E- Content For B.Ed. IIIrd semester Students

Topic : LESSON-PLAN

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- KEY WORDS : **Meaning , Merit and Limitations of Lesson plan**

DECLARATION

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LESSON-PLAN

Introduction :

"A lesson plan is not a blue print that one has to adhere to it all costs. It is rather, a guide, an index of sequence of classroom activities, a list of important teaching points, suggestions for procedures that may be followed during the period. The teacher may and should modify the plan on change any part of it whenever necessary". A lesson plan is the systematic preparation done in a scientific manner. Without a lesson plan, even the most competent of the teachers is unsuccessful. There may be differences among the scholars regarding the form of the lesson plan but there cannot be two views regarding its need. There is a description of the acquired knowledge, new knowledge, question method, means, material etc. in the lesson plan.

According to Stands, "Lesson plan in reality is an action plan. It reflects teacher's philosophy of life, his knowledge about pupils, objectives, and knowledge of teaching methods for content presentation."

According to Dr. Parikh, "A lesson plan is not blue print that one has to adhere to at all cost it is rather, a guide and index of sequence of class-room activities, a list of important teaching points, suggestions for desirable activities and procedures that may be followed during the period."

According to B.D. Bhatia and K. Bhatia, "A lesson plan points out what has already been done, in what direction the pupil should next be guided and the immediate work to be taken up. It is a statement of the aims to be realized and the specific means by which these are to be attained as a result of activities engaged during the period, the class spend with the teacher".

According to Bossing, "Lesson plan is the description of statements which are presented by doing different activities for the achievement of content in one period".

According to Binning and Binning, "The daily lesson plan mentions the objectives systematic outline of contents and teaching methods".

Utility, Importance and Need of Lesson Plan

The daily lesson plan is very useful, which is described as follows:

1) For successful teaching, construction of daily lesson plan is very important. The teacher is able to predict pupil's action on the basis of his experiences and ideology.
2) In the absence of pre-planning teaching, the teacher is always apprehensive of facing difficult situation. Being, dissatisfied with his work he gets fatigued.
3) The teacher is able to make attentive the whole class with the help of lesson plan. The conclusion of different studies show that planned teaching is more effective.
4) He designs the teaching plan for the presentation of chemistry content according to responses of changed class situation, curiosity of students, doubts and their answers.
5) He avoids all embracing situation by designing the teaching. All opportunities for creation of indiscipline ends. He is self-satisfied.
6) He never gets fatigued in teaching work after this planning.

Needful Points of Lesson Planning

The learning process become speedy if the following points are kept in mind:

1) Long activities are responsible to disturb the attention of the students. These should be avoided.
2) Lack of planned work affects the attentiveness of students.
3) Change of activities is always helpful in stabilizing the attention. So it should be followed.
4) Different activities are uniformly effective for attentiveness.
5) New activities always create attention; hence the teacher must include them in his planning.
6) All the students are not similarly attentive for a single activity.

Characteristics of Good Lesson Plan :

Characteristics of a good lesson plan are as follow :

1) The lesson plan should be in written form.
2) The content of sub-unit should be written in brief with clear learning or teaching points.
3) The specific objectives with reference to content should be well defined.
4) The language of the lesson plan should be simple and understandable.
5) The content should be in logical order.
6) The questions of lesson plan should exhibit inter-related chain.
7) There should be provision for options in questions.
8) Every step of planning should have provision for student's participation.
9) No irregularity should be in the selection of learning activities.
10) Simple, available and applicable auxiliary aids should be selected and they should conform the mental level of the students.
11) Teacher-students interaction procedure should be continuous.
12) Provision should be made for different mental levels of the students in lesson plan.

13) Effective and practical techniques should be adopted for evaluation.

14) For different mental level students' optional activities should be included for feed-back.

15) No opportunity should be provided in which the student becomes passive declining from the teacher, in the periods.

16) Provision for the achievement of all objectives should be available in evaluation.

The following specific ness in lesson planning is also expected :

1) It should be based on unit plan.
2) There should be inter-relation between sub-units of chapter (unit) and other units of chemistry.
3) The students should be encouraged for thinking about the 'What, Why and How' types questions.
4) The questions should be inter-related. The quality of questions should conform the criterion of the teaching principles.
5) Provision should be for creating different learning situations.
6) Interaction between teacher and taught should be consistent.
7) Maximum opportunities should be provided for visible observations.
8) The students should be fully satisfied after teaching.
9) Opportunities should be given to the students to put their difficulties, doubts and suggestions.
10) Maximum empirical use of senses of students should be ascertained.

Limitations of Lesson Plan :

Lesson plan is not the controller of the teacher but is a self-made guide. He is free to change it at any level of learning. He has to modify it according to the situations in the class, for which the teacher decides himself. Therefore it is natural that lesson plan may have defects or limits. The defects or limits may be as follows :

I. Lesson plan is a tool constructed by the teacher. He uses it but not governed by it.

II. The lesson planning depends on some traditions of the teacher. It is not necessary that these traditions may be fully or partially true. In this way the lesson plan will be affected.

III. If some typical situations develop in the class, which necessitates change in the lesson plan, the teacher is free to do so.

IV. If any activity is left in the lesson plan and students want to include it, the teacher should use it immediately.

V. The teacher has to do hard labour in the construction of lesson plan. This work only becomes formal, keeping in mind his work-load.

VI. Practically the teacher controls himself by lesson plan.

VII. Sometimes the teacher finds himself in undesirable situations.

VIII. If in the lesson plan, the students are keenly interested in an activity, it can be continued for long direction. In this way if the plan is not complete in time, the teacher is free to leave it for next day or complete it by extending in the next period.

PROFORMA OF LESSON PLAN

1. Title of a lesson :

   Serial No: .....

   Date : .....

   Class : .....

   Subject : .....

   Topics : .....

   Duration : .....

   Sub-topic : .....

   Place and name of school : .....

   General Objective : .....

   Specific Objective : .....

   Previous knowledge : .....

   Introduction : .....

Development of a lesson : .....

Blackboard Summary : .....

Evaluation : .....

(1) **Serial No. :** We should put serial number to the subject.

(2) **Date :** We should put date, the day on which the lesson is being taught.

(3) **Class :** The class and section in which the lesson has to be taught.

(4) **Duration :** Put the duration during which the lesson has to be taught.

(5) **Topic :** Put the topic the lesson.

(6) **Sub-topic :** Put sub topic if there is any sub-topic of the given topic.

(7) **General objective :** These objectives will be applicable while teaching any topic of the subject. These are related to the subject. These objectives are fixed.

(8) **Specific objective :** These are the objectives which should be kept in mind which teaching a particular topic. If you are teaching the students about the diseases of animals, then our specific objective will be to teach them the cause, symptoms, means, remedy and safety measures and arouse a feeling of affection of cleanliness of animal husbandry.

(9) **Teaching aids :** After writing the objectives should be given a brief description of all the apparatus to be used. The apparatus should be written about in the sequence in which it is to be used in the class-room.

(10) **Previous knowledge :** It means the subject matter already studied along with all previous experiences. While indicating the previous knowledge we keep in mind the present lesson and the teaching objectives. The lesson plan should be prepared keeping in mind the previous knowledge and previous experiences of students.

(11) **Introduction:** The teacher should find suitable way to draw the attention of students. The form of the introduction should be such that the student takes interest in the lesson and gives his complete concentration to study. As far as possible, the introduction should be brief. Teaching aids and excursion reports can be used to being the chain of according to the topic to be taught and

question answers. It is not necessary to have an introduction for all topics. It is best to start the lesson straight way.

(12) **Development of a lesson :** The teacher should develop the lesson with the help of students. Proper and useful teaching method should be used. If theoretical facts and information are to be given to the students, lecture method should be used. Problems solving method can be used if varieties of flowers is to be taught. The subject matter should be divided into small portions and should be taught at proper places and in correct sequences. References of magazines should be given along with books. The questions should be easy and effective. For each question of the lesson, there should be an objective. Use of black-board should be made. In practical lesson, the students should be given time for practice.

(13) **Black-board Summary :** It should be developed with the help of the students along with the development of the lesson. Some people give the summary in the end of the lesson. The teacher should write only the main points, thoughts, diagrams, formula etc.

(14) **Evaluation :** After the teacher has taught the lesson, he should repeat the main and important facts. He should now evaluate the students learning of the lesson by a test of application of knowledge gained. Evaluation may be written or oral. Objective type of questions are the best for evaluation.

(15) **Home-Assignment :** If home assignment is to be given, it should be such that it motivates the students to read, understand and learn more. Home assignment should be based on the application of the acquired knowledge and related to daily life activities. It should be proper, fixed, according to capability, challenging and related to the objectives of the lesson. The teacher should check and rectify the home assignment.

(16) **References :** At the end of the lesson, the teacher should give a reference of books, magazines, pamphlets etc. used by him so that the authenticity of the imparted knowledge can be checked with their help. The following system should be used for writing the references :

a) Name of the author
b) Year of publication

c) Place of publication

d) Publisher's address

e) Edition

f) Page number.

(17) **Teacher's Self Evaluation :** After teaching each lesson, the teacher evaluates his success and weakness, expertise, effectiveness and faults. This self criticism should be written with complete honesty along with the criticism. He should also mention the improvement that he would make if he gets a chance to re-teach the lesson. True self evaluation leads to a golden future for teaching.

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