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| **Context and Purpose** | In the last session, the students learned to use the Decision Matrix to evaluate their ideas. From ten ideas, they were made to select their top five. The first step in the three-step idea evaluation process has been completed. To further evaluate and shortlist their ideas, the students need to work on the second step in the idea evaluation process – Paired Comparison Analysis.The purpose of asking the students to do this is to help them choose any two ideas with great potential from the five ideas that they arrived at in the previous step. These two ideas will be used to go to the third and last step of evaluation, which is using the **Apply 5Q Framework** to select the ONE top idea. |
| **Duration** | 30 minutes |
| **Activity Type** | Individual Activity |
| **Pre-Session Preparation** | Time required for preparation: 30 – 60 minutesBefore beginning this session, watch the following three videos:**Video: Paired Comparison Analysis – Concept** **Video: Paired Comparison Analysis – Activity** **Video: Paired Comparison Analysis – Activity Debrief*** Also go through these three documents that the students will be working with:
	1. The Microsoft Excel template – **Paired Comparison Analysis and Final Scores.xlsx**
	2. The activity instructions handout – **Paired Comparison Analysis Activity Instructions.docx**
* It will also help you answer questions that the students may ask you while running the activity.
* Ensure that the classroom has arrangements for Audio-Video and sufficient space along with PCs/laptops for the students to carry out the activity.
* Understand the comparison method adequately so that you can help your students do the analysis successfully.
* Work on your own Paired Comparison Analysis and practice the activity – this would help you facilitate this session with ease.
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| **How to run this class activity?** | **A. PREPARE THE CLASS FOR THE ACTIVITY (10 minutes)**Play the **Video: Paired Comparison Analysis – Concept.**Refer to the **Video: Paired Comparison Analysis – Concept** and point out that:* This tool helps you compare ideas in pairs.
* This comparison is based on your view or your current knowledge of the potential of the ideas—you may or may not have any actual data for your view, but at this stage it is fine.
* The Paired Comparison Analysis helps you compare any two ideas to bring out the more promising one.
* It helps you further shortlist your top 5 ideas from the Decision Matrix and arrive at the 2 most promising ones to take it to the next stage of evaluation.

Play the **Video: Paired Comparison Analysis – Activity.**Follow this by giving out the **Paired Comparison Analysis – Activity Instructions** handout.Ask them to carefully follow the instructions in the handout and ask questions after they have gone through it completely.1. Tell them that they should use the **Final Scores.xlsx** sheet of the Microsoft Excel template only at the end of the analysis.
2. Make sure that they are using the soft version of the Microsoft Excel template for this activity. They can be shared ahead by email. You can instruct them to download the template from EdCast as pre-work and carry them to the class. This Excel template has inbuilt formulae for calculations. In case some students don’t have it in the class, it can be shared via pen drives.

**B. STEPS TO RUN THE ACTIVITY (10 minutes)**1. Start the activity and announce that the allocated duration is 10 minutes.
2. Ask the students to remember that:
* They need to fill in the green boxes in the first sheet of the template.
* The second sheet of the template is to be used to add the scores from their Decision Matrix and Paired Comparison Analyses to arrive at the Final Scores.
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|  | 1. Ensure that all the students are participating and working on their templates; go around the class and help those who seem to be in doubt.
2. At the end of 10 minutes, ask them to stop.

**C. CONCLUDE THE ACTIVITY (10 minutes)**1. Announce that they have successfully completed the second step of the idea evaluation process!
2. Reiterate that using this analysis, they should have selected the two best ideas from their top five.
3. Encourage the students to share what they understood from both the analyses. Allow a maximum of three students to respond before moving on.
4. Play the **Video:** **Paired Comparison Analysis – Activity Debrief.**
5. Conclude by saying that they are ready to move on to the last step of the idea evaluation process – 5 Questions Exercise or the 5 Q Exercise.
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| Run this activity in an Audio-Visual room or seminar hall, as parts of this session involve screening of videos. Make sure that the excel templates are shared with the students before the session via email.Students should have access to PCs/laptops to work on their Excel templates.Make sure that the instruction handout copies are ready to be distributed in the class.Make sure that students go through the handouts in detail.The students might have many queries with regards to this activity. To adhere to the planned duration, encourage them to attempt filling the templates before they bring up any queries.In case some students need more detailed guidance, offer to help them with the template if they stay back after class hours. Tell the students that the key is to evaluate objectively and not get too attached to their ideas. This will make evaluation and shortlisting more effective.This activity is likely to take longer than the planned duration. |