

Chapter – 4

Methodology of Investigation

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4.1 Introduction

“Research shows that you begin learning in the womb and go right on learning until the moment you pass on”. - Michael J. Gelb

In the same manner the researcher would like to say that a research is not only what and why I am doing but also how I’m doing it. The present chapter deals with the methodology the investigator used for arriving at certain conclusion. It includes the design, population, sampling procedure and sample of the study. This chapter also includes the plans and procedures of the study.

4.2 Research Design

The present study is an **experimental study**. Experimental research needs to be completed in a controlled environment in which the researcher collects data and results. The study either accepts or rejects the hypothesis. This method of research is also referred to as **hypothesis testing/evaluation research**. The researcher conducts a diagnostic/ achievement test before applying the package that s/he has prepared. The researcher, then, implements the package prepared by her/him on the experimental group and collects data. The researcher, in the end, administers a post-test and analyzes the data thus collected to arrive at relevant findings.

4.3 Research Type

This was a **Single Group Pre-Test Post-Test Study** that tends to measure the degree of change occurring as a result of the treatment or intervention.

4.4 Population

The population for the present research comprised all the 12 Colleges of Education affiliated to the Sardar Patel University and 1 Constituent college of the university.

4.5 Sample

The sample comprised two Colleges of Education offering the pre-service course through English as the medium of instruction. The sample comprised 55

pre-service teachers from the Waymade College of Education (WMCE) and the H. M. Patel Institute of English Training & Research (HMPIETR), V. V. Nagar.

4.6 Sampling Procedure

The sampling technique that the researcher had selected was – **Convenient Sampling method**. It is a type of non-probability sampling which involves the sample being drawn from that part of the population which is close at hand. That is, the sample population was selected because it was readily available and convenient. The respondents were asked to participate voluntarily in the study to avoid a dramatic fluctuation in the sample.

<u>Table 4.1 Sample of the Study</u>				
S.R. No.	Name of the College	Male	Female	Total
1)	Waymade College of Education, V. V. Nagar	11	17	028
2)	H. M. Patel Institute of English Training & Research, V. V. Nagar	09	18	027
	Total number of Respondents that appeared in pre-test and post test	20	35	055

4.7 Tools used for data collection

4.7.1 Pre-Test and Post-Test

Achievement tests are the tests that generally evaluate respondents' previous knowledge, level of presentation and understanding. They include different kinds of questions including close ended questions, open ended questions, objective and subjective questions and the like.

The present study comprised two tests i.e. Decision Making and Problem Solving Test Before The Programme (Pre-Test) (Appendix A) and Decision Making and Problem Solving Test After The Programme (Post-Test) (Appendix B).

The pretest and posttest in this study were prepared by the researcher himself. The purpose was to know how the respondents used their existing skills to justify their views/decisions.

The Pre-Test consisted of two questions based on decision making and problem solving. In the first question, the investigator provided 20 questions wherein the respondents were required to select one of the four available options and were asked to give justification for their selection. There were ten questions carrying twenty marks i.e. each decision and justification carried one mark. In the second question, student-teachers were given situations related to their academic as well as social life. There were ten situations carrying one mark each. These questions were open ended.

Apart from these situations, the researcher also asked several close ended questions with reference to the concepts wherein the respondents had to select the correct option. These were the questions asked to judge the previous knowledge of the respondents about the concept.

The Post-Test was analogous to the pre-test. It was a test that judged the level of decision making and problem solving skills of the respondents after the implementation of the programme (ten sessions) prepared and conducted by the investigator.

4.7.2 Focused Group Discussion

It is an activity for involving the respondents into a brainstorming session and make them reflect over the concept. Further, the respondents in this activity get involved into a kind of discussion that is constructive criticism wherein the researcher plays a guide and monitors the discussion. The purpose of focus group discussion is to gain knowledge about a particular topic or need by interviewing a group of people through probing question directly related to the issue. Focus group data can be used to collect information for many purposes, such as conducting a needs assessment or evaluating a program. For the study on hand, the researcher conducted Focused Group Discussions with the two groups of respondents.

4.8 Data Collection Procedure

Data collection is a phase wherein the researcher describes in detail the whole procedure carried out by him till the data analysis phase. In order to collect data from the respective sample, the researcher followed the procedure in three major phases as mentioned in 4.8.1, 4.8.2, 4.8.3

4.8.1 Pre Implementation Phase

In this phase, the researcher reviewed the divergent literature available and through that he prepared the programme for his investigation. Following this, the researcher also prepared the tools i.e. pretest and post test, the programme and points for Focus Group Discussion (FGD) for data collection.

4.8.2 Implementation Phase

A total of 13 sessions were conducted for both the sample groups. They comprised introducing the Pre-test and Post-test and programme implementation sessions exposing the respondents to practice sessions as well as information sessions. Each session was of about 60 minutes during which the respondents participated in group discussions, brain storming and other allied activities. The dates for the two institutes were 16th February to 28th February 2013 at WMCE and 4th to 16th March at HMPIETR.

In order to implement the programme, the researcher not only had to plan but also had to conduct experiment in order to arrive at authentic and accurate findings. Hence it became imperative to get permission from the Director/Principals of the colleges selected for the study. The researcher sought permission from the Director of H. M. Patel Institute of English Training & Research and the Principal of Waymade College of Education, V. V. Nagar.

Thereafter, the phase of implementation of the prepared programme was begun by the researcher which stretched for ten sessions and three additional sessions for pre-test, post-test and Focus Group Discussion. They were allotted to collect the data for the purpose of study.

Initially, the researcher administered a pre-test on the sample i.e. 28 student-teachers of HMPIETR and 27 students of WMCE. The students were supposed to respond to the pre-test prepared by the researcher.

Then, the researcher implemented the programme on student-teachers of Waymade College of Education as well as H. M. Patel Institute of English Training & Research. This programme was to assess development of decision

making and problem solving skills among the selected sample through a programme prepared by the researcher. The programme consisted of several group tasks, simulations, role-play activities and reviews video clippings of the selected movies intended to provide interest generating activities.

Next was the post test prepared and administered by the researcher on the sample i.e. 28 student-teacher of HMPIETR and 27 students of WMCE. The students were supposed to respond to the post-test.

Lastly, the researcher conducted Focus Group Discussion aimed at understanding students' reflections over the programme. All the respondents participated and reflected their views on the sessions conducted by the researcher.

4.8.3 Post Implementation Phase

Merely collecting data is not enough. Data analysis is also an equally important phase. The researcher compiled the data thus collected and came to certain findings/conclusions.

The researcher applied content analysis technique and T-Test technique to analyze and interpret the data collected through the experiment. Then he wrote the report of the study for documentation which included the major phases of the study.

4.9 Data Analysis

The researcher employed content analysis and T-Test as techniques for data analysis and interpretation of data.

Content Analysis is a methodology derived from social sciences for studying the content of communication (frequency and direction of expressions). Further, it is a scholarly method in humanities by which texts are studied mentioning authorship, authenticity or meaning. The core questions that this method posed include: "Who says what, to whom, to what extent and with what effect?" (Harold Lasswell)

T-Test is a statistical technique through which an individual/ researcher can test the significance of a sample mean or the significance of difference between two sample means. It can be used to test significance of sample mean, difference between two samples, coefficient of correlation and regression co-relation.

T-Test possesses several assumptions. These assumptions are basically pre-requisites to apply T-Test to any numerical data.

- The parent population is normally distributed.
- The variance of the population is unknown.
- Sample observations are independent
- Sample size is small, generally, less than thirty.

4.10 The Programme

The programme was prepared by the investigator based on Decision Making & Problem Solving Skills. The programme consisted of eleven situations and a brainstorming session. It also included video clippings from various Hollywood and Bollywood movies. The following details provide the information regarding the objectives, modus operandi and outcomes of the programme prepared by the researcher. Further, the researcher video recorded the Focused Group Discussion as provided in the DVD, it includes the videos that the researcher used for some of the sessions during the data collection phase. The following section presents session-wise programme.

SESSION 1: Pre-test

➤ Objectives

- o To judge the level of student-teachers and their ability to provide justification to their decision
- o To gauge the level of knowledge of student-teachers about decision making and problem solving.
- o To collect data through pre-test for research purpose.

➤ Modus operandi

- o The researcher familiarized the student-teachers with the research title and his objective to conduct the pre-test.
- o The researcher distributed the pre-test sheets to the selected sample.

- o The researcher collected back the pre-test sheet as soon as completed by the respondents.

➤ **Outcome**

- o The teacher-students were able to write question and pose questions when they found difficulty. And at the end of the session the objective were successfully accomplished by the researcher.

SESSION 2: Brain-Storming Session

➤ **Objectives**

- o To focus the mind of student-teachers towards the concept of life skills using stories
- o To brain storm definition of life skills and their practical applications.
- o To acquire multiple ideas of the student-teachers on life skills in general.

➤ **Modus operandi**

- o The researcher divided the whole group of student-teachers into five subgroups and provided them with different jumbled stories based on some of the life skills listed by the WHO. He asked them to organize the story appropriately and present it before the class.
- o The researcher then talked in general about some of the life-skills.
- o The researcher held a discussion on why life skills were important.
- o The stories were based on life skills such as, decision making, empathy, creativity, coping with stress and coping with emotions.

STUDY MATERIAL: DECISION MAKING

Some children are playing near two railway tracks, one still in use while the other out of use. Only one child is on the old track, the rest are on the operational track. The train arrives, and you are just beside the track interchange. You could make the train change its course to the old track and save most of the kids.

However, that would also mean the lone child playing by the track that is out of use would be sacrificed. Or would you rather let the train go its way?

Let's take a pause to think what kind of decision we could make.

The researcher's input

Most people might choose to divert the course of the train, and sacrifice only one child. You might think the same way. Exactly, I thought the same way initially because to save most of the children at the expense of only one child was a rational decision most people would make, morally and emotionally. But, have you ever thought that the child choosing to play on the unused track had in fact made the right decision of playing at a safe place?

Nevertheless, he had to be sacrificed because of his ignorant friends who chose to play where the danger was. This kind of dilemma happens around us every day. In the office, community, in politics and in a democratic society, especially the minority is often sacrificed for the interest of the majority, no matter how foolish or ignorant the majority is, and how farsighted and knowledgeable the minority is.

The child who chose not to play with the rest on the operational track was sidelined. And in the case he was sacrificed. No one! would shed tears for him.

Ideas generated in the session

One should not try to change the course of the train because he believed that the kids playing on the operational track should have known very well that track was still in use, and that they should have run away if they heard the train's sirens. If the train was diverted, that lone child would definitely die because he never thought the train could come over to that track! Moreover, that track was not in use probably because it was not safe.

If the train was diverted to the track, we could put the lives of all passengers on board at stake! And in the attempt to save a few kids by sacrificing one child, we might end up sacrificing hundreds of people to save these few kids. While we are all aware that life is full of tough decisions that one needs to be make, we may not realize that hasty decisions may not always be the right one

"Remember that what's right isn't always popular... and what's popular isn't always right."

STUDY MATERIAL: EMPATHY

A farmer had some puppies he needed to sell. He painted a sign advertising the pups and set about attaching it to a post on the edge of his yard. As he was driving the last attach into the post, he felt a tug at his coat. He looked down into the eyes of a little boy.

Mister," he said, "I want to buy one of your puppies."

"Well," said the farmer, as he rubbed the sweat off the back of his neck, "these puppies come from fine parents and cost a good deal of money."

The boy dropped his head for a moment. Then reaching deep into his pocket, he pulled out a handful of change and held it up to the farmer. "I've got thirty-nine cents. Is that enough to take a look?"

"Sure," said the farmer.

And with that he let out a whistle, "Here, Dolly!" he called.

Out from the doghouse and down the ramp ran Dolly followed by four little balls of fur. The little boy pressed his face against the chain link fence. His eyes danced with delight.

As the dogs made their way to the fence, the little boy noticed something else stirring inside the doghouse. Slowly another little ball appeared; this one noticeably smaller.

Down the ramp it slid. Then in a somewhat awkward manner the little pup began hobbling toward the others, doing its best to catch up.

"I want that one," the little boy said, pointing to the runt.

The farmer knelt down at the boy's side and said, "Son, you don't want that puppy. He will never be able to run and play with you like these other dogs would."

With that the little boy stepped back from the fence, reached down, and began rolling up one leg of his trousers. In doing so he revealed a steel brace running down both sides of his leg attaching itself to a specially made shoe. Looking back

up at the farmer, he said, "You see sir, I don't run too well myself, and he will need someone who understands."

Discussion similar to the one shown earlier followed.

The world is full of people who need someone who understands.

How good it would be if we start empathizing with the weak people in our company and life and understand them. What Say?

STUDY MATERIAL: CREATIVITY

A blind boy sat on the steps of a building with a hat by his feet. He held up a sign which said: "I am blind, please help." There were only a few coins in the hat. A man was walking by. He took a few coins from his pocket and dropped them into the hat. He then took the sign, turned it around, and wrote some words. He put the sign back so that everyone who walked by would see the new words.

Soon the hat began to fill up. A lot more people were giving money to the blind boy. That afternoon the man who had changed the sign came to see how things were. The boy recognized his footsteps and asked, "Were you the one who changed my sign this morning? What did you write?"

The man said, "I only wrote the truth. I said what you said but in a different way."

What he had written was: "Today is a beautiful day and I cannot see it."

The discussion that followed had some such points:

Do you think the first sign and the second sign were saying the same thing?

Of course both signs told people the boy was blind. But the first sign simply said the boy was blind. The second sign told people they were so lucky that they were not blind. Should we be surprised that the second sign was more effective?

The moral of the story is: Be thankful for what you have. Be creative. Be innovative. Think differently and positively.

STUDY MATERIAL: COPING WITH STRESS

The professor began his class by holding up a glass with some water in it. He held it up for all to see and asked the students, “how much do you think this glass weighs?”

‘50 gms!’... ‘100 gms!’... ‘125gms!’ ... the students answered.

‘I really don’t know unless I weigh it,’ said the professor, but my question is:

What would happen if I held it up like this for a few minutes?

‘Nothing’ the students said.

‘Ok what would happen if I held it up like this for an hour?’ the professor asked.

‘Your arm would begin to ache’ said one of the students.

You’re right, now what would happen if I held it for a day?’

‘Your arm could go numb, you might have severe muscle stress and paralysis and have to go to hospital for sure!’ ventured another student and all the students laughed.

‘Very good. But during all this, did the weight of the glass change?’ asked the professor.

“No”, the class replied.

‘Then what caused the arm ache and the muscle stress?’ the students were puzzled.

‘PUT THE GLASS DOWN!’ said one of the students.

‘Exactly!’ said the professor. “Life’s problems are something like this.”

Hold it for a few minutes in your hand and they seem OK. Think of them for a long time and they begin to ache. Hold it even longer and they begin to paralyze you. You will not be able to do anything.

The discussion that followed had some such points:

Discussion on how people respond differently to situations followed. It was also stated how each response can lead to novel results

STUDY MATERIAL: COPING WITH EMOTIONS

A daughter tells her mother how everything is going wrong for her, she probably failed her math exam... her boyfriend just dumped her... for her best friend.

In times so sad, a good mother knows just the thing to cheer up her daughter...

"I make a delicious cake." In that moment the mother hugged her daughter and walked her to the kitchen, while her daughter attempted to smile. While the mother prepared the utensils and ingredients, her daughter sat across from her at the counter. Her mother asks, "Sweetheart would you like a piece of cake?"

Her daughter replies, "sure mom, you know how I love cake."

"Alright..." the mother said, "drink some of this cooking oil."

Shocked the daughter responded, "What?!? No way!!!"

"How about a couple of raw eggs?"

To this the daughter responded, "Are you kidding?"

"How about a little flour?"

"No, mom, I will be sick!"

The mother responded, "All of these things are uncooked and taste bad, but if you put them together... they make a delicious cake!"

God works the same way. When we ask ourselves why he makes us go through these difficult times, we don't realize the what/where these events may bring us. Only he knows and he will not let us fall. We don't need to settle for the raw ingredients, trust in him... and see something fantastic come about!

Discussion focused on how everyone has to face difficult and challenging situations and how some keep complaining whereas others develop themselves as more mature individuals.

➤ **Outcome**

- The researcher observed that the student-teachers were active and were able to understand the stories. But at times they felt difficulty with some of the expressions. Further they were working together in groups and were contributing to the presentation part.
- During the presentation part, student-teachers presented the text through one of their group members. Sometimes, the whole group came on the stage to present their deliberations. They were found confident and enthusiastic in presenting their definition as well as the story and the life skill in the story and were able to come up with novelty of ideas.
- The researcher came to realize through the deliberations that the student-teachers possessed general knowledge of life skills and the session accomplished the objectives of the session.

SESSION 3: Selection of a School

➤ **Objectives**

- To simulate a situation for students in the process of selecting a primary school (international, a school from village, a SSA school).
- To present the challenges a teacher might face by taking up a job in the respective primary school.
- To decide the criteria for selection of a school.

➤ **Modus Operandi**

- The researcher provided the student-teachers with a challenge for their professional career.
- In the prime of your career, you are faced with a problem of choosing a school. You have to have Job satisfaction from any of the options. What will you do to decide among the available options and through what strategies? The researcher asked the student-teachers' criteria for choosing a particular setting (Cosmopolitan, Town, and Rural)

- o The researcher asked the consequences that student-teachers were likely to face their choice and decisions while choosing a cosmopolitan setting, a town setting, a rural setting with their own peculiar work culture
- o The participants worked in three sub-groups. Each group was provided with some basic information on a school.
 - **Group 1: From Cosmopolitan Area**
 - The researcher then provided Group 1 with some information of an international school and then asked them to discuss the issue with the help of the brochure provided to them.
 - Then they were asked what they would do if they were given an opportunity to teach in that school.
 - They had the task of discovering different challenges that they might encounter.
 - They were to discuss the decisions and problems they might face, and how they would solve the problem.
 - The same procedure as discussed for group 1 was followed for group 2 and 3
- o The session ended up by presenting the task of the respective schools they were assigned to.

➤ **Outcome:**

- o Initially, the researcher found the student-teachers faced problems with the school selection, imagining situations, challenges faced by teachers. But later they came out with different challenges regarding efficiency, content, infrastructure, technological challenges and methodologies to be selected during the class and so on.
- o The presentation part was a very motivating period in the whole session wherein collaboratively student-teachers came up with different solutions to the challenges and problems faced by a teacher in respective setting (cosmopolitan, town, rural)

- o The session objectives were accomplished at the end of the session and hence student-teachers were confident enough to take decisions that suited their personality and qualifications.

SESSION 4: Role play

➤ **Objectives**

- o To make students assume their role as a marriageable candidate
- o To arrive at a particular choice among the available candidates
- o To anticipate the consequences for their choice.

➤ **Modus Operandi**

- o The researcher gave the following situation and explained the scenario.
 - You are of marriageable age. There are two offers – one from a candidate who is a doctor working in a Trust-run hospital and the other having a teaching job in a grant-in-aid secondary school. Your choice will fall on the doctor candidate is coming from a traditional family or the school teacher who is from a modern family having novel ideas about life and living.
 - Who would you choose as your life-partner /spouse?
 - They were expected to assume that their assent to the relationship will be responded positively.
 - They were asked to give their rationale about the choice.
 - They were asked to list consequences for their choice?
- o The researcher asked the student-teachers to arrive at their choice and write the same on a piece of paper. They were told to share their views with their peers, if they so desired.

➤ **Outcome**

- o Initially, the student-teachers were reluctant to share their choices in the class but later were able to state the consequences that might be faced while selecting the doctor candidate or the teacher.

- o A majority of the participants offered to marry the teacher as s/he would be a person who can understand a teacher better as they are people with high respect.
- o The researcher was able to accomplish the goals of the session at the end of the session.

SESSION 5: First Teaching Experience

➤ **Objective**

- o To create a critical situation for respondents to arrive at a decision and select among the strategies provided to them to tackle a notorious class.

➤ **Modus operandi**

- o Introducing the present task, the researcher asked the group to reflect over the previous sessions and their different teaching learning phases (block teaching, off-campus, internship etc.). Then the researcher provided the following situation.
- o On the very first day of your teaching job, you are assigned the task of engaging a class notorious for its belligerent nature. Trouble starts brewing the moment you open the book for taking a lesson and a lot of noise starts emanating from non-traceable corners, behind your back, while you are writing on the black board.
- o What steps would you take to have not only control over the class but also use the time creatively with benefits for those who wanted to learn from you? Your choices are :
 - Marking the trouble maker with the help of the Monitor and banishing him from the class.
 - Chiding the culprit in the presence of all the students in the class.
 - Keeping a watchful eye on the group and intervene and surprise them with witty questions from the text.
 - Noting-down the roll-number of the student and reporting his/her behavior to Class Teacher, Supervisor, Vice Principal, Principal

- Making teaching interesting by some anecdotes and relevant advanced information.
 - Other options of your choice/ Any combination of the above choices.
- o What will you do to creatively involve the students who have gone astray into the mainstream? Your choices are :
- Ask them to meet in-camera individually and have their personal details to have a feel of their background.
 - Place challenging tasks before the class and make the whole task a prestige issue.
 - Mark special tasks with some inputs from their family members and also broaden the base of excellence from mere academics to other aspects of personality.
 - Arrange special excursions and use their organizational skills for making it a success.
 - Arrange intra-class competitions of overall personality development.
 - Any other method of your choice/ Any combination of the above choices.
- o **Note:**
- Please note down consequences of each choice that you make.
 - Please also mention some expected results from your choice.

➤ **Outcome**

- o The student-teachers were able to assume their role. They came up with creative strategies and majority of them were in favor of involving the student through different creative strategies including arranging class room competitions, sports activities, curricular and co-curricular activities and so on.

SESSION 6: Decision Making Model

➤ **Objectives**

- o To familiarize student-teachers with three C model (Challenge, Choice, Consequences)

- o To brainstorm over several difficult situations from student-teachers.
- o To arrive at alternatives for several decisions by student-teachers.
- o To think of consequences likely to be faced.

➤ **Modus Operandi**

- o The researcher asked the student-teachers to brainstorm several difficult challenges faced or likely to be faced regarding academics, profession, social life and so on.
- o The student-teachers were to arrive at some alternatives/choices.
- o The researcher asked the group to foresee and arrive at some consequences that might be faced.
- o The researcher asked several student-teachers to present a challenge.
- o The researcher introduced a model of decision making i.e. Three C's to good decision making (Challenge, consequences and choice) and pointed the word CHALLENGE and repeated the situation selected.
- o The researcher pointed the word CHOICE on the model and asked the group to brainstorm several choices (at least three) that a person making this decision has.
- o The researcher then asked the group about the positive and negative consequences that each decision possess and to take a decision collectively in the groups.
- The researcher then talked about the following quote **“Decisions are generally taken individually but individuals seek other’s opinion before making decisions.”**
- The researcher concluded the session by discussing the following points.
 - o Would certain consequences warn you right away to choose something else? If so, what are they?
 - o What negative consequences relate to a person’s feelings or values?
 - o When facing a tough challenge how could you find other choices?
 - o How can you explore possible consequences of a particular choice? Who can you talk to for help?
 - o Are you facing a decision making challenge now? Could you use this model to help you?

SESSION 5: Hobby Versus Study

➤ **Objectives**

- To make student-teachers prioritize their interest
- To take up a suitable decision regarding the issue

➤ **Modus operandi**

- The researcher presented before the student-teachers the following situation and asked them to give some suggestions.
- Rupesh is barely doing well in college and he has a year and half to go before he graduates. His cousin Mahesh says he has a job for Rupesh in his dad's construction company. The wages are good and it is at least six months of work. Rupesh would have to drop out of course, but there is always the next year. He could use the money to help finance that motorbike or some hobby he wants. What should he do?

➤ **Outcome**

- The researcher could find out several creative suggestions from the group and they were able to present their ideas in a fluent manner.
- Majority of the male students prioritized their hobby instead of study. While the girls prioritized their study. The student-teachers were enthusiastic in presenting their choices. It was perceived that the objectives were accomplished at the end of the session.

SESSION 7: Health Prevention

➤ **Objectives**

- To sensitize student-teachers towards their nutrition and eating habits.
- To decide the course of action in dealing with dilemma with regards to the present condition.

➤ **Modus operandi**

- The researcher made student-teachers familiar with the purpose behind the present buzzword i.e. Life skill and reason behind its introduction.
- The following situation was presented asking student-teachers suggest the course of action that Shila could take.

- o **The situation**

- o *Kintu suspects that her elder sister Shila has an eating disorder. She knows that Shila has lost a lot of weight and she only picks at her dinner after skipping breakfast and lunch. Their mom hasn't noticed this, but then she doesn't pay much attention to anything. Kintu has heard about anorexia, the dieting disease that girls get – they eat hardly anything until they are very sick and thin. She is afraid of how angry her mom gets sometimes, and she doesn't want to get Shila into trouble. But she is worried about her. What should she do?*

- **Outcome**

- o The researcher perceived that the girls were able to come up with useful suggestions as the problem presented was unknown. But they were able to give suggestion after some of the suggestions came about the disease.
- o The session accomplished the objectives at the end of the session.

SESSION 8: Simulation On Ragging

- **Objectives**

- o To simulate student teachers to take up decision in critical social conditions.
- o To arrive at some of the consequences for student-teachers' respective decisions.

- **Modus Operandi**

- o The researcher introduced the present situation by probing several challenges faced by a student living in a hostel. Then introduces the following situation:
- o Suppose you are a student of some college far away from your native town. The college has compelled you to stay in the hostel where you have been given a room. You don't have friends. In the very first week you come to know about the ragging performed in the hostel. Despite being ragging illegal in the university premises secretly the college staff is also involved in the act.
- o The researcher asked the following questions

- What steps would you take?
- What would be their strategy to draw attention of the authorities towards the act?
- What are the consequences that you might face?

➤ **Outcome**

- The researcher perceived that the students were strongly opposing the ragging performed and being supported by the management/authority. Further they were able to arrive at major challenges faced by students living in hostels.
- The session accomplished its objectives at the end of the session.

SESSION 9: Resolving Dilemma

➤ **Objectives**

- To resolve the situation posed by the researcher.
- To judge the role of influences that can change the decisions of individuals.

➤ **Modus operandi**

- The researcher asked the student-teachers to brain-storm several influences that might change the mind of the decision maker.
- Then the researcher narrated the following situation.
 - *Anita's brother was caught shoplifting a mobile last year. Learning from his experience, Anita swore that she would never steal anything. But now she's with two friends who are planning to rip off something. They have been teasing her about not being able to walk out with anything. She has thought about just leaving and taking a bus home, but she doesn't want to look stupid in front of her friends.*
- The student-teachers were supposed to orally answer the following questions.
 - Mention Anita's decision
 - Mention influences that might change her mind.
 - Mention the things that she can do to fight the influences.

➤ **Outcome**

- The researcher found that the student-teachers were able to arrive at several influences that might change one's mind while taking a decision in different situations.
- They were able to accomplish the tasks given by the researcher. It seemed that the session objectives were accomplished at the end.

SESSION 10: SWOT Analysis

➤ **Objectives**

- To make student-teachers introspect and have a futuristic outlook about individual strengths, weaknesses, opportunities and threats.
- To help the student-teachers frame their professional goals.

➤ **Modus operandi**

- The researcher in this activity introduced the pre-service teachers to SWOT analysis. A small theoretical background was provided to them.
 - Strengths : That they have and have a desire to have
 - Weaknesses : That they have and have a desire to remove them
 - Opportunities : That they have and have a desire to create
 - Threats : That might come in attaining their aims/goals
- The researcher first asked the pre-service teachers to write down their goals of professional life and to write the major qualities and qualifications required for the profession.
- The researcher then introduced SWOT analysis and asked them to write their own Strengths, Weaknesses, Opportunities and Threats respectively and asked them to ponder over the outcome.

➤ **Outcome**

- The student-teachers were able to arrive at the list of their strengths weaknesses, opportunities and threats quite clearly.
- They introspected themselves and were honest. They were observed to follow the instructions given by the researcher.
- The researcher felt that at the end of the session they were able to come up with their long-term.

SESSION 11: Managing Finance

➤ **Objectives**

- o To evaluate their power to manage finance for a month.
- o To sensitize student-teachers with the importance of managing finance.

➤ **Modus operandi**

- o The researcher began the session directly by stating the situation expecting student-teachers to arrive at basic expenses of hostel life.
- o They were told, “You are a student in a college at a distant place and you are given Rs. 3000 every month by your father for your monthly expenses and you need to manage”.
- o The researcher instructed student to plan budget for the daily expanse and to allocate money for each and every plan providing relevant examples, orally.

➤ **Outcome**

- o The student-teachers were found participating in the tasks given by the researcher and were able to arrive at a general conclusion that the amount allocated to them for a month’s expense was low.
- o They found it difficult to allocate money for different plans and reduce their expenses to manage the allocated money for a month.

SESSION 12: Focused Group Discussion

➤ **Objectives**

- o To judge the level of student-teachers students and their ability to orally justify their decision
- o To develop insights into the decision making and problem solving concepts
- o To reflect over the previous sessions to ensure development of insight in decision making and problem solving
- o To help the researcher identify loopholes in the sessions
- o To collect data through Focused Group Discussion for the research purpose.

➤ **Modus operandi**

- The researcher familiarized the student-teachers with the research title and his objective to conduct the pre-test.
- The researcher asked the respondents to sit in a circle and individually asked to reflect over the previous sessions
- The researcher asked the student-teachers to reflect on some of the questions of pre-test.
- The researcher video recorded all the responses.

➤ **Outcome**

- The participation of the student-teachers made the session very interesting and inspiring for all. It was found that the participants were able to give justification to their decisions and had initiated a constructive debate/discussion.
- The researcher found the respondents coming up with discussion of the questions of their like.
- The student-teachers were able to write and pose questions to their peers. At the end of the session the objectives were successfully accomplished.

SESSION 13: Post-Test

To judge the level of learning of student-teachers and their ability to provide justification to their decision, post-test was administered.

4.11 Conclusion

The current chapter focused on the design and methodology of the research on hand, tools employed for data collection and data analysis, procedure followed during the research and programme offered on decision-making and problem-solving skills. The next chapter comprises interpretation of the data.