

COMPULSORY COURSE 04 (CC-04)
TECHNOLOGY OF TEACHING

BLOCK 03
PLANNING FOR TEACHING

B.Ed. CC-04 : TECHNOLOGY OF TEACHING

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BLOCK - 03 : PLANNING FOR TEACHING

INTRODUCTION

Teaching a class and managing an educational institution are goal directed and systematic activities. A teacher and a head of an institution should have a full knowledge of all aspects of his / her work. He / she should consider several factors in carrying out his / her task. Hence prior planning is very much essential. A teacher or a headmaster should prepare a well thought plan to discharge his / her duties effectively in order to achieve the set goals. In this Block you will be acquainted with various aspects of planning teaching and managing an educational institution.

In **Unit -13**, you will study about the need for planning in teaching. In **Unit -14** explains about planning a programme / work during an academic year. This planning is known as Year / Annual Plan. In **Unit -15** you will learn about planning to teach a Unit which is known as Unit Plan. **Unit -16** explains the procedure of planning to teach a lesson. A teacher has to collect information / teaching aids and other materials from various sources, required for planning to teach. These materials have to be put in an organized manner to use them effectively in the class room. When required, teaching material relating to a unit of content has to be systematically organized. This is called as a Resource Unit. Flow to prepare such a Resource Unit is explained in **Unit - 17**.

Planning for teaching has to be done keeping in mind the context of teaching. There may be many problems in planning for teaching and executing the plan. A teacher should take into consideration such problems or constraints while preparing a plan to teach. In **Unit - 18** you will study about such problems typically encountered while planning to teach in the Indian context.

UNIT - 13 □ PLANNING FOR TEACHING

Structure

- 13.1 Introduction**
- 13.2 Objectives**
- 13.3 Planning for Teaching - Meaning, Importance**
- 13.4 Planning for Teaching-Types**
- 13.5 Planning for Teaching - General Principles**
- 13.6 Characteristics of a Good Plan**
- 13.7 Let Us Sum-Up**
- 13.8 Answers to ‘Check Your Progress’**
- 13.9 Unit-End Exercises**
- 13.10 References**

13.1 Introduction

The present era is known as the planning era. Planning is required in every activity, be it finance, education, defense, population, or industry etc. Without planning it is not possible to achieve our objectives in life, or any activity. Planning is the back bone of every human activity. Likewise school administration these are broader terms but we shall restrict our selves the meaning to teaching - learning process. In this chapter we shall study about planning from teaching point of view.

13.2 Objectives

After studying this unit, you will be able to:

- Explain the meaning of planning
- Identify the types of planning
- State the general principles of planning
- Enumerate the characteristics of a good plan
- Differentiate between types of planning

13.3 Planning For Teaching – Meaning and Importance

Education does not consist merely giving out information to young minds; nor does it enable the pupils to acquire particular skill. But, it means much more. It should touch feeling and doing each lesson delivered must contribute something to the total personality of the students.

Good teaching does not just happen. It requires adequate and extensive planning. The teacher should know before hand what to teach and how to teach. To be effective teacher every teacher plans out his work like an engineer who prepares blueprint before constructing the building and doctor who makes preparation of instruments before puts the patient on the operation table. Hence, every teacher has to plan and prepare his work. Then only he will get the idea of objectives, specifications, methodologies, aids and evaluation effectively. Bagley rightly put it thus, “However, able and experienced the teacher he could do never without preliminary preparation”.

Planning means teaching outline of the important aspects of teaching that are arranged in the order in which they are to be presented. It may include, objectives, points to be made, questions to be asked reference to materials, assignments etc.

Importance of Planning

Planning helps the teacher in many ways.

- i. Planning helps in defining the objectives of teaching.
- ii. Knowing how to achieve the objectives of the teaching before doing his work.
- iii. Preventing the teacher from wandering away from the subject and wastage of time and energy.
- iv. Helping the teacher to mobilize the materials and teaching aids enabling the teacher to organise learning experiences systematically. Thus the continuity of the educative process is ensured.
- v. Planning gives confidence to face the class.
- vi. Planning helps the teacher to make his teaching interesting and motivating.
- vii. Helps the teacher to link the new knowledge with previous knowledge acquired by students.
- viii. Helps the teacher to provide for individual differences in pupils.
- ix. Helps the teacher to provide suitable teaching summaries.
- x. Provide the adequate checking of the learning outcomes of instruction.

‘Check Your Progress’ -1

1. Planning is the back bone of
a) good teaching b) bad teaching c) normal teaching d) none of the above
2. Name two important points of planning for teaching.

13.4 Planning For Teaching—Types

There are four types of planning:

- i. Planning of the work of the year unit-wise in definite manner which is called Year Plan.
- ii. Planning of each unit - Unit Planning. A unit is considered to be a block of subject matter where in a principle or a topic or a property is central to the well organised matter.
- iii. Lesson Planning - It is plan of action which involves the working philosophy of the teacher, his information and understanding of his pupils. It also involves the comprehension of the objectives of education, his knowledge of the material to be taught and his ability to use effective methods of education.
- iv. Resource Unit Plan - It is an encyclopedia for the topic that teacher want to discuss and which helps to make the classroom teaching more effective. Resource unit is a reservoir containing collection of materials, resources problems projects, activities, references etc., related to an area of topic, which a teacher used in planning, developing and evaluating learning unit.

‘Check Your Progress’ - 2

1. The number of types in planning teaching
a) 4 b) 5 c) 6 d) 8
2. Planning for daily teaching is called as.....
a) unit plan b) lesson plan c) year plan d) resource plan

13.5 Planning for teaching—General Principles

General principles of planning teaching are :—

- i. principle of definite goals or objectives
- ii. Principle of child centeredness
- iii. Principle of individual differences
- iv Principle of linking with life
- v. Principle of correlation
- vi, consult courses of the study and grade requirement
- vii. Select the best procedures for teaching
- viii. Tie the present teaching with previous learning
- x i Include appropriate assignment and supplementary materials for assignment
- x. Emphasize the main points of interest
- xi. Arrange learning experiences in a logical order that would lead to realization of goals, objectives
- xii. Provide adequate summaries
- xiii. It should be made flexible
- xiv Budgeting time for every teaching experience
- xv Provide means for evaluating the results of the teaching

‘Check Your Progress’ - 3

1. State any two general principles of planning for teaching

13.6 Characteristic of a good plan

Generally speaking good planning

- a. It should be written - It helps in clarifying thoughts and concentration.

- b. It should have clear aims and objectives.
- c. It should divide into number of units.
- d. It should be flexible.
- e. It should be based on the philosophy of education, community etc.
- f. It should have activity - because students should not become passive listeners.
- g. It should contain relevant content or subject matter.
- h. It should show techniques of teaching used by the teacher.
- i. It must have assignments given to students.
- j. It must provide for self-evaluation.
- k. It should refer to reference material.

‘Check Your Progress’ – 4

1. State two characteristic of a good plan

13.7 Let Us Sum Up

Planning for teaching is very important aspect in teaching-learning process. Without planning teaching will not be effective, and interesting. It is necessary on the part of teacher to prepare plan before entering into the classroom. Planning is nothing but ‘teaching out line’ of important aspects of teaching which are arranged in the proper order. It includes, objectives, points to be asked, references, materials, and assignments etc.

Planning helps the teacher to have definite ideas of the teaching it gives answer to the questions what to teach? How to teach? There four types in planning teaching year plan, unit plan, lesson plan and resource plan.

General principles of planning for teaching:

- a) principle of definite goals or objectives
- b) principle of child centeredness
- c) principle of individual differences

- d) principle of linking with life
- d) principle of correlation
- e) consult courses of the study and grade requirement
- f) select the best procedures for teaching
- g) tie the present teaching with previous learning
- h) include appropriate assignment and supplementary materials for assignment
- i) emphasize the main points of interest
- j) arrange learning experiences in a logical order for realization of goals
- k) provide adequate summaries
- l) it should be made flexible
- m) budgeting time for every teaching experience
- n) provide means for evaluating the results of the teaching.

Characteristics of good plan involves:

- a) It should be written - It helps in clarifying thoughts and concentration
- b) It should have clear aims and objectives
- c) It should be divided into number of units
- d) It should be flexible
- e) It should be based on the philosophy of education, community etc.
- f) It should have activity - because students should not become passive listeners
- g) It should contain relevant content or subject matter
- h) It should show techniques of teaching used by the teacher
- i) It must have assignments given to students
- j) It must provide for self-evaluation
- k) It should refer to reference material.

13.8 Answers to ‘Check Your Progress’

‘Check Your Progress’ - 1

1. (a) good teaching
2. i) Planning give out of line of teaching points of teaching and definite goals and adjective teaching.
ii) Planning gives confidence to teacher to face the class.

‘Check Your Progress’ - 2

1. (a) 4
2. (b) lesson plan

‘Check Your Progress’ - 3

- I. Two general principles of planning for teaching are -
 1. Principle of child centeredness.
 2. Principle of definite goals and objectives

‘Check Your Progress’ - 4

- I. Characteristics of good plan are:
 - a. It should be well written
 - b. It should have activity to make students to take active participation.

13.9 Unit-End Exercises

1. What is planning? Define and explain its importance.
2. How many types of plan a teacher can plan? Explain.
3. What is difference between unit plan and lesson plan?
4. List the characteristics of good planning in teaching.

13.10 References

1. Aggarwal, J. C. (1995) *Educational Technology Teaching Learning*. Vikas Publishing House, Pvt. Ltd, New Delhi.
2. Das, R. C. (1985) *Science Teaching in Schools*. Sterling Publishers Pvt. Ltd., New Delhi.
3. Patel, R. N. (1978) *Educational Evaluation*. Bombay, Himalaya Publishing House.
4. Sharma, R. C. (1982) *Modern Science Teaching*. Dhanpal Rai and Sons, Delhi.

UNIT - 14 □ PROGRAMME WORK / YEAR PLAN

Structure

- 14.1 Introduction**
- 14.2 Objectives**
- 14.3 Programme of Work / Year Plan**
 - 14.3.1 Meaning and Concept**
 - 14.3.2 Need and Importance**
 - 14.3.3 Guidelines for Preparing year plan**
 - 14.3.4 Format**
- 14.4 Let Us Sum-Up**
- 14.5 Answers to ‘Check Your Progress’**
- 14.6 Unit-End Exercises**
- 14.7 References**

14.1 Introduction

You are aware of planning and its importance from the teaching point of view. Effective planning for the teacher makes his teaching more effective and also we have discussed about types of planning teacher can plan his work for the whole year. The meaning of year plan and its need and importance of the study are furnished in this unit along with the format used for the year plan. In the present chapter, we shall discuss about the “year plan” or the ‘long range plan’ for the teacher.

14.2 Objectives

After you go through this unit, you will be able to:

- Explain meaning of year plan
- Justify the need and importance of planning for the teacher
- Prepare year plan using guidelines for preparing the year plan
- Describe the format of the year plan

14.3 Programme of Work - Year Plan

14.3.1 Meaning and Concept

Teacher has to plan his teaching in many ways. A well accepted scheme of planning at different levels is as follows.

1. Long Range Planning: A rough long out for the whole year. The teacher has to decide before hand how much time he would devote to various topics or units in the curriculum.
2. Topic or Unit Planning: Detailed planning of the separate units of work or topics which may cover one day, several days or weeks. The teacher has to decide the number of lessons to be delivered on a particular topic and aspects to be covered in each lesson.
3. Lesson Planning: Detailed planning of one lesson. This is basic unit of planning for teaching on which the success of teaching depends.

Also, we shall discuss about the long range planning that is also called as year plan.

The Year Plan

When the teacher is entrusted with the teaching of a subject in the beginning of the year, his first task is to plan the year's work. This programme of work for the whole year is called year plan.

14.3.2 Need and Importance

Year Plan enables the teacher to:

- a. Develop an idea about overall available time for teaching
- b. Identify the units to be taught in the stipulated time
- c. Specifies the objectives to be achieved for the whole year
- d. Understand the basis for unit planning as well lesson planning
- e. Function systematically throughout the year
- f. Act according to the programme for the whole year
- g. Test students and modify in their behaviour by making some alterations in the plan
- h. Designs the programme of work at his hand and achieve success in teaching career.

14.3.3 Guidelines for Preparing Year Plan

Before planning programme work/year plan, a teacher has to keep in mind the following factors which are essential for systematic planning. They are also called guidelines for preparing year plan.

- a. The unit to be taught in the subject
- b. The objectives to be realized through various units
- c. The number of periods available during the year
- d. The number of periods to be assigned for testing

14.3.4 Format

A) Formation of Unit

The teacher is expected to reorganize the content of the textbook on the subject into suitable units. This is necessary only when the matter is not systematically presented in the textbook. A unit may be defined as a large sub division of the subject matter where in principle or topic or a property is central to the well-organized matter.

A unit should satisfy the following criteria:

- a. It should bring wholeness in the learning activities related to problem on project
- b. It should emphasize the psychological principle of 'learning by whole'
- c. It should give importance to integrated learning outcome
- d. It should not be subject oriented but it should be learner oriented
- e. It should facilitate the organisation of subject matter into units of experience
- f. It should be organized in such a way that it achieves a certain set of specifications and objectives.

B) Objectives to Be Realized

The second dimension of the year plan is that it should realize the objectives of the unit. In every unit, the common objective is knowledge but in some other units understanding and skill objectives should be realized in a year. It should be realized through the units prescribed in the year plan. However, in all the units' interest, attitude, and appreciation can be more or less developed. This is possible in language units.

If the teacher is very competent, he will prepare the year plan in such a way that various objectives of units should be achieved through teaching of units of a subject matter. This can be done by giving weightage in terms of grades that the teachers want to give various objectives.

In the year plan, period wise distribution of objectives for each unit should be mentioned in order to make grading systems more meaningful.

C) Time Available (For Teaching)

While planning a teacher should necessarily consider the time factor. The number of periods allotted per week will enable the teacher to calculate how many periods would be available during the academic year for teaching a subject. He will have to be very careful here. He has to consider the non availability of the periods during examination weeks, sports and games week, non-teaching days, and preparatory days for examination or school social gathering day etc. When the available number of periods are properly assigned to the units of a subject, in accordance with its requirements the arrangement is known as year planning.

Here the teacher has to bear in his mind that he/she cannot increase or decrease the total number of periods available for a subject. The number of periods per week for a subject is fixed by the education department and course (content for a subject is also laid down). The teacher will have to use his discretion and his past experience before assigning a particular number of periods to the different units of a subject.

D) Time Required (For Testing)

While calculating the total number of periods available for teaching a subject, the teacher will have to take into account the number of periods required for units testing. When unit is taught, a test known as unit test is to be held. For this testing, periods are required. In the year plan the number of periods required for testing per unit should also be mentioned. All these are main guidelines for the year plan and above such general information as the subject; the standard etc. should be mentioned.

Formation of the Year Plan

Units	Lesson No.	Objectives					Periods Required		
		K	U	S	A	IAA	For teaching	For testing	Total
1. Essay	4, 5, 6, 7, 11, 13, 15, 16 .	A	A	A	A	A	20	3	23
2. Stories	1,2,8,12	A	A	A	A	A	9	2	11
3. Great men's life sketch	3, 17	A	B	C	A	A	4	1	5
4. Plays	10,14	B	A	A	A	A	4	1	5
5. Humerous Pices	9, 10	B	A	B	A	A	3	1	4
							40	8	48

Note : K – Knowledge, U – Understanding, S – Skill, A – Application, IAA – Interest Attitude Appreciation

The Year Plan

Subject : Geography

Total Period Available : 60

Units	Objectives					Periods Required		Total
	K	U	S	A	IAA	For teaching	For testing	
1) Astronomy a) The Stars and Solar Systems b) The Earth as a Planet	B	A	A	B	A	8	2	10
2) Motion of Earth a) Rotation and Revolution b) Latitudes and Longitudes c) Day and Night d) Seasons	B	A	A	A	A	9	2	11
3) The Atmosphere a) Composition and Layers b) Temperature and Pressure c) Rain fall	B	A	A	A	A	8	2	10
4) Major Natural Regions of World a) Equatorial b) Tropical c) Monsoon d) Mediterranean e) Temperate f) Coniferous g) Tundra	B	A	A	B	A	21	5	26
						46	12	58

'Check Your Progress' – 1

1. Define a year plan.

2. Write two importance of year plan.

14.4 Let Us Sum Up

The teacher works out a plan to teach a particular subject in the beginning of the year. Year plan is nothing but 'available number of period in a year are properly assigned to the units of a subject in accordance with the requirements this arrangement is called as year plan.

The guide lines to prepare year plan are:

1. The units to be taught in the subject
2. The objectives to be realized through various units.
3. The number of periods available during the year
4. The number of periods to be assigned for testing.

Need and Importance Year Plan

Year Plan gives the idea to the teacher to make proper arrangements for the number of available periods for particular subject in a whole year. It gives broader outlook for the conduction of teaching work for guiding necessary information about the objectives to be achieved in a whole year.

14.5 Answers to 'Check Your Progress'

'Check Your Progress'- 1

1. The programme of work for the whole year is called year plan.
2. The two important points of year plan are
 - a. year plan gives the idea of available time for teaching for the whole academic year.
 - b. year plan specifies the objective to be achieved in an academic year.

14.6 Unit-End Exercise

1. What is year plan?
2. Describe the utility of a year plan
3. Prepare a year plan for each of the following subject
 - a) English (Std. VIII)
 - b) History (Std. IX)
 - c) Mathematics (Std. X)
 - d) Science (Std. VIII)

14.7 References

1. Aggarwal, J. C. (1995) *Educational Technology Teaching Learning*. Vikas Publishing House, Pvt. Ltd, New Delhi.
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UNIT - 15 □ UNIT PLAN

Structure

- 15.1 Introduction**
- 15.2 Objectives**
- 15.3 Meaning of Unit**
- 15.4 Unit Plan**
 - 15.4.1 Meaning of Unit Plan**
 - 15.4.2 Need and Importance**
 - 15.4.3 Guidelines for Preparing Unit Plan**
 - 15.4.4 Merits and Demerits of Unit Plan**
 - 15.4.5 Format of Unit Planning**
- 15.5 Let Us Sum-Up**
- 15.6 Answers to ‘Check Your Progress’**
- 15.7 Unit-End Exercises**
- 15.8 References**

15.1 Introduction

In the last unit, we have discussed about planning of teaching and the need and importance of year plan. As you know, year plan helps the teacher to plan for the whole academic year. It is long range planning, but unit planning is integrated and meaningful learning experience for students. The unit planning is essential part of the year plan. The unit emphasizes the learning by wholes and facilitates continuity of learning. The unit planning helps the teacher to achieve specific educational objectives.

15.2 Objectives

After studying this unit, you will be able to:

- Explain the meaning of unit planning
- Understand the need and importance of unit planning

- Identify the guidelines for preparing unit planning
- Comprehend the merits and demerits
- Develop the format of unit planning

15.3 Meaning of Unit

Good teaching does not just happen. It requires adequate and extensive planning so that the objectives, the specifications, teaching methods and evaluation procedure could be planned systematically.

There are a number of types of planning. The unit plan also requires systematic approaches. The unit planning is likely to ensure more integrated, meaningful learning experience to the students. Unit planning incorporates a variety of learning activities for the students.

In order to make a systematic unit planning, we must understand the meaning of unit. The unit means when the matter in the textbook is not adequately grouped and prescribed the teacher has to reorganize and regroup the given sub matter into units. “A unit may be defined as large sub division of the subject matter where in a principle or a topic or a property is central to the well organized matter”.

According to Priston “A unit is as large as block of related subject-matter that can be overviewed by the learner”. Samford defines: “Unit is an outline of carefully selected subject matter which has been isolated because of its relationship to pupils’ needs and interest”.

The unit should satisfy the following criteria:

- a. It should satisfy the unity or wholeness of learning activities related to some problem or project.
- b. It should emphasize the psychological principle of ‘learning by whole’.
- c. It should give importance to integrated learning outcomes.
- d. It should emphasise the organisation of the subject matter into units of experience.
- e. It should not represent only the subject matter but learning experience as well.
- f. It should facilitate the organisation of similar type of contents methodically.
- g. It should enable the teachers to achieve a certain set of specific instructional objectives

‘Check Your Progress’ -1

1. Define an unit.

2. Give two criteria of good unit

15.4 Unit Plan

15.4.1 Meaning of Unit Plan

For teaching a unit, the teacher has to prepare a unit plan. While planning a unit due care should be taken with regard to the nature of subject matter, the conditions under which it is to be taught, the needs of pupil etc. The teacher who is competent enough in the subject matter should prepare unit plan.

The unit plan is simply defined as a means of organising instructional activities and materials into larger, related, unified patterns of learning in order to achieve significant educational objectives. The dictionary of education describes, unit plan as “An organisation of various activities experiences, and types of learning around a central problem or purpose, developed co-operatively by a group of pupils under teacher leadership”.

According to Burton, “The important thing is to provide a combination of subject matter and process which will have real meaning for the learner which will aid him in continuously integrating learning”. According to Bossing, “Unit planning consists of a comprehensive series of related and meaningful activities, so as to achieve pupils purpose, and provide significant educational experiences and it results in appropriate behavioural changes.

On the basis of this the characteristics of a unit planning are:

1. The unit is organised around the purposes of the learner.
2. The unit plan should be unified.

3. The unit plan is a place of beginning and ending.
4. The learning activities should be educationally significant.
5. The unit plan is comprehensive which involve two or more lessons.
6. The unit plan is practicable in the given setting.
7. The unit plan should have variety of activities or learning experience.
8. The unit plan should have unit test.
9. The unit plan prepared with full co-operation of student and teacher.
10. The good unit plan provides further action - It must stimulate students for further study.

15.4.2 Need and Importance

In every activity, systematic planning is absolutely essential the present educational scenario is based on scientific planning. Without planning, education will not move a step forward. For every activity of human beings planning is a prerequisite.

1. The unit planning is likely to ensure more integrated and meaningful learning experience for the students.
2. Unit planning incorporates a great variety of learning activities, such as reading, writing speaking, listening dramatizing, experimenting, co-operative planning researching and reporting.
3. Unit planning makes use of many kinds learning aids and teaching aids, such as audio-visual aids, lab-equipments, and community resources.
4. Unit planning meets the individual difference in the school, because it was rich, varied aids and activities.
5. Unit planning gives wide opportunity for the students to choice, greater appeal to diversified interests and better use of talents assured.
6. Unit planning gives integrated knowledge to the subject matter so that continuity in learning is possible.
7. It is based on the psychological principle of learning by whole.
8. Student involvement is more, so the motivation of students may be sustained though out the year

15.4.3 Guidelines for Preparing Unit Plan

While planning a unit the following factors should be born in mind as a guide lines.

1. Objectives with specifications
2. Content analysis
3. Learning activities
4. Testing procedures

Content analysis - Unit planning emphasises is placed on the organisation of its contents into concepts, situations, processes generalizations, conclusions, principles, laws, relationships, etc.

In language units, it should be organised into new words, new phrases, idioms, facts, figures of speech, central idea, concepts, proverbs, word building etc. This helps the teacher to have thorough knowledge of the subject matter including its scope and significance. The teacher enters the class with full confidence since he will have mastery over the subject matter. Content analysis gives the ideas to the teacher and that he will not miss any point of subject matter.

Objectives - General and specific objectives should be well stated so that they will be realized through unit teaching.

Learning activities - In order to realize the objectives he will have to organise learning activities, in most beneficial manner; keeping individual differences and psychology of students he must make use of learning aids and teaching aids while organising learning activities. Three types of learning activities are organized:

1. Introductory activities which are carried out before starting unit.
2. Developmental activities which will be used at the development of the unit.
3. Follow up activities for the future use.

Testing procedures -This is last step in the unit plan. Here unit test and types of evaluation tools should be mentioned. Thus the teacher would get the evidence of the realization of objectives.

15.4.4 Merits and Demerits of Unit Plan

1. Merits of units plan

- a. It will accommodate the needs, capabilities and interest of pupils.
- b. It will provide variety of learning experiences.

- c. It will be based on psychological principle of learning by whole method which is useful.
- d. The units are interrelated in order to give continuity for learning and facilitate holistic idea of subject matter among the students.
- e. Pupil-teacher relations are good because it is planned with teacher-pupil co-operation with that democratic atmosphere in the classroom.
- f. It will provide individual differences in schools.
- g. The material of the unit should consist of familiar and related topics.
- h. It is flexible for above average students, may go beyond the limits of the unit.
- i. It is related to social and physical environment of the students.
- j. It uses learning aids, so that learning becomes more interesting for the students who will be motivated.
- k. It incorporates certain follows up activities which satisfy the tutor needs of pupils.

2 *Demerits of unit plan*

- a. It is not economic - needs competent teacher to plan various activities.
- b. It is not that easy to get related concepts in one year syllabus.
- c. Syllabus is not flexible.
- d. Some units once not systematically arranged and they confuse and discourage students.
- e. Evaluation is not possible at lower stage.

‘Check Your Progress’-2

1. Define unit planning

2. State two merits of unit planning.

15.4.5 Format of Unit Planning

1. Title of the unit
2. a. Class, b. No. of sub units, c. No. of class period required.
3. Significance and scope
4. General objectives
5. Instructional objectives
6. Introductory activities
7. Development

Sub unit No.	Content (in terms of major concepts/ principles)	Outline of teaching approach/ leaning experience	Learning aids
Sub Unit 1			
Sub Unit 2			

8. Review Techniques
9. Evaluation-unit test
10. Suggested follow up activities
11. Reference Materials
 - c. For Students
 - d. For Teachers

Example of unit plan

- I. 1. Title of the unit - properties of liquids

- II. 2. i) Class - IX Standard
- ii) Submits -
- a. liquids show the properties of fluidity
 - b. Liquid transmit pressure in all directions
 - c. Application of Pascal's law
 - d. Pressure on the bottom and wall of the vessels and inside the liquid
 - e. Liquids tend to keep their level.
 - f. Liquids exert up word thrust or force of buoyancy
 - g: Floatation of a body depends upon the specific gravity of the body as well as that of the liquid.
- iii) 7th Class (45 minutes period)
- III. Scope of significance-liquid is one of the essential states of matter, liquid properties will give the important laws like Pascal's law Archimedes law, which are the basis for floating bodies.
- IV. General Objectives:
- 1. The pupils will get the knowledge about properties of liquid.
 - 2. The pupils understand the properties of liquids.
- V. Specific objectives:
- 1. Students will recall the properties of liquids
 - 2. Students will recognize the different properties of liquids.
 - 3. Students will be able to explain the Pascal's law of liquids.
 - 4. Students will be able to analyse the properties of different liquids.
 - 5. Students will be able to solve mathematical problems.
 - 6. Students will be able to get the manipulative skills - constructive skills.
- VI. Introductory activities.
- 1. Teacher explains three states of matter.
 - 2. Teacher explains with example the arrangement of atoms in liquid.
 - 3. Teacher gives back ground with showing liquids available.
 - 4. Teacher use the liquids like water and explain the general properties.

VII Development

Sub unit	Major content concepts/principals	Art line of teaching approach/teaching experience	Teaching aids
1. Liquids shows the property of fluidity	Concept of fluidity; ripple formation fluidity in different liquids	Inductive with experiments approach	Patridishes says different liquids apparatus to show ripple formation
2. Liquids transmit pressure in all direction	Pascal's law	Demonstration with Pascal's ball, relationship between pressure transmitted and direction of transmission pressure exerted in all directions	Pascal's ball, apparatus to show pressure of liquids at the bottom and sides of up cylinder
3. Application of Pascal's law	Construction of working of Hydraulic machine	Construction and working of Hydraulic machine mathematical problem based upon it.	Working modes of hydraulic machine chart sharing its structure, function cotton.
4. Pressure on the bottom and walls of vessels and inside liquid	Pressure on the bottom and wall of vessels inside the liquid	Experimental approach calculating mathematical problems	Vessels of different feror shapes different liquids.
5. Liquid tend to keep their level	Law of inter connected vessels; River holes system; application of this proper	Demonstration method application to this proper	Apparatus of inter connected vessels – modes or chart-showing river lock system city water supply system fountain.

6. liquids exerts up word thrust or force of buoyancy	Archimedes principle –relationship between buoyancy and specific gravity of liquid	Experimental approach	Beakers, Spring balance weight box, wood, water, and metal, apparatus for Archimedes different liquids.
7. Floatation depend on specific gravity of the body as well as that of liquid	Floatation of different solids in different liquids their relationship construction and working of hydro meter	Experimental/ approach	Beakers, cork, alpines, kerosene mercury, paraffin iron piece, cylinder sponge hydro meter.

8. Review techniques
9. Unit-test
10. Suggested follow up activities
11. Reference materials
 - a. For students
 - b. For teachers

15.5 Let Us Sum Up

- Unit planning is one of the types of planning for teaching.
- Unit means a large sub division of the subject matter where in a principle or a topic or a property is central to the well organised matter.
- Unit satisfies the wholeness of learning activities.
- It must give importance to integrated learning out comes.
- It should organise similar type of content
- It should be organised in such way that pupils get benefits of proper exposure.

- It must fulfill same objectives.
- For teaching any unit, a teacher's foremost duty is to prepare unit plan.
- Unit plan is organised instructional activity and presents the materials into larger, related unified patterns of learning in order to achieve significant educational objectives.

Guide lines for preparing unit plan.

1. Content analysis
2. Objectives with specifications
3. Learning activities
4. Testing procedure

15.6 Answers to 'Check Your Progress'

'Check Your Progress' - 1

1. Unit is a large sub division of the subject matter where in principle or a topic or property is central to the well organised matter.
2. a. Unit emphasizes wholeness of subject matter
b. It should be organised in such a way that it achieves a certain set of specific instructional objectives.

'Check Your Progress' - 2

1. Unit planning consists of a comprehensive series of related and meaningful activities, so, as to achieve pupils purpose, and provide significant educational experiences and it results in appropriate behavioral changes.
2. Two merits of unit planning
 - i) Units are interrelated, so it will give continuity of learning so that students will get holistic idea of subject matter
 - ii) It is planned with teacher pupil co-operation.

15.7 Unit-End Exercises

1. Define unit.
2. Describe the criteria of a good unit.

3. Define unit planning.
4. Explain the guidelines for preparing unit plan.
5. What are merits and demerits of unit plan?
6. Prepare unit plan format.
7. Prepare unit plan of subject of your choice.

15.8 References

- Albery and Albery, (1962) *Reorganising the High-School Curriculum*. New York, The Macmillan Company.
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UNIT - 16 □ LESSON PLAN

Structure

16.1 Introduction

16.2 Objectives

16.3 Lesson Plan

16.3.1 Meaning and Concept

16.3.2 Need and Importance

16.3.3 Guidelines for Preparing Lesson Plan

16.3.4 Format of the Lesson Plan

16.4 Let Us Sum Up

16.5 Answers to ‘Check Your Progress’

16.6 Unit-End Exercises

16.7 References

16.1 Introduction

In the last unit you have learnt about year plan, and unit planning. These two planning for teaching will not meet the immediate needs of pupils as well as class teachers if they are not planned properly. So teachers have to plan daily teaching plans, they are also called “Plan of Action”. This type of planning teachers will get the necessary guidelines for the day’s work. Good lesson planning is essential to a good teaching which is the basis for the most effective teacher pupil planning within the classroom activities.

16.2 Objectives

After studying this Unit you will be able to:

- Explain the meaning of lesson plan
- Comprehend the need and importance of lesson plan

- Understand the guidelines for preparing lesson plan
- Formulate the format of the lesson plan.

16.3 Lesson Plan

16.3.1 Meaning and Concept

Detailed planning of one lesson is called lesson planning which is the basic unit of planning for teaching, on which the success of teaching depends. A good lesson plan is a guide to the teacher. It is the outline in detail the various steps the teacher purposes to take in his class. In general a lesson plan indicates the aims to be realized by teaching a lesson, the methods to be employed and activities to be undertaken in the class so that it is kept engaged the realization the aims and objectives. So, it is called as “plan of action”.

Following definitions indicate the broad meaning of lesson plan. Bining and Bining define: “Daily lesson planning involves defining objectives, selecting and arranging the subject matter and determining the method and procedure.”

According to Carter V. Good, “A lesson plan as ‘a teaching outline of the important points of lesson arranged in order in which they are to be presented. It may include objectives, points to be asked, references to materials, assignments.”

Bossing N. L. states: “A Lesson plan is an organized statement of general and specific goals together with specific means by which these goals are to be attained by the learner under the guidance of teacher on a given day.”

A lesson plan is actually a plan of action of what the teacher has to perform in the classroom. Lesson plan is teacher’s mental and emotional visualization of classroom activities. Lesson plan is window through which all the academic activities of the teacher can be seen.

Lester B. Stands has given a very comprehensive definition of lesson plan. It reads: “Lesson plan is a plan of action therefore it includes the working philosophy of the teacher, his knowledge of philosophy, his information about and understanding of his pupils his comprehension of the objective of education, his knowledge of material to be taught and his ability to utilize effective methods.”

From all these definitions it is concluded that lesson plan:

- i. is plan of action
- ii. is a blue print
- iii. teaching outline

- iv. is a creative piece of work
- v. is an elastic but systematic approach for teaching concepts, skills and understanding etc.
- vi. mental and emotional visualization to words class work.

16.3.2 Need and Importance

Planning is essential for teaching. To be effective, teacher has to plan lesson plan. Bagley has put it thus, “However able and experienced the teacher, he could do never without his preliminary preparation.”

Importance of Lesson Plan.

1. It ensures definite aim for each day’s work.
2. It makes the teacher to be systematic and orderly in the treatment of the subject matter.
3. It gives confidence to the teacher as he has beforehand dealt with problems and the ways to handle them.
4. Planning helps the teacher to avoid needless repetition.
5. It saves time and energy of the teacher because he has prepared systematic way, so he does not go haphazard.
6. It ensures suitable use of learning aids at the proper time.
7. It ensures proper assignments according to the mental level of students.
8. It stimulates the teacher to introduce necessary questions and illustrations.
9. Lesson planning helps the teacher to make use of principles of correlation and integration by seeking, the following types of links.
 - i) Linking new knowledge of subject with prevailing knowledge of students.
 - ii) Linking the lesson with the knowledge of other related subjects or socio-physical environment of the students.
 - iii) Linking the theory with practical application
10. Lesson planning provides sufficient help to both teachers as well as students in respect of evaluating the process of teaching and learning process.
11. Lesson planning helps the teacher to base adequate mastery over the contents or the subject matter to be presented in lesson plan.

16.3.3 Guidelines for Preparing Lesson Plan

For preparing lesson plans Herbatian approach or steps were used to a great extent. They are.

1. Preparation
2. Presentation
3. Association and Comparison
4. Generalisation
5. Application

I. Preparation

This step is concerned with the preparation of teacher who has to prepare students to revive new knowledge. This is very essential for both teacher as well as the pupils. It is the step where teacher will have to understand where the pupils are and where they should try to be? Are the two essentials of good teaching, this is also known as introduction?

In the preparation the 'will to learn' is aroused to some extent. Whereas, in motivation, it is reinforced to a higher extent.

Main features of preparation.

1. It should contain no new knowledge
- 2 It should stimulate curiosity
- 3 It should be as brief as possible

II. Presentation

It is here that the actual lesson is commenced. This step should involve a good deal of activity on the part of the students. The teacher will make use of various devices, e.g. question, illustrations, explanation, exposition demonstration, and audio-visual aids.

The teacher should have following principles in the presentation stage.

1. Principles of Selection and Division - The material should be wisely selected. It should be divided into different sections. The teacher must also divide how much information to be given to students.

2. Principle of Successive Sequence -The different sections should be well connected and maintain proper sequence.
3. Principle of Integration - At the end of lesson whole learning experiences should be integrated to facilitate better understanding of the whole subject matter.

Association and Comparison: This step is related to the task of acquisition of new material and knowledge which should be associated with previous knowledge. The new facts should be compared with old facts or another set of facts so that learning subject matter will be easy for students.

Generalization: In this step the teacher has to systematize the knowledge learnt by the pupils. In inductive type lessons, the students will have to generalize some formulas, rules. The teacher should see that students should draw out conclusion or make a generalization. It is product part of the students thinking by the lesson. In the word of Ryburn, "It is bad teaching which gives readymade general conclusions. So the child with teacher's help and guidance must be led to make the generalizations for himself.

Application: Knowledge will be useful only when it is practically applicable. The fundamental laws of learning reveals that the consolidation of knowledge takes place only when the knowledge learnt is applied to similar situations. Application also serves the purpose of recapitulation.

The following steps should also be considered.

1. Lesson plan should be written in such a way planner should have clear idea of subject matter.
2. It should have clearly stated aims and objectives.
3. While formulating lesson plan, physical conditions of the class room should be kept in mind.
4. It should have techniques of teaching and illustrating aids.
5. It should facilitate lineage between previous knowledge of subject matter and present new knowledge.
6. It should provide ample of activities for the students.
7. Black board work should be clearly shown.
8. Questions should be well planned.

9. There should be provision for individual attention.
10. Use of teaching aids at proper time should be given.
11. It should be flexible.
12. It should include assignments for students.
13. It should provide scope for self-evaluation.

16.3.4 Format of the Lesson Plan

Name : Class :
 Subject : Topic :
 Date : Period :
 Lesson No :

Major Concepts / Principles

Instructional Objectives:

The pupil will be able to -

Learning Aids.1.

2.

3.

4.

5.

Introduction

Expected Previous Knowledge	Introductory activities

Statement of Aim :

Development :

Specifications	Content Analysis	Teaching Approaches/Learning Experience	Education
Review			
Re-capitulatory Questions		Black Board Summary	

Home Assignment :

'Check Your Progress' - 1

1. Lesson plan is...
 - a. year plan
 - b. daily teaching plan
 - c. week plan
 - d. monthly plan
2. 'Plan of action' is called as.....
 - a. year plan
 - b. unit plan
 - c. long rough plan
 - d. lesson plan

16.4 Let Us Sum Up

Lesson plan is a plan of action which gives definite aim for the daily lessons of the class teacher. The steps involved in the lesson are:

1. Preparation
2. Presentation
3. Comparison and association
4. Generalisation
5. Application
6. Recapitulation

Importance of the lesson Plan

1. It ensures definite aim for each day's teaching programme
2. It enables the teacher to be systematic and orderly in the treatment of the subject matter.
 3. It gives confidence to the teacher as he has beforehand dealt with problems and the ways to handle them.
 4. Planning helps to avoid needless repetition.
 5. It saves time and energy of the teacher who has prepared systematically.
 6. It ensures suitable use of materials and contents at the proper time.
 7. It ensures proper assignments according to the learning capacity of students.
 8. It stimulates the teacher to introduce necessary questions and illustrations.
 9. Lesson planning helps the teacher to make use of principles of correlation and integration by seeking, the following types of links.
 - a. Linking new knowledge of subject with prevailing knowledge of students.
 - b. Linking the lesson with the knowledge of other related subjects or socio-physical environment of the students.
 - c. Linking the theory with practical application
 10. Lesson planning provides sufficient help to both teachers as well as students in respect of evaluating the process of teaching and learning process.
 11. Lesson planning helps the teacher to base adequate mastery over the contents or the subject matter to be presented in lesson plan.

16.5 Answers to 'Check Your Progress'

'Check Your Progress' - 1

1. (b) daily teaching plan
2. (d) lesson plan

16.6 Usnit-End Exercises

1. Define "Lesson Planning"
2. What is the need and importance of the lesson plan?

3. What are the suitable guidelines for preparing lesson plan?
4. Prepare a lesson plan of subject of your choice by using format given.

16.7 References

- Agarwal, J.C. (1995) *Educational Technology: Teaching Learning Innovation in Education*. New Delhi, Vikas Publishing Company Ltd.
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- Sharma, R. C. (1968) *Planning for Effective Science Teaching*. Bhopal, Regional College of Education.

UNIT - 17 □ RESOURCE UNIT

Structure

- 17.1 Introduction**
- 17.2 Objectives**
- 17.3 Resource Unit**
 - 17.3.1 Meaning and Concept of Resource Unit**
 - 17.3.2 Need and Importance**
 - 17.3.3 Guidelines for Preparation**
 - 17.3.4 Format**
- 17.4 Let Us Sum Up**
- 17.5 Answers to ‘Check Your Progress’**
- 17.6 Unit-End Exercises**
- 17.7 References**

17.1 Introduction

Already, we have discussed about unit planning, lesson planning and year planning exercises. The unit planning approaches for class room teaching is the most promising approach because they consist of (i) broad comprehensive units or related problems or projects (ii) a series of related activities to provide common learning for a group as a whole and individual learning in terms of specific, needs, and interests and problems of students. (iii) evaluation materials for determining the outcomes of work in terms of behaviour changes in students these were discussed in the last units.

The school teachers have by and large failed to work democratically and creatively with a group of students. They only use conventional materials such as prescribed textbooks which are not adequate for creative teaching. They also provide ready-made plan for teachers, Daily assignments are also taken from those text books only. Hence, always preplanning is based on textbook assignments.

This situation becomes entirely different once the teacher breaks away from the ground-to-be-covered-textbook-assignment-recitation procedure, and seeks to develop a new concept of scope and sequence and new classroom procedure, based on the

thesis. These measures are needed for a teacher to work democratically. The “Resource unit” or guide is designed to bridge the gap between traditional planning and modern teaching. The present unit relates to modern teaching which is based on ‘Resource Unit’.

17.2 Objectives

After studying this unit, students will be able to:

- Explain the meaning and Resource Unit.
- Bring out the need and importance of Resource Unit.
- State the guidelines for the preparation of Resource Unit
- Formulate the format for Resource Unit.

17.3 Resource Unit

17.3.1 Meaning and Concept of Resource Unit

The resource unit is a reservoir out of which the teacher works co-operatively with the students from whom he may draw helpful suggestions for developing a learning unit in a classroom. Thus it is developed in advance of the day-to-day works of the classroom.

The following definition will indicate the nature of such pre planning: A resource unit is a systematic and comprehensive survey, analysis and organisation of the possible resources (e.g., personnel problems, issues, activities bibliographies) and suggestions as to their use, which the teacher might utilize in planning, developing and evaluating proposed learning unit in the class room.

Since 1938 there have been noteworthy attempts to develop resource units in various fields, principally in social studies.

Lavone Hanna describes: “A resource unit as a reservoir from which teachers can draw suggestions and materials for making teaching unit or for preparing for student-teacher planning.”

A Commission on the secondary school curriculum of progressive education association has defined resource unit as a preliminary exploration of a broad problem or topic to discover its teaching possibilities.

National Council of Social Studies defines: “ A resource unit consists of rich resources from which individual teacher can extract procedures which will help him to teach most effectives learning.”

Accordingly, essentially resource unit is a comprehensive analysis and organisation of objectives, problems, activities, materials which form a unit in sequence of plans for achieving the purpose of education. It is made by teachers and is a form of pre planning designed to guide them in their selection of instructional problems and materials out of resource unit actual teaching unit may be built. A resource unit may be made by one teacher or by a group of teachers specialized and experienced in the same subject.

17.3.2 Need and Importance

- a. Resource unit is an encyclopedia for the topic that teacher want to discuss and which helps to make the classroom teaching more effective.
- b. Resource unit furnishes suggestions for materials, methods activities, teaching aids, and evaluative procedures for building a learning unit.
- c. Resource unit provides means of helping the teacher to organize materials so that he can depart from the traditional use of the text book as a guide in curriculum development.
- d. Resource unit provides suggestions for teachers for translating an educational philosophy into practice.
- e. Resource unit serves as a guide in helping the teacher to include in the learning unit certain important values basic to education.
- f. Resource unit sensitizes the teacher to all the significant problems and issues that have a bearing on an area of living.
- g. Resource unit utilizes the personnel resource of the school appropriate to the co-operative pre-planning of a Unit
- h. Resource unit conserves the time of the teacher.
- i. Resource unit makes to possible to have teaching materials available when need.
- j. Resource unit provides the ways and means of evaluating learning outcomes of the unit are usually suggested.
- k. Resource unit gives suggestions for related materials to be used with students with special interest and special abilities

17.3.3 Guidelines for Preparation

1. Resource units are of value on all learning situations involving flexibility and teaching - learning procedures.

Resource units are most widely used in core program development since such programs call for organization of material which draws freely from many subject fields. So text book because inadequate and needs more flexible approach which calls for wide variety of resources. In the development of resource units, the teacher breaks the bonds of tradition and needs help in discovering and utilizing wide variety of resources.

2. Resource units are best developed by a group of teacher rather than by one teacher. When the resource unit is prepared for as subject field, teachers representing different fields of specialization can offer suggestions for enrichment.
3. Resource units are likely to be most effective when they are used by the group that proposes them.
4. The resource unit should be organized and indexed for effective use and published in a form that facilitate frequent and easy revision.

If the resource units are to be valuable they must be kept up to date and modified in the light of the experience of teachers using them. For this reason, it desirable to publish them in loose leaf form or to leave blank pages at the end of each section for suggested revision.

5. A program of resource unit development requires that ample provisions be made for physical facilities, released time for participants, secretarial and constant service and the like.

Preparing resource units requires a great deal of time and energy. It should not be relegated to after school hours. It should be regarded as a necessary and valuable port of the teaching load. The workshops should be conducted during periods in which teachers are paid. There should be encouragement and sufficient budget provided for various types of services. So, a high quality of leadership is required and should be ensured.

Keeping above criteria in mind, some of guidelines to organize / prepare resource units are as follows.

- i. Philosophy and purposes: The purpose of the resource unit should be clearly stated.

Purpose stated in a resource unit should represent the highest level of agreement among the members of group preparing it.

- ii. The scope: The resource unit should contain a statement of the scope i.e., limits of the subject area included and the basic content in the form of concepts, issues, or problems.
- iii. The purpose is to brief the teacher on the possibilities and appropriateness of the area for the development of teaching learning unit for a particular class. Title of the unit and its significance at this stage, the teacher would indicate the importance of the unit.
- iv. Grade placement and time allotment. Here the teacher would indicate the level for which the resource unit has been prepared and time allotted for the unit which suggests how long the learning unit would progress.
- v. Concepts and Generalization: Major concepts and generalizations to be developed and drawn of unit area to be clearly spelt out keeping in view the maturity level of the pupil concerned. There should be adequate provision to draw generalizations from the isolated bit of knowledge.
- vi. Anticipated outcomes:
 - a. Instructional objectives are to be formulated keeping in view the objectives of the unit in particular and those of education in general.
 - b. Objectives which include behavioural changes that we intended to bring about in major areas like knowledge, understanding, skill and attitude.
- vii. Content analysis of the unit: Its purpose is to establish the content in a particular unit. It permits the teacher to visualize the broad scope of the area to be taken into account and all significant points in the classroom.
- viii. Suggested activities: This is often referred to as heart of the resource unit. These are classified in to three types.
 - a. Introductory activities: These activities are generally needed for introducing the new concept they related to common experience of every individual. They are easily under stable and directly lead to the topic to be taught.
 - b. Developmental Activities: These activities when the introduction ends. These will be carried out while teaching unit and therefore to drill the concept into the minds of students concrete examples were taken.
 - c. At the end of the each unit there will be follow up activities.

- ix. Evaluation: Evaluation procedures and instruments selected in terms of the stated objectives should be included as an integral part of the resource units.
 - a. Discussion and observation by teacher is desirable
 - b. Self evaluation on the part of the teacher is highly desirable.
- x. Follow up Activities: The value of all learning is to provide such rich experience to the learners so that he is able to face real problems in life and get through them successfully. That is real proof for effective teaching. In this respect a few follow-up activities which the pupils are able to carry out to their own are to be listed at the end of the resource unit.
- xi. Resource Materials / Reference Books: At this step of resource unit, all the reading material, for students, for teachers, audio visual aids used, community resources, pamphlets periodicals, free and in expensive materials, films, film strips, recordings, models, pictures maps etc. which might be written which is helpful to a class in developing a learning unit to be collected.

17.3.4 Format

1. Title of the unit and its significance
2. Grade placement and time allotment
3. Concepts and generalizations
4. Anticipated outcomes
5. Analysis of the unit in terms of content
6. Suggested activities:
 - a. Introductory activities
 - b. Developmental Activities
7. Evaluation
8. Follow-up activities
9. Resource materials and References

‘Check Your Progress’ -1

1. Define Resource Unit

2. State two criteria of organisation of Resource unit

17.4 Let Us Sum Up

The preparation of resource unit plan is a valuable procedure for planning teaching programmes. It provides means of introducing flexibility in teaching practices and promotes interaction among the staff members representing different interests. This cooperative relationship among the staff members server to enrich learning activities in the class room

Criteria for Organizing Resource Unit Plans

1. It is developed by group of teachers
2. Resource unit plan is most effective when it is used by a group of subject specialists.
3. It should be revised and updated.
4. Resource unit plan need, physical facilities, time for participants, consultant service, secretarial service.

The resource unit plan is organized keeping in mind following elements.

1. Title and significance
2. Grade and placement time
3. Concepts and generalizations
4. Anticipated out comes
 - i. General objectives
 - ii. Specific objectives

5. Content analysis
6. Suggested activities
 - i. Introductory activities
 - ii. Developmental activities
7. Evaluation
8. Follow up activities
9. Reference material, resource materials.

17.5 Answers to ‘Check Your Progress’

‘Check Your Progress’ -1

1. Resource unit is an encyclopedia for the topic that teacher wants to discuss and helps to make the classroom teaching more effective.
2. a. It should be prepared by group of teachers
b. It should be updated every year

17.6 Unit-End Exercises

1. Define Resource unit plan and explain its need for the class room teachers.
2. Explain the criteria for organising resource unit plan
3. Prepare Resource unit plan using format given in the present chapter choosing subject matter of your choice.

17.7 References

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UNIT - 18 □ PLANNING FOR TEACHING IN THE INDIAN CONTEXT

Structure

- 18.1 Introduction**
- 18.2 Objectives**
- 18.3 Planning for Teaching in the Indian Context**
 - 18.3.1 Problems and Constraints of Planning For Teaching**
 - 18.3.2 Possible Solutions**
- 18.4 Let Us Sum Up**
- 18.5 Answers to ‘Check Your Progress’**
- 18.6 Unit-End Exercises**
- 18.7 References**

18.1 Introduction

Teaching itself is a complex activity. It does not only pour information into the heads of pupils, but it is much more than mere giving information when teacher enters into the teaching profession. Planning for a diverse group of students is not only a desirable skill for a new teacher but essential one because; there is diversity among the students. Naturally there are many other problems and constraints of teaching. In the proceeding chapter you will know more about all these problems and find possible solutions for them.

18.2 Objectives

After studying this unit, you will be able to:

- Identify the problems of planning teaching
- Understand the constraints of planning teaching
- Find out possible solutions for problems of planning for teaching.

18.3 Planning For Teaching in the Indian Context

18.3.1 Problems and Constraints of Planning For Teaching

It is recognized that the student population in schools today is becoming increasingly diverse. Teachers must address the needs of students with diverse linguistic and cultural backgrounds. They are additionally being asked to teach students with disabilities.

There are three major groups of students who contribute significantly to the diversity within the classroom.

1. Students with varied cultural and linguistic backgrounds.
2. Students considered “at risk”
3. Students with disabilities.

First, students’ diverse cultural and linguistic background amalgamated to a single group has enriched the classroom today. Their presence has created opportunities to learn about custom, beliefs, and traditions that may be outside the personal experiences of the teachers and other students. Many of those students however experience “cultural shock” in class rooms where their personal preferences for learning and performing don’t match to the expectations of school setting.

In a class where students’ primary languages are different, it is quite challenging for those who do not speak English which can facilitate a smooth transition to a new school environment.

So, teachers must learn about the individual student preferences and must find ways to accommodate them. They may also need to help their students to learn English. So the teacher finds its challenges to help them and their cultural variations.

A second group of students coming to school is “at risk” can be found both within our society at large and within our schools. The increase in drug and alcohol use/abuse, poverty, teenage pregnancy, physical and emotional abuse, homelessness, and lack of supervision are some societal problems. That can cause students to come to school unprepared to learn.

The third group of students that has contributed significantly to the diversity of the general education classroom is students with disabilities when the Education for all Handicapped Children Act was passed in 1975. It revolutionized service delivery to these students.

The least restrictive environment (LRE) mandate was the first time in the history of special education that integration of students with disabilities was made a priority within all school districts. Placement in the LRE for students with disabilities often means spending time in the general education classroom.

Today, the majority of these students remain in the general educational classroom for a significant portion of their school day.

Therefore it is unusual for general education teacher to provide some individualized service. With all these diversity there are many problems for the teacher.

Problem of Readjustment from Learning to Teaching.

Before entering into the teaching profession, a teacher is concerned with only acquisition of knowledge and skills. But, after teaching profession his transition takes place from hearing to teaching. He must deal with living mind before him. So he faces many problems of readjustment.

- a. The problem of disinterested and in-attentive pupils is of most embarrassing problem in contemporary education or any teaching.
- b. Problems due to large classes: Present day classes are overcrowded. There are numerous problems for the teacher, and he cannot provide individual attention to all the students. Control over the class becomes very difficult.
- c. Problem of rigid time-table and syllabus: Teacher in the present day classrooms work under restrictions of rigid syllabus and time-table. Also pressing demands of examination too contribute to the problems. Hence a teacher cannot demonstrate originality and modify the subject-matter according to the needs of the pupil.
- d. Problem of evaluating the written work: Another problem for class teaching correction of written work may become heavy burden on the part of the teacher because of large classes.
- e. Problem of lack of preparation by teachers: If teacher has not prepared the lesson well, he/she will not feel confident enough to conduct the classes effectively.
- f. Problems of personality of the teacher: If a teacher is not agreeable and co-operative in nature and he has not understood the psychology of the students, it is difficult for the students to co-operate with him.

These are some of the problems and constraints for planning effective teaching.

18.3.2 Possible Solutions

- The teacher should cultivate better teaching skills and capability in order to be successful in working with diversity of student population with feeling of responsibility to do so.
- The diversity of students requires a special kind of a teacher. Regardless of the age and experience level of the teacher, this educator always views teaching as an important and exciting profession. This type of teacher shoulders a responsibility to teach all students and see diversity as a challenge.
- Planning should be done with the needs of all students in mind and using many strategies of teaching which are essential for the success of students “at risk” or students with disabilities.
- Cultural diversity needs to be considered when planning lessons and activities. It is important to be educated about culture and cultural perspectives. It is also important to be aware of your own cultural back ground and how this affects beliefs, values, expectations and in turn, the choice of subject matter, models, methods, management procedures etc.
- When planning the teachers must consider two general areas in which to provide for cultural diversity content and instructional management. While planning content, incorporate subject matter, materials, and examples which reflect the contributions and perspectives of a variety of cultures and the personal experiences and interests of students.
- The purpose is to help all the students feel valued, represented and motivated and to help the students become knowledgeable and tolerant of diversity.
- While planning the teachers must avoid stereo typing or over generalizing for e.g. don't think culturally diverse students will best learn through co-operative learning to avoid this make a best guess as to which methods will work most successfully for particular students and then monitor their progress carefully while planning multicultural topics may also be included.

While teaching the students from different cultural backgrounds the following are the other possible solutions of planning for effective teaching.

1. Use of right methods of teaching
 - The right method is one which aims at not only internal development but social moral and psychological development.

- Right methods should evaluate desirable values proper attitudes and habits of work in the students.
 - Verbalism should be removed and purposeful realistic situations were created for this purpose. Activity methods, project methods should be assimilated while planning for teaching.
2. Some modern trends in planning teaching
- Decreasing importance of class-teaching
 - Individualization of instruction
 - Provision of group work.
 - Advent of new psychology of education
 - New concept of teaching and learning
 - Reflective thinking and self activity
 - Changed role of the teacher.

Some modern methods have changed the scenario of teaching they should be included while planning for teaching they are.

1. Activity and play way methods: These methods are direct outcome of the shift of emphasis from the quantum of knowledge to the significance of pupil activities - intellectual physical, sensory and emotional.
2. The psychological methods: Understanding based on the psychological principle that there are individual differences and that no children are alike.
3. Use of Montessori methods: They involve spirit of liberty or freedom and are based on the principle of individuality art of education and sensory education.
4. The Dalton plan based on scientific approach to all that is to be learnt and lays emphasis in the altitude of the pupil to be like that of a scientist discovering truth by his own effort.
5. Winnetka plan of Dr. Carleton Wash Borne and his colleagues.
6. Gandhiji's Basic scheme of education is major Indian contribution to teaching and is direct outcome of his educational philosophy which means an all-round drawing out of the best in the child and man's- body, mind and spirit.
7. Socialized techniques of teaching may be included.

8. Lastly, new methods like programmed instruction, models of teaching were used while planning teaching. With all these methods syllabus and time-table should be made more flexible. So that rigidity of the syllabus can be removed.

The teacher is a first and foremost component of planning for teaching. He/she should play a role competent and most efficient person in planning teaching with him all other components like material money could be well utilized. Otherwise teaching-learning process will not be that effective for “educating children.

‘Check Your Progress’ - 1

1. State two problems of planning for teaching

2. State two possible solutions for the problem of planning for teaching.

18.4 Let Us Sum Up

Planning is an essential component of better teaching in the modern competitive environment. In the Indian context, it is very difficult to make planning because:

1. Classes are over crowded.
2. Diversity among the students
3. Physical conditions are not up to the mark.
4. Use of ineffective teaching evaluating methods

In order to cope up with these problems, a teacher needs to find answers in proper planning for teaching. While planning for teaching:

1. Teacher must plan the needs and interests of pupil
2. Teacher should see take into account the differences in language, culture and needs, interests, background etc.

3. Teacher should use effective methods, materials, and modern techniques of teaching.
4. Teacher should remove the rigidity of the time-table and syllabus by adjusting methods of teaching.
5. Teacher must develop competency in planning, and to make effective teaching in the classroom.

18.5 Answers to ‘Check Your Progress’

‘Check Your Progress’ - 1

1. The two problems of Planning are:
 - a. Overcrowded classrooms
 - b. Diversity among pupils due to difference in culture and language
2. Possible solutions are:
 - a. Teacher should use effective methods like activity and project methods
 - b. Teacher should plan according to the needs and interests of the pupil.

18.6 Unit-End Exercises

1. What are the problems of planning for teaching in Indian Context?
2. Suggest some of the possible solutions to improve the standard of teaching in India.

18.7 References

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