
Unit 2 □ Curriculum and Instructional Planning

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2.1 Introduction

The vital and most significant component of any teaching learning process is the curriculum which reflects the ideology and Philosophy of a nation as enshrined in its constitution. Keeping in mind the learning objectives of a particular stage of education, certain planned experiences are presented before the learners of that stage of education which would help the learners to achieve those specific learning objectives in the long run. These experiences are termed as ‘curriculum’. “The experiences are

suited to the age of the learner, the emotional, physical and intellectual maturity of the learner and his previous experiences and learning.’’

Curriculum derives from a Latin word ‘‘couriere’’ which means a ‘race course’ to be covered within a specific time period to reach the goal. The Secondary Education Commission (1952-53) defined curriculum in a very comprehensive way that it ‘‘includes the totality of experiences that a pupil receives through the manifold activities that go on in the school, in the classroom, library, laboratory, workshop, playground and in the numerous informal contact between teachers and pupils. In this sense the whole life of the school becomes the curriculum which can touch the life of the students at all points and keep in the evolution of a balanced personality.’’

Curriculum can broadly be classified as (a) subject-matter curriculum which includes separate subjects, correlated subjects and broad fields (b) developmental activity curriculum which takes into account the basic social and organic needs of the learners.

In the broad field curriculum subjects are grouped into broad areas like language, natural science, social science etc. ‘‘The social sciences encompass diverse concerns of society and include a wide range of content, drawn from the disciplines of history, geography, political science, economics and sociology. The selection and organisation of material into a meaningful social science curriculum, enabling students to develop a critical understanding of society, is therefore a challenging task. The possibilities of including new dimensions and concerns are immense especially in view of the student’s own life experiences.’’

The Secondary Education Commission (1952-53) states that, ‘‘The basis of teaching must be the organisation of subject-matter into units or projects which would create opportunities for self-activity on the part of the students.’’

2.2 Objectives

After going through this unit you will be able to :

1. Explain how to organize history and Geography curriculum at school level.
2. Describe the various principles of organizing history and Geograph curriculum at school level.

3. Analyse the concept of instructional planning, its needs and importance.
4. State the concept of unit plan and lesson plan, its needs and importance.
5. Prepare unit and lesson plan of history and Geography for children with disabilities at school level.
6. Discuss the concept of pedagogical analysis.
7. Construct pedagogical analysis in Social Science for school level.

2.3 Organization of Social Science (History & Geography) Curriculum at School Levels

History is most often said to be the ‘‘mother’’ of the social sciences. The definition of history given by Johnson in his book ‘Teaching of History’ is very comprehensive. He said ‘‘History, in its broadest sense, is everything that ever happenedhistory, in its usual acceptance of the term means history of man.’’ History is the scientific study of the past, concerned with man in time and space which put emphasis on evolution, growth and development of human civilization through the ages. The scope of history is very wide, vast and comprehensive as it has expanded vertically and horizontally. Therefore, the selection of content and organization of content of history have to be made very carefully and logically while framing the curriculum of history at school levels.

2.3.1(a) Principles of framing history curriculum :

Following principles should be kept in mind for curriculum construction in history :

- a. The curriculum should be based on the aims and objectives of teaching history at school level.
- b. The curriculum should be suited to the age, capacity and ability of the pupils for whom it will be framed. So it should be learner centered.
- c. There should be a functional relationship between the content of the study.
- d. Curriculum should provide a totality experience of man’s evolution on earth.
- e. It should lay emphasis on promotion of social justice, democratic values, national integration and international understanding.

2.3.1.(b) Principles of Organising Geography Curriculum at school level:

- a. ***Proceed from known to unknown:*** Teaching of Geography should start from the micro level or local Geography study. It will follow the maxims of teaching:
 - Proceed from known to unknown
 - Proceed from concrete to abstract
 - Proceed from near to far
- b. ***Emphasis on empirical observations of the learner in selection of Subject matter:*** The curriculum should provide ample opportunity to the learners so that they can learn by actual experience. Therefore, the curriculum should be practical work oriented.
- c. ***Use of Geographical Terminology based on home Geography:*** An all out effort should be made to provide to the child Geographical vocabulary from their surroundings. For learning island, delta etc. it is essential that they have ample knowledge of the geography of their area for this the geographical vocabulary from their surrounds should be used.
- d. ***Idea of human life throughout the world:*** The Geography curriculum should give an idea of human life and activities throughout the world to understand man-environment relationship. Keeping this aim in mind, students will be able to enter the world as practical citizen.
- e. ***Study in the synthetic way:*** Various geographical facts should be presented to the child in a synthetic way. Geography is a practical subject and it should not be a collection of Geology and Astronomy etc. It should be presented as an integrated subject.
- e. ***Emphasis on physical and economic Geography:*** In any curriculum of Geography, physical and economic geography must be given their proper place. More emphasis is placed of these branches of Geography in later school days.
- e. ***International understanding:*** We cannot make a systematic study of all the countries of world in any curriculum of Geography. It makes it all the more important that we make our selection very carefully. An effort is made to put more stress on international understanding and interdependence of nations.
- h. ***Selection of subjects:*** Only elementary things of remote countries are included

in curriculum so that students know their situation. Only such topics which have international significance should be taught about these countries.

2.3.2.(b) Curriculum of Geography at school level:

There are three major components of Geography at school level. These are as follows:

- ✓ Physical geography and weather observation
- ✓ Regional geography and
- ✓ Map work

The curriculum of geography at school level may be subdivided under the following headings.

- I. General study of the world other than the country in which pupil resides.
- II. Study of home country and its relationship with other countries of the world
- III. While studying the world geography the following areas may be emphasized:
 - a. Movement of various planets, sun, earth etc.
 - b. Formation of day and night, change of seasons, movement of earth, change of weather, longitude and latitude.
 - c. Surface of the land, flow of river and its causes, various water divisions of the world, currents, ebb and tide etc.
 - d. Atmosphere, weather, climate, temperature, pressure, rainfall, bands and divisions of the world, cyclone etc.
 - e. Influence of physical conditions on human activities
 - f. Important cereals and crops of the world, raw material.
 - g. Mineral wealth and power, industry.
 - h. Routes of trades, communication and development of big cities.

While carrying out the study of home country an effort should be made to acquaint the child about maximum of details of the country. For this purpose, maps, atlases and other teaching aids should be used. To acquaint students with home country tours and excursions may be organized. For this specific purpose the regional method of teaching geography must be followed. The study of the following should be incorporated while framing the curriculum.

- I. Situations and locations of various physical divisions of the world, their longitude, latitude etc.
- II. Students are asked to measure the length and breadth of a specified region from the map so that they get a clear idea of physical divisions of the world.
- III. Study of natural or physical conditions including study of mountains, rivers, peaks etc.
- IV. To know the climate and its qualities a study of maximum minimum thermometer should be included.
- V. Study of pressure of area and wind.
- VI. Study of rain fall in the area.
- VII. A detailed study of mineral wealth of area.
- VIII. A complete study of animal wealth of area.
- IX. Study of industry, art, craft and trade.
- X. Comparative study of location of various trades and industries.
- XI. Study of industrial tours and cities.
- XII. Study of population.

While taking up the teaching of world geography different teachers follow different order of treatment of continents. However, it has now been concluded on the basis of various studies that the three southern continents should always be taught before Europe and North America. The regional study of India should be taught at lower classes.

Practical work:

- Map work should be given due importance and in junior classes we should try to clarify the meaning of map and scale. Maps should be used to teach relief. Before taking up the contour line method of showing relief, heights may be shown by shading. Three dimensional models can be used for interpretation of maps for the visually impaired students.

- Study of physical and political divisions of the map of the world.
- Various means of communications like sea routes, land routes, air routes etc.
- Trade of perishable goods.
- Science and its influence on human life.
- Modern inventions.
- Local environmental studies.
- To keep a record of weather and seasons and to maintain charts for this purpose.

2.3.2 History Curriculum at school level :

History has been given an important place in the school curriculum for a long time. The scope of history is very large and vast, wide and long. It deals with human achievements in all walks of life-political, social, economic, cultural etc. There are also many types of history like local, regional, national and international. It is comprehensive in nature. There should be a reflection and an adequate coverage of all the aspects and all types of history in any school curriculum, so that the students will be able to get an over all idea of history.

The curriculum of history can usually be divided into three broad categories :

Ancient Period, Medieval Period and Modern Period. The landmark happenings led to the evolution of human civilization both nationally and internationally are selected as content for each period.

Ancient Period of history should cover the following topics :

Concept of history-Pre-historic period and the Early man-The stone age-The copper bronze age- The sources of history- The River centric civilizations (The Harappan civilization, the Mesopotemian civilization, the Egyptian civilization, the Chinese civilization). The iron age- The Roman civilization and the Greek civilization, The Vedic and the later Vedic Civilization, The Protest Movement- rise of Jainism and Buddhism, The rise of Empire or the age of imperialism in India - The Mauryan Empire, The Kushana Empire, The Gupta empire- The history of Bengal, The Deccan and South India, Relations with the outside world.

Medieval Period should deal with the following topics :

Beginning of the medieval period and its features, the sources of history- rise of regional powers in Bengal, North India and South India- The tripartite struggle centering around Kanauj-contact of India with Islam- The Delhi Sultanate, The Mughal Empire, The history of Vijaynagar and Bahamani kingdom in the south, Administration, society, economy and culture, Relation of India with the outside world. The Arab Empire and rise of Islam, The Byzantine Empire, Feudalism in Europe, Rise of towns, Trade and commerce, History of China and Japan.

Modern Period Should consist of the following topics :

Beginning of the Modern Age-Renaissance in Europe, Reformation Movement in Europe, Geographical discoveries and exploration, growth of Nation States, The English Revolution. The Industrial Revolution, The American War of Independence, The French Revolution, The Democratic and Nationalist Movement in Russia, Imperialism and the First World War, The League of Nations, Rise of Fascism in Italy and Rise of Nazism in Germany, The Second World War, The United Nations Organisation and The Cold War.

The Indian States and Society in the 18th Century – The Rise of Regional Powers in Bengal, Maharashtra, Mysore and in Punjab.

The beginning of the European settlements in India and the East India Company, The Anglo French Rivalry in the Deccan.

The British conquest of India (1757-1856) : Expansion of the British Empire British occupation of Bengal, British imperialist policy, Anglo Maratha, Anglo Mysore, Anglo Sikh war.

British administrative policy and the structure of government.

British economic policies the drain of wealth, British agrarian policies impact of British economic policies, development of modern industries.

British education policies and beginning of modern education.

Social and cultural awakening in 19th century India : Raja Rammohan Roy, Brahma Samaj Movement, Young Bengal Movement, Pandit Iswar Chandra Vidyasagar, Ramkrishna Mission Movement, Prathana Samaj Movement, Arya Samaj Movement, Aligarh Movement.

The Revolt of 1857- administrative policies and reform after 1858.

India and her neighbours : war with Nepal, Burma and Tibet.

The Peasant Movements and the Tribal Movement.

Emergence of Indian Nationalism (1858-1950) : Factors behind the emergence of national consciousness, political associations and birth of Indian National Congress, activities of Congress from 1885 to 1995

National Movement (1905-1920) : Growth of militant nationalism and extremist politics, partition of Bengal and Swadeshi Movement, The Muslim League and rise of communalism, the First World War, the Home Rule League, growth of revolutionary movement.

Struggle for Swaraj (1920-1947) : National movement after the First World War, Rise of Mahatma Gandhi in Indian National Politics- Three Satyagraha Movements by Gandhiji, Montague Chelmsford Reform, Rowlatt Act, Jalianwalabag Massacre, Non Co-operation and Khilafat Movement, the Swaraj', Civil Disobedience Movement, The Government of India Act 1935, Growth of Socialist Politics, Working class movement, The Second World War- Quit India Movement, Netaji Subhas Chandra Bose and INA, Royal Navy Movement, Wavel Plan, Transfer of power, partition and independence, New Constitution of Independent India.

2.4 Instructional Planning : concept, need and importance

Planning is preparation for action. It is an essential tool for effective teaching. Instructional planning is a process of using appropriate curricula, instructional strategies and available resources by a teacher to address various needs of the students. It is the systematic selection of educational goals and objectives and their design for use in the classroom. Prior to each lesson, unit, semester, while teachers are planning the content of instruction, selecting teaching materials, designing the learning activities and grouping methods, and deciding on the pacing and allocation of instructional time, they are actually determining what learning opportunities their students are going to have. Teachers could use learning outcomes developed by professional organisations or school curriculum goals and objectives to plot the sequence of subject topics. However, the most informative source of any instructional planning is the students to whom the teacher would teach in the classroom.

A solid planning process is integral to a teacher's efforts in identifying appropriate curricula, instructional strategies, and resources to address the needs of all students.

Research show the following key areas that a teacher should follow while making instructional planning.

What should be taught?

Effective student learning requires a progressive and coherent set of learning objectives. Effective teachers excel in delineating the intended outcomes of each lesson and describing the behaviours or actions that students should be able to perform after participating in the learning activities. Expert teachers conceive a lesson along two dimensions simultaneously :

Teacher's own actions, thoughts, and habits; and students' and students' thinking and understanding of the content. Thus, effective teachers not only plan what to teach, but more importantly, they plan for whom they are going to teach.

How should it be taught?

After developing the learning objectives, the next step is to translate the instructional plans into actions. Effective teachers follow the predefined plan while remaining open to changes and continuously adjusting their instruction based on student needs.

How Should instruction and student learning be assessed?

Teachers need to link assessment plan to learning objectives. Before the actual instruction starts, teachers need to decide upon valid and reliable assessment techniques that are available to solicit student learning data and judge the success of the instructional plan. Teachers should communicate to their students about what they are expected to achieve and inform them about how they will be assessed after participating in the learning activities.

Need and importance of instruction planning

Instructional planning assures improved delivery of instruction.

It helps in creating effective, meaningful lesson.

It helps students make sense of information.

Effective lessons make sense of information.

Teacher feels comfortable about instruction and giving them a sense of understanding and ownership over the teaching they plan.

It established a sense of purpose and subject matter focus.

It provides a change to review and become familiar with the subject matter before actually begins to teach it.

It links daily lessons to broader integrative goals, units or curriculum topics.

Instructional Objectives:

The teacher has to place before the students some definite and specific objectives within a specified classroom period and resources in hand at the time of imparting a particular lesson. Through these specific objectives, commonly known as instructional objectives, the teacher tries to bring necessary behavioural changes among the students. Therefore, the term instructional objectives may be defined as “a group of statements formulated by a teacher for describing what the pupils are expected to do or will be able to do once process of classroom instruction is over.”

Instructional objectives are specific and quite narrow.

They are predetermined.

They are learning outcomes and stated in terms of desired behavioural changes of the learners.

Taxonomy of Instructional Objectives :

Taxonomy means a system of classification. The taxonomy of educational objectives are framework for classifying statements of what we expect or intend students to learn or show behavioural changes as a result of instruction

The taxonomy of educational and instructional objectives are divided into three domains: cognitive, affective and psychomotor. The taxonomy related to cognitive domain has been presented by Benjamin S. Bloom and his associates in 1956 under the title, ‘Taxonomy of Educational Objectives : The Classification of Educational Goals. Handbook 1 : Cognitive Domain’. The second or the affective domains was presented by Krathwohl (1964) and the third one or psychomotor domain by Harrow and Simpson(1966).

Structure of Bloom’s Taxonomy :

Bloom and his associates have classified the objectives related to cognitive domain into six categories arranged from the lowest to the highest level of thinking process which is mentioned below :

- 1.0 Knowledge
 - 1.10 Knowledge of specific
 - 1.11 Knowledge of terminology
 - 1.12 Knowledge of specific facts
 - 1.20 Knowledge of ways and means of dealing with specifics
 - 1.21 Knowledge of conventions
 - 1.22 Knowledge of trends and sequences
 - 1.23 Knowledge of classifications and categories
 - 1.24 Knowledge of criteria
 - 1.25 Knowledge of methodology
 - 1.30 Knowledge of universals and abstractions in field
 - 1.31 Knowledge of principles and generalizations
 - 1.32 Knowledge of theories and structures
- 2.0 Comprehension
 - 2.1 Translation
 - 2.2 Interpretation
 - 2.3 Extrapolation
- 3.0 Application
- 4.0 Analysis
 - 4.1 Analysis of relationship
 - 4.3 Analysis of organizational principles
- 5.0 Synthesis
 - 5.1 Production of unique communication
 - 5.2 Production of a plan, or proposed set of operations
 - 5.3 Derivation of a set of abstract relations
- 6.0 Evaluation
 - 6.1 Evaluation in terms of internal evidence
 - 6.2 Evaluation in terms of external criteria

The Revised Bloom's Taxonomy

The original Bloom's Taxonomy was revised in 2001 (Anderson, Krathwohl, et al., 2001) where any objective is represented in two dimensions – cognitive process dimension and knowledge dimension.

Structure of the cognitive process dimension of the Revised Taxonomy :

- 1.0 **Remember**-Retrieving relevant knowledge from long-term memory
 - 1.1 Recognising
 - 1.2 Recalling
- 2.0 **Understand**- determining the meaning of instructional messages including oral, written and graphic communication.
 - 2.1 Interpreting
 - 2.2 Exemplifying
 - 2.3 Classifying
 - 2.4 Summarising
 - 2.5 Inferring
 - 2.6 Comparing
 - 2.7 Explaining
- 3.0 **Apply**- Carrying out or using a procedure in a given situation.
 - 3.1 Executing
 - 3.2 Implementing
- 4.0 **Analyze**- Breaking material into constituent parts and detecting how the parts relate to one another and to an overall structure of purpose.
 - 4.1 Differentiating
 - 4.2 Organising
 - 4.3 Attributing
- 5.0 **Evaluate**-Making judgements based on criteria and standards.
 - 5.1 Checking
 - 5.2 Critiquing
- 6.0 **Create**- Putting elements together to form a novel, coherent whole or make an

original product.

6.1 Generating

6.2 Planning

6.3 Producing

Structure of Knowledge Dimension of the Revised Bloom's Taxonomy :

- A. **Factual Knowledge-** The basic elements that students must know to be acquainted with a discipline or solve problems in it.
 - Aa. Knowledge of terminology
 - Ab. Knowledge of specific details and elements
- B. **Conceptual Knowledge-** The interrelationships among the basic elements within a larger structure that enable them to function together.
 - Ba. Knowledge of classification and categories
 - Bb. Knowledge of principles and generalisations
 - Bc. Knowledge of theories, models and structures
- C. **Procedural Knowledge-** How to do something; methods of inquiry; and criteria for using skills, algorithms, techniques, and methods.
 - Ca. Knowledge of subject specific-skills and algorithms
 - Cb. Knowledge of subject-specific techniques and methods
 - Cc. Knowledge of criteria for determining when to use appropriate procedures
- D. **Metacognitive Knowledge-** Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.
 - Da. Strategic Knowledge
 - Db. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge
 - Dc. Self-knowledge

Taxonomy of Objectives in the Affective Domain :

- 1. Receiving (attending)
 - (a) Awareness
 - (b) Willingness to receive
 - (c) Controlled or selected attention

2. Responding
 - (a) Acquiescence in responding
 - (b) Willingness to respond
 - (c) Satisfaction in response
3. Valuing
 - (a) Acceptance of a value
 - (b) Preference for a value
 - (c) Commitment
4. Organisation
 - (a) Conceptualisation of a value
 - (b) Organisation of a value system
5. Characterisation by a value or value complex
 - (a) Generalised set
 - (b) Characterization

Taxonomy of Objectives of Psychomotor Domain :

1. Imitation
 - (a) Impulsion
 - (b) Overt repetition
2. Manipulation
 - (a) Following direction
 - (b) Selection
 - (c) Fixation
3. Precision
 - (a) Reproduction
 - (b) Control
4. Articulation
 - (a) Sequence

- (b) Harmony
- 5. Naturalisation
 - (a) Automatism
 - (b) Interiorization

The Cognitive Process Dimension

The Knowledge Dimension	1.Remember	2. Understand	3.Apply	4. Analyse	5. Evaluate	6. Create
A.Factual Knowledge						
B.Conceptual Knowledge						
C.Procedural Knowledge						
D.Metacognitive Knowledge						

Revised Bloom Taxonomic Table

2.5 Unit plan and lesson plan of Social Science :

A unit is a related learning segment made up of a few lessons along with an outline of its actual execution in the class room. Thus a unit will consist of both the subject matter and methodology of its delivery to students. Hoover defines unit as, “the teaching unit is a group of related concepts from which a given set of instructional and educational experiences is desired. Unit generally ranges for three to six weeks long”. After having divided the prescribed syllabus into a number of teaching units the teachers will decide the time that could be allotted to each unit. After that he can break up each unit in a number of lessons and each lesson should be complete in itself.

Need and importance of unit plan:

- ◆ It provides a basic course structure around which specific class activities can be organized.

- ◆ It enables the teacher to integrate the basic course concept and those of related areas into various teaching experiences.
- ◆ It provides an opportunity to the teacher to keep a balance between various dimensions of the prescribed course.
- ◆ It enables the teacher to break away from traditional text book teaching.
- ◆ If the prescribed course has to be covered in a number of years then it is necessary to distribute the course into units spread over a number of years.

Lesson Plan :

Lesson planning is the most important part of teaching. It means “the planning of a daily lesson related with a particular unit of that subject to be covered by the teacher in a specific school period for the realization of some stipulated instructional objectives.”

A teacher has to keep in mind certain things while preparing a lesson plan. These are :

- Broader objectives of the subjectives.
- Setting and defining the classroom objectives.
- Organisation of the relevant subject matter.
- Selection of appropriate teaching strategies.
- Provision for feedback and evaluation.

Need and importance of lesson plan :

- ◆ Lesson planning makes the work regular, organized and more systematic.
- ◆ It induces confidence in the teacher.
- ◆ It makes teacher quite conscious of the aim which makes him conscious of attitude he wants to develop in his students.
- ◆ It saves a lot of time.
- ◆ It helps in making correlation between the concepts with the pupils’ environment.
- ◆ It stimulates the teacher to ask striking questions.
- ◆ It provides more freedom in teaching.

- ◆ It helps a teacher to improvise his teaching.
- ◆ It helps the teacher to prepare, organize and arrange for necessary teaching aids for a particular topic.

The criteria of an effective lesson planning

The criteria of an effective lesson planning can be summarised as below:

1. An effective lesson planning always needs its planning in the written form.
2. It must have instructional objectives properly expressed in behavioural terms.
3. The teaching aid materials used should be mentioned specifically.
4. It should clearly mention the procedure or the activities adopted for introduction of the lesson.
5. The subject matter should be properly selected, organised and presented in the planning.
6. The methods, techniques and devices related to the presentation should be properly selected and utilised.
7. An effective lesson plan should provide due place and have adequate provision for the effective interaction between the teacher and the students. It should ensure active cooperation and involvement of the students in the teaching-learning process.
8. An effective lesson plan should take care of the age, mental level, previous knowledge, duration of the period, teaching-learning conditions and resources available at the time of delivery of the lesson.
9. It should mention the type of black board work or summary to be developed during the presentation stage.
10. It should follow the principles of correlation and integration in the presentation of subject matter.

Approaches to Lesson Planning :

For planning the lesson and writing, it various styles and approaches are followed. However, the most common and popular is Herbatian five steps Approach. These steps are :

1. Preparation : This step is concerned with the task of preparing the students for receiving new knowledge. The Herbatian approach puts more emphasis on

this step and considers it as a base for the delivery of the lesson. It is also termed as introductory stage. Following points should be taken into consideration :

- (a) The previous learning of the students
 - (b) The factors responsible for capturing students' attention and motivation
 - (c) The objectives of the lesson
2. Presentation : New learning material is presented before the students and efforts re made to help in acquiring new learning in this stage. This step requires following considerations on the part of the teacher:
- (a) What learning experiences to be presented and how much
 - (b) How much is to tell and how much the students are to find for themselves
 - (c) What type of techniques, methods, devices to be adopted to deliver the lesson
3. Comparison and association : The step is related with the task of strengthening the acquisition of new learning material. It is based on the assumption that a child grows in knowledge through comparison and association. A teacher requires to compare, contrast and associate every new knowledge to be learnt with the previous knowledge of the learners.
4. Generalisation : it is concerned with arriving at some general ideas or drawing out the necessary conclusion by the students on the basis of the different comparisons, contrasts and associations observed in the presented learning experiences.
5. Application : Efforts are made to seek applications of generalised facts in this step. In fact, it is a step for the fixing up or consolidation of the newly acquired knowledge.

Difference between unit plan and lesson plan

Unit planning is meant for the division, organisation and planning of the prescribed syllabus being covered in the whole session while daily lesson planning helps in the organisation of teaching- learning in terms of a lesson delivered during a classroom period.

The scope of unit planning is much wider than the scope of daily lesson planning.

The duration of unit planning may be extended to several days but in case of lesson planning its duration is strictly limited to a single day task.

The objectives of unit planning may have wider coverage in comparison to the objectives of daily lesson planning.

Unit planning may give birth to a number of daily lesson planning depending upon the number of subunits divided from the main unit.

2.6 Procedure of unit and lesson planning

2.6.1 Unit plan procedure :

2.6.1.1 Organising the subject matter and learning experiences

Formation of proper units out of the prescribed syllabus of history of a particular class Combination of various topics of the syllabus in view of the contents and learning objectives to form a unit is important. For example, topics like the Non-cooperation movement, the Civil disobedience movement, the Quit India movement may be combined into a single unit termed as ‘Nationalist movement in India (1920-1947) A.D.’

The total number of days and working hours should be kept in mind.

Suitability in terms of age, interest, needs and abilities of the learners.

Available resources and teaching learning conditions

Realization of teaching-learning objectives of the subject

Proper correlation, coordination and integration among the different units

2.6.1.2 How to proceed

A unit should be divided into some suitable sub-units. The content of a sub-unit should be selected keeping in mind the duration of a class hour.

Teaching-learning objectives should be formulated in behavioural terms and it should be predetermined.

Proper decisions should be taken about the methods of teaching, use of teaching aids and the learning experiences provided to achieve the desired goals.

Proper decisions should be taken for the evaluation of the unit.

2.6.1.3 Unit plan format :

Name of the unit

Division of the unit into sub-units

Formulation of objectives in behavioural terms

Teaching strategies including teaching methods, use of teaching learning materials

The utilization of the outcomes of the evaluation for the proper follow-up and remedial teaching.

2.6.2 Procedure of lesson plan

A teacher should take into care the following principles while preparing the lesson plan :

Principle of clarity and definiteness of the objectives

Principle of availability of resources and conditions

Principle of the knowledge of entry behaviour

Principle of motivating the students

Principle of maintaining interest in the classroom

Principle of appropriateness of teaching methods and techniques

Principle of mastery over the subject matter and related activities

Principle of active participation of the students

Principle of providing feedback and reinforcement

Principle of adequate class control and discipline

Principle of appropriate evaluation

Principle of adequate fixation of the learning

Principle of flexibility

2.6.2.1 Model lesson plan format: I

Name of the school: ABC

Class: VII

Section: B

Total no. of students: 40

Duration: 40 minutes

Name of the teacher: XY

Subject: Social Science

Unit: Advent of Middle Age in the West

Sub- units:

Division and fall of the Roman Empire

The migration of the Germanic Tribes into western part of the Roman Empire

The invasions of the Huns, Visigoths, Vandals and other Germanic tribes

Social, political and religious life of the Germanic tribes- the Roman-German fusion

The rise and impact of Christianity

Day's lesson: The invasions of the Huns, Visigoths, Vandals and other Germanic tribes

Learning objectives in behavioural terms: (According to Revised Bloom's Taxonomy)

The students will be able to-

1. Recall the meaning of barbarians (remembering factual knowledge).
2. Memorise the date when they invaded the Roman Empire (Remembering factual knowledge).
3. Distinguish between the characteristic features of the various Germanic tribes(Analysing conceptual knowledge).
4. Compare the invasion pattern of the tribes respectively(understanding conceptual).
5. State reasons for the entry of the Germanic tribes from various parts of North, Central and Eastern Europe(remembering conceptual).
6. Discuss about the military strategies that each of these tribes took to invade the Roman Empire (Understanding conceptual).

7. Name the first Germanic tribe to enter to the Roman Empire (remembering factual).
8. List the names of most powerful leaders of each barbarian clans(remembering factual).
9. Justify the statement that the Roman slaves welcomed the invasion of these barbarians(evaluation conceptual).
10. Describe the clever trick used by Pope Leo I to stop Attila from attacking further(remembering factual)
11. Estimate the success and failure of each of these barbaric tribes in the Western Roman Empire.(evaluating conceptual).
12. Discuss the procedure by which each of the tribes attacked Western Roman Empire(Remembering procedural).

Previous Knowledge:

The students can state and write:

1. About the classification of the barbaric tribes like Huns, Goths, Franks, Vandals and Anglo-Saxons.
2. Time period as to when these barbarians invaded the Empire.
3. The reason behind the invasion of the barbarians.
4. The definition, characteristics and nature of these barbaric tribes.
5. Causes of the migration of the Germanic tribes into the Empire.
6. The procedure used by the tribes to enter the heartland.
7. The direction from where each of these tribes entered Roman heartland.
8. The time span of the Medieval Age in the west with the fall of the Western Empire and coming of the barbarians.
9. The difference between the Ancient Roman culture, habits, ways of life with that of the barbarians.

Brief summary:

People belonging to various races used to live in North, East and Central Europe outside the territory of the Roman Empire. Their primitive history is not known. But they were not as civilized as the Romans. They were different from the Romans in language, culture, customs, manners and natures etc. They were called barbarians.

Teaching strategies:

Teaching Strategies	Teaching Method	Teaching Aid	Use of Board
<p>Necessary information will be presented partly by lecture method and partly through conversational method.</p> <p>To specify the locations and places the teacher will use outline maps of the world and Europe relevant to the topic.</p> <p>Necessary information, for the first time mentioned names, dates, events will be written on the board.</p> <p>Charts, diagrams, timelines etc. can be drawn on the board.</p> <p>To keep the students interactive In the class developmental and probing questions will be asked.</p>	<p>Lecture and conversational method will be followed to deliver the lesson and to make the class interactive question answer technique will be followed.</p>	<p>An outline map of Europe and World to locate different places related to the subunit.</p> <p>A time line Roman Empire.</p> <p>A chart depicting the main points related to the subunit.</p> <p>Work sheet will be given to each student.</p>	<p>Diagrams showing the classification of the Germanic tribes, their place of origin and the leaders of each tribe will be on written on the board.</p> <p>First time mentioned names, dates and other important information related to the topic will also be written.</p>

Evaluation: In order to assess how far the students have understood the day's lesson the teacher will ask the following questions:

1. How did the Roman manage to stop the Huns from invading further into the territory?(U/CK)

2. Distinguish between the nature of the Germanic tribes and Huns.(A/CK)
3. Why was Attila called the 'Scourge of God'?(U/CK)
4. Justify the statement that a small gesture on the part of the Romans moved Atilla from invading Rome further.(E/CK)
5. Explain the invasion of the Visigoths under Alaric(U/FK)

2.6.2.2 Model lesson plan format II

Name of the School : ABC

Subject : Social Science

Class X

Unit : Work of river and glacier

Section B

Total no of students : 40

Sub Unit : Work of river in-Middle course.

Duration : 45 minutes

Name of the teacher : XY

To Day's lesson : work of river in middle course.

Previous knowledge

The teacher is aware about the fact that the students have already learnt the following :

- (a) Basic knowledge that transportation is the main work of the river in the middle courses with some deposition and lateral erosion.
- (b) Idea that some landform are formed in the middle course of a river.

Learning objectives in behavioural terms : (According to Revised Bloom's Taxonomy)

1. Remembering : The students will be able to
 - (a) Recall : Recall the extension of the middle course of a river (Remembering Factual)
 - (b) Identify : Identify the different landforms formed in the middle course (Remembering conceptual).
2. Understanding : The students will be able to
 - (a) Differentiate : Differentiate between Alluvial cone and Alluvial Fan (Understanding Factual)
 - (b) Explain : Explain the formation of wide 'V shaped Valley (Understanding Procedural)

3. Applying : The students will be able to
 - (a) clarify : clarify how sand banks and Braided River are formed. (Applying Factual)
 - (b) Construct : Construct a chart showing the different land form formed in the middle course. (Applying Meta cognitive)
4. Analysing : The students will be able to :
 - (a) Explain : Explain the formation of Flood Plain and Natural Levee (Analysing conceptual)
 - (b) Difference : Difference between Braided river and Meander (Analysing Procedural)
5. Evaluating : The students will be able to
 - (a) Assess : Assess the formation of Ox-bow Lake (Evaluating conceptual).
 - (b) Redefine : Redefine the landforms in the middle course of a river.
6. Creating : The students will be able
 - (a) Imagine : Imagine the different landforms formed in the middle course of river. (Creating Conceptual)
 - (b) Construct : Construct a model representing a landform formed in the middle course. (Creating Metacognitive)
3. Brief summary of the concept :
 - (a) River flowing through a plain land is called the middle course land formed in the middle course.
 1. Alluvial Fan or Cone : At the foot of the mountains where the slope of the land is reduced suddenly the velocity of the river is also checked consequently, most of the river load are dropped them and forms a fan shaped or cone-shaped deposit.
 2. Wide V shaped Valley : Lateral erosion widens the river valley and it becomes shallow due to deposition.
 3. Sand Bank and Braided River : Deposition of stones, pebbles and silts on the river bed forms sand bank over islands in the river. Because of the sand bars and islands, the river divides into branches and rejoin again after going past the obstacle.
 4. Flood Plain and Natural Levee : Deposition of silt takes place on both the bank forming an embankment called Natural Levee : In the rainy season, the river floods and deposits the silt carried by it on the banks and forms flood plains.
 5. Meander : The meandering course of a river is called Meander.

6. Ox-Bow Lake : A meander becomes prominent to form a loop as the river cuts the concave slopes and deposits silts on the concave slope of meander. The river cannot flow straight and leaves its old course which takes the shape of the horse shoe and is called Horse-Shoe or Ox-bow Lake.

MAJOR TEACHING STRATEGIES

Strategies	Technique	Applicability
Teaching Strategy while teaches in the class, she might be followed following techniques which must be associated to upbring the quality of teaching. In that case teacher will demonstrate today's questions Lesson and put some questions in front of the students to recapitulate the interest regarding the day's lesson.	1. Observation Method 2. Discussion Method 3. Question Answer Method 4. Demonstration Method Use of Coloured Chalk	Teacher will crade some chalks and will show the transportation process by pouring water on the dust. Teacher will discuss the different land forms produced in the Middle course. Teacher will apply Question Answer Method to discuss todays topic more scientifically among the students. To enhance interest among the students, teacher will use various charts to describe the landforms formed.
Use of Blackboard	Use of Charts	The teacher will use coloured chalks to write the names of the landforms formed.
Teaching Aid	Use of Model Experiment Power Point Presentation	Teacher will use a chart to show some land forms formed in the Middle course. Teacher will perform an experiment to show the process of transportation.
Use of Software		No Power Point Presentation will be used to demonstrate the lesson.

2.7 Adaptation of unit and lesson plans for children with disabilities:

Inclusion or inclusive education is the most contemporary issue in the field of education now a days. A requirement for inclusionary practices and proper educational facilities for special children has placed greater responsibility and challenge on a classroom teacher. A teacher has to prepare the lesson plan considering the diverse needs of the learners in the classroom. Adaptation of innovative practices or techniques according to the needs of the disabled children is the key for achieving learning objectives. For children with disabilities following things can be incorporated in the plans for teaching:

1. Content should be selected on the basis of the students' needs.
2. Content should be simple and generalised.
3. Principle of individual difference always should be kept in mind.
4. Securing attention and arousing motivational level of the students is very vital for both the teacher and the learners.
5. Learning objectives should be formulated keeping in mind the specific needs of a particular group of learners. Another set of learning objectives may be formulated for other disabled pupils.
6. Teaching strategies should be flexible in nature.
7. Various types of effective teaching aids to be selected very wisely and be used to make the class interesting.
8. Ample opportunities should be there so that the pupils can take part actively in the teaching-learning process.
9. Teacher should deliver the lesson part by part, but not too much content, in a very simple way.

2.8 Check Your Progress

1. Discuss the principles for framing history curriculum at the secondary stage at school education.

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2. What are the major components of geography at school level?

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3. The content of history at different stages should contain a fair mixture of world, history, national history, local history, social economic and cultural history, contemporary history or current affairs why?

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4. Mention two practical work in geography curriculum at secondary school.

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5. What is instructional planning?

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6. Why is it necessary for a teacher to make instructional planning?

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7. How would you define the term unit plan?

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8. Why should every teacher prepare a lesson plan before entering into a classroom?

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9. Which principle should be followed by a teacher while preparing a lesson plan?

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10. State any two considerations that be taken into consideration while adapting lesson plan for disabled children.

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2.9 Let us sum up

These principles can help in selecting Social Science curriculum;

It should help in achievement of aims of teaching Social Science.

It should be appropriate to the age and ability of that group of pupils to whom it is to be taught.

The content of study should have functional relationships between them.

The curriculum selected should lay emphasis on national and world unity.

The curriculum must be wide and comprehensive.

For the selection of subject matter for different stages Culture Epoch Theory of Stanley Hall, Biographical Theory and Psychological Theory can be helpful.

For the organisation of subject matter Chronological, Concentric, Topical, Regressive, Lines of Development, Patch Method can be used.

The unit planning and lesson planning are the two most important things in teaching.

While having unit planning a teacher first tries to divide the prescribed syllabus of the subject into some well-defined and meaningful units. These units are then properly sequenced and subjected to planning taken one at a time.

Unit planning paves the way for daily lesson planning i.e. the planning for the instructional work on a day to day basis.

Careful lesson planning is the foundation of all good teaching from the first day of student teaching to the last day of the month of the retirement years.

Proper advance planning will keep the teacher on the track, prevent waste, ensure that the teacher does not forget a pivotal point. Thus the task of daily lesson planning may prove helpful to a subject teacher in a varieties of way.

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