

## **Tryst with Destiny - Jawaharlal Nehru**

“Tryst with Destiny” was a speech delivered to the Indian Constituent Assembly in the Parliament by the first Prime Minister of independent India Pandit Jawaharlal Nehru, on the eve of India's Independence on midnight of August 14, 1947.

He said that long years ago, Indians made a tryst with destiny, and the destiny has come at the stroke of the midnight on 14th August. He emphasized that the people of India and leaders shall redeem their pledge to rebuild the country. He warned against petty prejudice, divisive criticism, communalism and narrow-mindedness. He admired the Father of our Nation and the Great son of India, Mahatma Gandhi, as the architect of India's freedom. He well-regarded the sacrifices of unknown volunteers and soldiers of Freedom.

He called the people of Pakistan as "Brothers and Sisters". The use of "we" and "our" creates a sense of unity in the speech and encourages mutual dedication. The people of India concern well-being not only for their own country but also for the world. The traditional personification of India as a woman, considered to be a "mother"(Bharatha Matha). As children, the people have to serve the Mother India. Nehru gives a lively picture of the historical richness of India and expresses his hope for great future for India.

## **YES, WE CAN - Barak Obama**

Barack Obama gave his victory speech named “Yes We Can” on November 4, 2008 at Grant Park in his home city of Chicago. Obama's speech focused on the major issues facing the United States and the world at the time he came to the president position.

The major issues of his speech were “Yes, we can,” "Hope" and "Change". Barack Obama's claim for change in politics, unity among people of American as a nation, his political agenda, the "American Dream" of a better, richer, and happier life for all citizens. Obama mentioned the challenges that America would face ahead. The worst financial crisis, lead two wars, work to his people, opportunities to the youth; new jobs to be created, new schools to build, and threats to face, new powers to compete, alliances to repair, restore prosperity and promote the cause of peace; to reclaim the American dream and reaffirm that fundamental truths of unity and hope.

He concluded his speech by mentioning one of his voters, Ann Nixon Cooper, a 106-year-old American. She is the witness of what happened and what would happen in America.

### **A Leader Should Know How to Manage Failure - APJ Abdul Kalam**

During the Wharton India Economic Forum in Philadelphia, Kalam spoke with India knowledge @Wharton about his career as a scientist, his vision for India's future, and the most important traits for leaders, among other issues. The present lesson is an excerpt from that interview.

1. Kalam witnessed India's biggest differences then and now: He saw the effects of the Second World War and India's independence. He saw the India's growth in economy, agriculture, ICT, telecom, space and weaponry.

2. About the lessons he learnt in the Space and Missile Programmes: i. How to handle success as well as failure, ii. Problems should not become the captain of the project chief, iii. Country needs strength to keep the nation peaceful and development.

3. Leadership qualities: Kalam said a leader requires six leadership traits. First, the leader must have vision. Second, the leader must be able to go into an unfamiliar way. Third, a leader should know how to manage success, and even more importantly, failure. the fourth, the leader should have the courage to make decisions. Fifth, the leader should have nobility in management. And sixth and final, the leader should work with integrity and succeed with integrity.

4. He gave one example, from his experience, of how leaders should manage failure: When a mission was failed under Kalam's direction, Prof. Satish Dhawan, ISRO Chairman took the responsibility, Next year a mission was succeeded, then Prof. Dhawan gave the credit to Kalam. Kalam learnt a very important lesson that day. When failure occurs, the leader takes the responsibility. When success comes, he gives it to his team.

5. About the Presidentship: The President of a country must have the traits of a leader. The President must be in touch with the people. The Rashtrapati Bhavan [i.e., the presidential residence) must become the people's residence.

6. His visions towards Future India: i. PURA: "Providing Urban amenities in Rural Areas" ii. Energy such as solar power, nuclear energy and bio-fuels. iii. Social Grids such as the knowledge grid, the health grid and e-governance grid

## **Nelson Mandela's Interview with Larry King**

Nelson Mandela revealed various issues in "Nelson Mandela's Interview with Larry King" in Larry King Live for CNN. He was a member of a revolutionary organisation of highly qualified men and women who struggled for South Africa's freedom and against to apartheid.

When they were caught, they could have got a death sentence for treason but because of requests made by many countries and people death sentence changed into life imprisonment. Mandela and his men did different works like crushing stones, making gravel, read raged newspapers near the dump and dug a quarry. They fought for better treatment by staging number of hunger strikes. It was a pleasure and inspiration to Mandela to sit down and get talk to highly capable men around him in the jail and read very good literature, especially biographies and history. His prison time wasn't a waste because he had the time to sit down and think his good and bad. This introspection helped him to change his way of thinking.

When Mandela knew that he was being released, he asked three weeks' time instead of being released in very few days. Because he wanted his people to prepare for his release and he wanted to thank the people who served him. But thousands of people came, he couldn't even walk towards the gate. Many White South Africans worried when Mandela became president because they thought that he would angry or wanted revenge. But he and his men didn't want revenge. They only focus on helping their people. According to Mandela what future generation must do must be left to them, because what happens today may not be shared by future generations.

## **JRD Tata's Interview with T.N. Ninan**

JRD Tata's Interview with T.N. Ninan is an extract from JRD Tata's interview with Executive Editor, T.N. Ninan, India Today. JRD Tata shared various issues of those days about Tatas and government policies. JRD Tata is a pioneer in Indian Aviation and Industry in India. He alarmed the growth of population of India and its adverse effects even before anyone perceives it.

JRD Tata stated that the major changes in Indian business in the last 50 years. There was reasonable licence and tax system. So, there was no great inducement to evade taxes, black marketing, black money, and corruption. When Nehru government brought a new licensing and tax system, taxes were increased by 98 percent, then the whole culture was changed. He gave clarification about the tax evasion case against Tata's Voltas (air-conditioners) and charges of insider trading against Tata Tea. According to him these happened because of misjudging and wrong assumption.

Both Nehru and Mrs Gandhi developed the polite ways of telling him shut up. If they do not like his opinions, Nehru would turn around and look out of the window, Mrs Gandhi started picking up envelopes, cutting and pulling out letters. In views of JRD Tata, G.D. Birla was a thinking man and a man of vision, Dhirubhai Ambani has tremendous drive, tremendous capability, tremendous novelty of ideas. JRD Tata observed Mr Ratan Tata's innovative and dynamic ideas. So, he picked Ratan Tata as his heir by making him chairman of Tata Industries not as chairman of Tata Sons, the mother company, because the chairman of Tata Sons will be appointed by the board. Ratan Tata, later, proved himself that he was suitable for the chairman of Tata sons.

## **You've got to find what you love\_ Steve Jobs**

This was a prepared text of the Commencement address at Stanford University, delivered on June 12, 2005, by Steve Jobs, CEO of Apple Computer and of Pixar Animation Studios. He told three stories from his life for explaining how he got present stage.

The first story is about connecting the dots. He was born to an unwed college student and was adopted to un-graduate parents. They promised that they would send him to college. 17 years later he joined Reed College, after six months he lost interest and was dropped from the college. Fascinating in beautiful handwriting, he joined the calligraphy course that was offered by the college. After 10 years, this knowledge of multiple letterings helped him while he was working on the first Macintosh computer and then, Mac. He concluded that looking backward connecting these dots would somehow connect in future.

The second story is about love and loss. He started Apple in a garage when he was 20. Later, on the differences in the vision of future, the board of the Apple company fired him from the company he started. During the next five years, he started a company named NeXT, another company Pixar and got married. In a remarkable turn of events, Apple bought NeXT, he returned to Apple. He believed that none of this would have happened if he hadn't been fired from Apple.

His third story is about death. He was diagnosed with pancreatic cancer. The doctors told him that this was almost incurable, and he would live only months. Later that evening he had a biopsy, the doctors found it was a very rare form of pancreatic cancer that is curable with surgery. He had the surgery and he was fine. Time is limited, so don't waste it living someone else's life. In his youth, there was an amazing publication called The Whole Earth Catalogue, which was one of the bibles of his generation. On the back cover of its final issue was a photograph of an early morning country road, and beneath it were the words: "Stay Hungry. Stay Foolish." He wished that for the students as he always wished that for himself.

## Unit – 1: Skills - Greetings

Greeting is an act of communication in which human beings intentionally make their presence known to each other. A greeting or salutation can also be expressed in written communications, such as letters and emails. The form of greeting is determined by social etiquette (usually cordial), as well as by the relationship (formal or informal) of the people.

### 1. Someone you don't know, meet for the first time.

Greeting: How do you do?

Response: Fine, thank you, how do you do?

### 2. Asking a person's feeling right now.

Greeting: How are you?

Response: I'm fine. How are you?

### 3. Replying someone you meet first time.

Greeting: Nice/Glad/ Pleased to meet you.

Response: Pleased/Nice/ /Glad to meet you too.

### 4. With a person you haven't seen for a very long time.

Greeting: How have you been?

Response: I've been good. How about you?

### 5. Based on different times of the day:

Greeting/Response: Good morning, Good afternoon, Good evening

## Introductions

The act or process of introducing or the state of being introduced. We all want to make a good first impression when we meet somebody new. Knowing well how to introduce yourself and others is a great way to achieve this. Here are the phrases to begin an introduction, start conversation and ending an introduction.

### 1. When introducing yourself to an individual.

Good morning/Good afternoon/Good evening.

- i. Hello. My name is ...
- ii. Let me introduce myself. I'm ...
- iii. Glad to meet you. I am...
- iv. I am from ...
- v. I am studying .../I am ...
- vi. It's been a pleasure. vii. Thank you.

## **2. When introducing yourself to a group.**

Good morning/Good afternoon/Good evening.

- i. My name is ...
- ii. Let me introduce myself. I'm ...
- iii. I'd like to introduce ...
- iv. I am from ...
- v. I am studying .../I am ...
- vi. It's been a pleasure.
- vii. Thank you.

## **3. When introducing others/ a person to an individual.**

Good morning/Good afternoon/Good evening.

- i. Let me introduce you ...
- ii. I'd like to introduce ...
- iii. He/She is studying .../He is ...
- iv. He/She is from ...
- v. Good day/good night.
- vi. Thank you.

## **4. When introducing others/ a person to a group.**

Good morning/Good afternoon/Good evening.

- i. Let me introduce you ...
- ii. I'd like to introduce ...
- iii. He/She is studying .../He is ...
- iv. He/She is from ...
- v. Good day/good night.
- vi. Thank you.

## Unit – 2: Skills - REQUESTS

A request is a polite and courteous way of asking for something or to do something. It is also necessary to know how to respond to a request whether it is acceptance or refusal.

1. May/Can I+ V1+O, please?

Request: May I take your pen, please?

Acceptance: Yes, of course.

Refusal: No, I am sorry. I don't have it.

2. Could/would I+ V1+O, please?

Request: Would I take your pen, please?

Acceptance: Yes, of course.

Refusal: No, I am sorry. I don't have it.

3. Can /Will /Could /would you please ...V1+O?

Request: Would you please give me your pen?

Acceptance: Yes, of course.

Refusal: No, I am sorry. I don't have it.

4. Would you/Could you..., please?

Request: Could you give your pen, please?

Acceptance: Yes, of course.

Refusal: No, I am sorry. I don't have it.

5. Would you mind v1+ing ...

Request: Would you mind giving me your pen?

Acceptance: Not at all.

Refusal: No, I am sorry. I don't have it.

6. I wonder if you could ...

Request: I wonder if you could give me your pen.

Acceptance: Not at all.

Refusal: No, I am sorry. I don't have it.

7. I am sorry to bother you but ...

Request: I am sorry to bother you but would you mind giving me your pen?

Acceptance: Not at all.

Refusal: No, I am sorry. I don't have it.



### Unit – 3: Skills - ASKING AND GIVING INFORMATION

Generally, asking or giving information is a common activity of anyone's life. Whether it is asking or giving, it must be done in an appropriate form for the situation and time. Based on the form or formality of asking and giving, it can be in two ways - formal and informal. When we ask or give information from/to younger family members and friends, we use the informal/ colloquial way of asking or giving information. When we ask or give information from/to elders or strangers or superiors, we use the formal/polite/courteous way of asking or giving information.

#### Informal Structure:

If you are asking a friend or family member for information, use a direct question.

1. Wh + Helping Verb + Subject + Verb ...?
  - i. How do we do our project work?
  - ii. When do we submit our project work?

#### Formal Structures:

1. Structure: Pardon me / Excuse me /+ Can / Could you tell me ...?
  - i. Excuse me, can you explain me how to do our project work?
  - ii. Could you tell me when the project is to be submitted?
2. Structure: I wonder if you could + tell me/explain/provide ...
  - i. I wonder if you could explain me how to do our project work.
  - ii. I wonder if you could tell me when the project is to be submitted.
3. Structure: Would you mind + verb +ing...?
  - i. Would you mind explaining me how to do our project work?
  - ii. Would you mind telling me when the project is to be submitted?

**Conversation:** A stranger meets you at college gate. He wants to know a good hotel nearby. How do you direct him to Athidi Hotel?

Stranger: Excuse me, would you mind answering some questions?

Roshan: It'd be a pleasure to help you.

Stranger: I wonder if you could tell me what the good hotel in the town is.

Roshan: Sure, the good hotel in the town is Athidi hotel.

Stranger: Could you tell me how can I go to Athidi Hotel?

Roshan: Sure, it'd be a pleasure to help you. Catch any auto that goes towards railway gate and ask him to drop at Athidi Hotel.

Stranger: Can I go on foot?

Roshan: Yes, of course, you can go on foot. In fact, it is walkable distance.

Stranger: OK, would you mind telling me how much cost is that?

Roshan: I'm afraid I can't answer that.

Stranger: I thought you would know that. But it is ok. I'll know it.

Roshan: Yes. You will. Stranger: Ok, thank you for helping me.

Roshan: It's my pleasure

### Agreeing and Disagreeing

The act of agreeing and disagreeing is a part of everyone's daily conversation in any language. Every day, we agree or disagree at home, at school, at office, with our friends, or even with strangers. Agreeing with someone means to approve their opinion, statement, or action. Disagreeing, on the contrary, is the opposite of agreeing.

Stating an opinion	Agreeing	Disagreeing
In my opinion...	That's right! / Me too!	I don't think so
The way I see it...	Absolutely! /Exactly!	I don't agree!
If you want my honest opinion....	Yes, I agree!	I totally disagree!
According to Mr.Rao...	I totally agree!	As a matter of fact, I don't think that's correct.
As far as I'm concerned...	I see exactly what you mean!	That's not always true.
If you ask me...	You're right. That's a good point.	Absolutely not!

**Conversation:** Agreeing with your friend, Malli who is discussing merits of Government College.

Malli: Hi, Roshan, how are you?

Roshan: I am fine, thank you. How are you?

Malli: I am good, thank you. What can I do for you?

Roshan: Actually, I want a clarification on where do I join my degree course?

Malli: That's a good thing; you decided to join a degree course.

Roshan: But I am not sure about the college.

Malli: If you ask me, I will suggest you a government college.

Roshan: I also think so. Can you explain why I must choose a government college?

Malli: Sure. There are many facilities like Experienced and qualified lecturers, time for labs, sports, and games, curricular and extra -curricular, cultural activities. Digital classrooms, online teaching, online courses, seminars, workshops, field trips, Lecturers' guidance, minimum fees, scholarships, spacious classrooms and college ground.

Roshan: I see exactly what you mean. Thanks for your wonderful suggestion. I want to join Government Degree College.

Malli: Goodluck, see you soon, bye.

Roshan: Bye.

### **Unit – 4: Skills - Dialogue Building**

Dialogue is a spoken or written conversation between two or more persons. A dialogue is possible when there are at least two people. It is the key to language development, the exchange of thoughts and ideas and also a part of socialization.

#### **Important points in dialogue building:**

1. Situation: Formal or informal. The words or sentences depend on the situations.
2. Relation of the speakers: Formal or informal. Conversation depends on the relation of the speakers.
3. Equal participation: Each person in a conversation takes equal role.
4. Non-verbal: In face-to-face conversation it has been suggested that 85% of the communication is nonverbal/ body language – a smile, a frown, a shrug, tone of voice conveying much added meaning to the mere words.
5. Social etiquettes: Conversations follow rules of etiquette, because conversations are social interactions, and therefore depend on social conventions.
6. Show interest and curiosity in others. Be an active listener, maintaining good eye contact and asking questions.
7. Do not interrupt and cut in with your own ideas before the other person is finished speaking.
8. Maintain an open mind; everyone has a right to express themselves even if you don't agree with what they are saying.
9. Be prepared by staying on top of the latest news, developments and world events.
10. Be approachable by staying relaxed, smiling and maintaining a friendly attitude.

Write a dialogue between two Friends about their future plans

Harshitha: Hi Roshini, how are you?

Roshini: I am great, what about you?

Harshitha: I am fine. So, what is your future plan? What do you want to do after passing the final exam this year?

Roshini: Actually, I have a dream to become a collector from childhood and I am still on it.

Harshitha: Wow, that's so good. How do you prepare?

Roshini: As you know I am good at science and I also like remaining subjects.

Harshitha: Why do you want to become a collector?

Roshini: Actually, I am from a tiny village in Andhra Pradesh, I spent my early childhood there and I have seen the village life from so close. People suffer a lot because of lacking good services. Still, there are lots of problems. I want to work for them.

Harshitha: That's a noble reason I love your thinking

Roshini: Yeah, my parents are encouraging me to become a collector and they are going to help as much as they can. What is your plan? What are you going to be?

Harshitha: I have a plan to study on Architecture. I think I am pretty good at design and drawings. I have a dream to work in the construction industry too.

Roshini: That's an amazing plan. What was the reason behind choosing this particular profession? Harshitha: I am not sure, I just liked it. And I am reading lots of books related to the architect and the basics. I think I am going to enjoy professions. I love it by the way.

Roshini: If you love something, then you just need to go for that.

Harshitha: Yes, I think the same.

Roshini: That was a very nice conversation with you. I feel good to know your future plans.

Harshitha: I loved it too. Take care and see you.

Roshini: Bye.

## Giving instructions/Directions

Giving an instruction or direction is a way like giving a short, clear definition of a word. It is an important skill. Clear instructions enable people to follow what we want them to do or what they need to do without getting confused or lost. The important thing when giving instructions is to be very clear and precise. We use imperative (command) verb forms, such as 'Take the first...' or 'Turn right at...' The stages must always be in the right order, and we keep them brief and separate by using short sentences or bullet points. Words must be chosen carefully so that no misunderstanding is possible

Asking for Instructions	Giving instructions	Starting out Instructions	Continuing Instructions	Finishing Instructions
How do I...? Excuse me, can you show me how to...? Do you know how to...? How do I go about...? What do you suggest? What is the first step? What is the best way to...?	First, you... Then, you... Next, you... Lastly, you... Turn left/right... It's this/that way ...	The first thing you do is... Before you begin, (you should...) The best place to begin is... I would start by...	After that,... The next step is to... The next thing you do is... Once you've done that, then... When you finish that, then...	The last step is... The last thing you do is... In the end,... When you've finished,... When you've completed all the steps ...

## UNIT – 5: SKILLS

### DEBATE

**Introduction:** A debate is a formal discussion on a particular topic between two groups or parties in which opposing arguments are put forward and solutions are offered at the end of it. You can watch several political debates, religious debates and debates related to economy on the television.

**Roles in a Debate:** There are two groups participate in a debate. The first one speaks in favour of the resolution, and the other opposes the resolution. The group, which speaks in favour of the topic, is called the affirmative group and the group that opposes the topic, is known as the opposing group or negative group. The debate will be started and monitored by the Chair person or Speaker and will be evaluated by a group of adjudicators.

#### **Stages in a Debate:**

1. **Introduction:** A debate starts with the introduction or proposal of a topic or a resolution. The chairperson starts the debate and the two teams argue for and against the topic or a resolution. Each team consists of 4- 5 members who argue in favour of their statements.

2. **Argument:** It is the discussion that takes place between the two groups. First, the affirmative group that is in favour of the topic defines the topic and puts forward its ideas. The other group, the opposition, redefines and disagreeing with the resolution, opposes the ideas. This process continues until the chairperson or adjudicator decides to close the debate. The last speakers of each group summarize their ideas and support their group's standpoint.

3. **Conclusion:** During the debate, the chairperson and adjudicators judge the performance of the teams and decide which group has presented strongly. The two groups negotiate and come to a final understanding and solution. The panel of judges cast votes to decide the winner of the debate and declare the winners.

A debate helps the students to develop the following skills:

- Critical Thinking Skills
- Logical Thinking Skills
- Communication Skills
- Problem Solving Skills
- Negotiation Skills and
- Team Spirit

## Descriptions

Description is a spoken or written account of object/objects, person/persons, place/places, or an event/events etc. Learning how to describe objects, persons and places clearly is a vital skill. Effective descriptive words show mood and character in addition to appearance. The best descriptions draw us in and keep us rapt with attention, placing us in a scene.

	Instructions	Indicators	Words
Describing Object	i. Give a brief introduction ii. Begin with an overview of the object. (purposes/ uses/ functions/ speciality) iii. Details: Divide the object into parts and describe each part. iv. Describe the object from top to bottom or outside to inside. v. Include specific information. vi. Your impression.	Size	Tall, big, large, short, small
		Shape	Long, circular, rectangle, triangle, square, cone,
		Weight	Heavy, light
		Material	Iron, wood, glass
		Texture	Steel, leather, fabric, plastic, metal, cardboard
		Colour	All colour
Describing Persons	i. Give a brief introduction. ii. Begin with an overview of the person. (speciality) <b>iii. Details:</b> a. <b>Appearance</b> is what someone looks like on the outside. b. <b>Mannerisms</b> are the ways that someone acts or behaves. c. <b>Character</b> traits are the little things that make someone who they are. In other words, they make up someone's personality. d. <b>Emotions</b> are what someone feels at a certain time. iv. Include specific information. v. Your impression <b>Note:</b> Use Present Tense for still living persons, Past Tense for once lived persons.	Height	Tall, short, medium height, normal height
		Build	Chubby, fat, lean, thin, slim, sturdy
		Eyes	Grey/blue/black/brown/ small/big round eyes
		Eye brows	Thin/bushy eye brows,
		Nose	Straight/hooked/long/small nose
		Mouth	Small/large mouth
		Face	Round/oval/long/square face
		Complexion	Fair, tan, dark, light brown
		Other features	Beautiful, pretty, handsome Moustache, beard,
		Attitude/ emotions/ feelings	Determined, delighted, sad, happy, angry, worried, arrogant, humble,
Describing Place	i. Give a brief introduction ii. Begin with an overview of the place. (purposes/ uses/ functions/ speciality) iii. Details: Location, people, customs, traditions, best places, entertainments etc. iv. Include specific information. v. Your impression:	Positive words	Negative Words
		Ancient, contemporary, modern, quiet, Beautiful, attractive, fascinating, Famous, popular Huge, big,	Noisy, old, outdated, boring, crowded, dull, uninteresting, expensive, polluted, gloomy, bleak

Describing a situation/ Event	i. Give a brief introduction ii. Begin with an overview of the situation/event. (purposes/ speciality) iii. Details: Place and date, people, etc. iii. Order /Sequence iii. Include specific information. vi. Your impression:	Colourful, crowded, quiet, beautiful, attractive, fascinating, Famous, popular Huge, big, good, happy, pleasant, etc.	Noisy, boring, crowded, dull, uninteresting, expensive, polluted, gloomy, bleak, bad, unhappy, unpleasant, etc.
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### **Describe your favourite city in your own words:**

Shimla is a beautiful hill station Himachal Pradesh. Shimla has lots to offer, it is modern because it has all the facilities of the contemporary world. The hotels here are very well equipped to suit the temperature.

On the other hand, it has the charm of an old town because it has some ancient structures and old buildings. The Mall Road of Shimla has its own charm. It is a place where I can sit for hours and watch people merrymaking or going to work.

Whenever I am in Shimla, I visit the ‘Honey Hut’ which is a cafe where I enjoy a hot cup of ginger tea and relax.

I can never get bored there because it is a town where I can see honeymooning couples dressed as if they are going to attend another wedding party. It is also fun to watch children playing with snowballs, eating ice cream sitting on snow. Many shops sell colourful wooden souvenirs which are very inexpensive.

There is also a theatre on the Mall Road which is known as the Gaiety Theatre. Shimla is also known for monkeys that snatch away tourist’s popcorns. So, whenever I get a few days off I like to go to Shimla and spend some time there.

### **ROLE PLAY**

Role-playing is the changing of one's behaviour to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. The *Oxford English Dictionary* offers a definition of role-playing as "the changing of one's behaviour to fulfill a social role". Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Role play is an educational technique in which people spontaneously act-out problems of human relations and analyze the enactment with the help of other role players and observers.

### **When Should Role Playing Be Used?**

Role playing is effective when the topic involves person to person communication or interactions. Role play can allow everyone to participate. The overall mood a training session can be improved by the excitement that role playing provide



### **STEPS OF ROLE PLAY:**

- Selection of the problem
- constructing role play situation
- casting the players
- briefing
- role play action
- discussion and analysis

### **ADVANTAGES OF ROLE PLAY:**

- Reflect upon their knowledge of a subject. As such, role play is an excellent teaching method for reviewing material at the end of the course study.
- It is energizing.
- It is simple and low cost.
- In present complex issues simply and in a short while.
- It does not need material or advance preparation.
- Helps to develop self-esteem and confidence.
- Helps to develop real communication skills in leadership, interviewing and social interaction.
- Helps to develop ability to observe and analyses situation.
- Give them opportunity to show their creativity.
- Students gain a different experience related to their life and social situation.

### **DISADVANTAGES OF ROLE PLAY:**

- It requires expert guidance and leadership.
- Sometimes participants may feel like threatened.
- Strongly depends on student's imagination.
- Participants may be too shy.
- It becomes difficult for teachers to evaluate the student individually.
- It's a time-consuming process.
- It's a failure when the group does not understand.

### **REQUIREMENTS OF A SUCCESSFUL ROLE PLAY:**

- Careful definitions of the goals and objectives.
- Selection of the characters according to enthusiasm, sincerity and willingness of the players.
- Should not be rehearsed.
- Should be stimulant to thinking.
- Flexible
- Brief (15 minutes)
- Analysis and evaluation immediately following role play.

### **CONCLUSION**

Role play model has a great attribute on teaching - learning process. It makes the teaching learning process more effective.