency of the Role Player who enacted the Role of a Student

 **Notes:**



G. SEVENTH SITUATION DRIVEN ROLE PLAY

Role Players	<input type="radio"/> One learner shall play the role of a teacher <input type="radio"/> One learner shall play the role of a student	
Problems Expressed by the Student	<p>The student is not being able to identify his core competence. As a consequence, it is becoming difficult for him to achieve self-confidence and self-esteem.</p> <p>Lack of confidence is impeding his progression in the academic pathway. Despite his meticulous effort, he is not being able to upgrade himself to the desired level</p>	
Strategic Solution to be generated by the teacher	How will the teacher enact to facilitate the student in identifying and unleashing his latent competency?	
Time Frame	15 – 20 minutes	
Inference to be drawn by the facilitator regarding the competency of the Role-Players based on their performance	Competency of the Role Player who enacted the Role of a Teacher	Competency of the Role Player who enacted the Role of a Student

Notes:



H. EIGHTH SITUATION DRIVEN ROLE PLAY

Role Players	<input type="radio"/> One learner shall play the role of a teacher <input type="radio"/> One learner shall play the role of a student	
Problems Expressed by the Student	<p>The student affirmed that he had achieved conceptual clarity on a specific topic. He can comprehend and subsequently depict the subtleties and intricacies of the case with ease and comfort.</p> <p>But whenever he is asked to practically apply the acquired knowledge (relevant to the topic), he encounters difficulties</p>	
Strategic Solution to be generated by the teacher	How will the teacher facilitate the student in bridging the gap between theoretical comprehension and practical application?	
Time Frame	15 – 20 minutes	
Inference to be drawn by the facilitator regarding the competency of the Role-Players based on their performance	Competency of the Role Player who enacted the Role of a Teacher	Competency of the Role Player who enacted the Role of a Student

 **Notes:**



I. NINTH SITUATION DRIVEN ROLE PLAY

Role Players	<input type="radio"/> One learner shall play the role of a teacher <input type="radio"/> One learner shall play the role of a student	
Problems Expressed by the Student	The student stated that he could comprehend a specific paradigm. But it is becoming difficult for him to compare the essence of the paradigm with that of other paradigms	
Strategic Solution to be generated by the teacher	How will the teacher facilitate the students in executing comparative analysis among the different paradigms he learned?	
Time Frame	15 – 20 minutes	
Inference to be drawn by the facilitator regarding the competency of the Role-Players based on their performance	Competency of the Role Player who enacted the Role of a Teacher	Competency of the Role Player who enacted the Role of a Student

 **Notes:**



J. TENTH SITUATION DRIVEN ROLE PLAY

Role Players	<input type="radio"/> One learner shall play the role of a teacher <input type="radio"/> One learner shall play the role of a student	
Problems Expressed by the Student	<p>The student stated that he is not being able to insightful and generate innovative ideas through creativity.</p> <p>He has got thorough knowledge regarding the learned topics.</p> <p>But it is becoming difficult for him to develop any original idea relevant to the learned topics.</p>	
Strategic Solution to be generated by the teacher	<p>How would the teacher facilitate the students in building up their creative potential, stretching their imagination, and sharpening their insightfulness?</p>	
Time Frame	15 – 20 minutes	
Inference to be drawn by the facilitator regarding the competency of the Role-Players based on their performance	Competency of the Role Player who enacted the Role of a Teacher	Competency of the Role Player who enacted the Role of a Student

Notes:



CONCLUSION

We presume that the Situational Planning & Situation Driven Role Enactment exercises will play a significant role in facilitating the learners to identify their latent competencies and manifest them vividly and effectively.



In our society, many people are endowed with immense intellectual resources but are ignorant of their deeply embedded resources within their cognitive and dynamic framework. They are the victims of Resource-Myopia.

Exercises on Situational Planning & Situation Driven Role Enactment can facilitate them to achieve a clear understanding regarding their intrinsic psychosocial competencies and apply them for ensuring more extraordinary achievement

Thus, it can be logically inferred that Situational Planning & Situation Driven Role Enactment can translate latent competency into manifested competency.





 **Notes:**

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CONTENT DEVELOPMENT TEAM



Mr. Purandar Sengupta

Mr. Purandar Sengupta is a Learning & Developing Practitioner engaged in facilitating people to unleash their pent-up potential through diversified psychosocial interventions. He is a Certified Master Trainer from NIESBUD (Govt. of India). Mr. Sengupta is a Fellowship Holder in Learning & Development from Middle Earth H.R. & HRCI. On behalf of Governmental Organizations and International Educational Agencies, he has facilitated more than 5000 Trainers, Faculty-Members, and Managers in Training Methodology and Psychosocial Interventions. Some of his partner organizations are NIESBUD (Govt. of India), NYKS (Govt. of India), CCS-NIAM (Government of India), Commonwealth Educational Media Centre for Asia (CEMCA), International Relations Council (IRC), SASI FOUNDATION, and more. He is an expert in the alternative learning approach and has immense proficiency in orchestrating Learning Games, Structured Simulations, and Role Plays. He is a specialist in Situation Induced Planning and Situation Driven Role Enactment. He has judiciously integrated the disciplines of Theatre & Learning with an outcome-oriented approach. He has administered internationally reputed Interventions like Forum Theatre, Image Theatre, Design Thinking, Mind Mapping, Six Thinking Hats, World Café, Visioning, Mirroring, Fish Bowl Exercise, etc. He is also an Empaneled mentor of Start-Up India (under DPIIT, Ministry of Commerce & Industries, Govt. of India), facilitating many organizations to float Social Enterprises.



Dr. Shaunak Roy

Dr. Shaunak Roy is presently engaged as an Assistant Professor of Management at St. Xavier's College (Autonomous), Kolkata. He is the recipient of the 'Fr. Paul Joris S.J. Memorial Gold Medal Award' in 2016 by St. Xavier's College (Autonomous), Kolkata, and the 'Best Researcher Award' in 2020 by the Elite Members Group, SSM Trust, India. He has received his Ph.D. degree from the University of Calcutta in 2021 for his work on brand personality. An avid reader, learner, and researcher, Dr. Roy has been published in academic journals of national and international repute and presented papers in multiple conferences in India and abroad. He has co-authored a book entitled 'Entrepreneurship Development and Business Ethics' published by Oxford University Press and has edited two books on Management Cases and Marketing, respectively. He has been appointed as a Management Expert at BBN Times, a UK-based Media Tech company. He has also been invited to deliver sessions and talks as a resource person on versatile fields such as marketing, higher education, and academic research. He has served as an educational and management consultant and a corporate trainer for reputable organizations. His research interests primarily concentrate on the versatile dimensions of Branding, Consumer Behavior, Organizational Behavior, and Entrepreneurship.



Dr. Manas Ranjan Panigrahi

Dr. Manas Ranjan Panigrahi joined CEMCA as Programme Officer: Education in May 2014 and promoted as Senior Programme Officer: Education in August 2019. Before joining CEMCA, he served in the Department of Educational Planning and Management, College of Education and Behavioural Sciences, Haramaya University, Ethiopia, East Africa, as Associate Professor in Education from 2010-2014. Dr. Panigrahi has also served Indira Gandhi National Open University, National Council for Educational Research and Training, and Manav Rachna International University, amongst others, in different capacities. During his tenure in Haramaya University, he taught graduate-level students related to Instructional Supervision, Educational Policies & Development, Educational Technology, Educational Management & Administration, and Educational Research. Having completed his bachelor's degree, he pursued M.A. in Education from Kurukshetra University and a second master's in History from Utkal University. He earned his Doctorate in Education from Jamia Millia Islamia (Central University), New Delhi, India. He has published several research articles, conceptual papers, monographs on education. He is an accomplished organizer of professional events and has also participated in many teleconferencing, video conferencing, and audio and video production workshops at the national level.

