



UNIT 8 PLANNING LEARNING ACTIVITIES

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8.0 INTRODUCTION

An organized planning always plays a vital role in the execution of any task or activity in our life. It not only facilitates proper realization of the objectives of the task or activity, but also helps in the effective utilization of time, energy and resources (human, material and financial). Proper planning is a pre-requisite for successful accomplishment of any task or activity. This is also true for teaching-learning activities transacted in schools. When any teaching-learning activity or instructional work is planned in an organized and systematic way and executed accordingly, it brings improvement in learner performance, thereby proving the efficiency and effectiveness of the teacher



who has planned it. Apart from planning teaching and related instructional work, judicious planning is also necessary for organization and conduct of different support activities that strengthen the teaching-learning activities. Therefore, as a teacher you need to pay due consideration to wise planning of all the activities associated with teaching and learning in your school. In this unit, let us discuss in detail how teaching-learning activities are planned and organized in elementary schools for facilitating all round development of the students.

For complete understanding of this unit you need approximately 08(eight) study hours.

8.1 LEARNING OBJECTIVES

After completing this unit you will be able to

- Distinguish between curricular and co-curricular activities that are organized in elementary schools during an academic session.
- Develop a yearly plan for different co-curricular activities in your school.
- Prepare the scheme of lessons in different subjects for different classes for the whole session.
- Prepare the class-wise unit plans in different subjects that you teach.
- Maintain and use daily lesson note / diary in your teaching subjects.

8.2 PLANNING LEARNING ACTIVITIES

As a teacher, your primary and main concern is teaching of course contents in different subjects namely Language, Mathematics, Science, Social Science etc. in different classes as prescribed in the syllabus. Apart from teaching the subjects, you also perform some other instructional work such as conduct of examination, evaluation, remediation etc. relating to these subjects. Both teaching and related instructional work facilitate the intellectual development of the students. However, other than teaching and instructional work you also perform a variety of non-academic activities which facilitate the overall development of students' personality in various aspects namely, physical, motor, ethical, social, civic, aesthetic, literary, cultural etc. Both these types of activities are important for all round development (intellectual and personality development) of the students and hence are to be planned and organized in a systematic manner in the school. As a teacher, you have a major role to play in this regard.

8.2.1 Curricular and Co-curricular Activities

Here is an activity for you to do.



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ACTIVITY-1

Recollect all those activities that you perform in your school during a session. Group them in two columns: Column I for the activities related to teaching and instructional work and Column II for the activities other than teaching and instructional work.

Column I

Column II

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From the above activity of classification of learning activities the following can be said.

- i) The activities, indicated in Column I, like teaching of subjects of study (Language, Mathematics, Science and Social Science), conduct of examinations / tests at different points of time in a year / session, evaluation of learner performance, preparation of progress card of the students are called *curricular activities* or *scholastic activities*. These activities are strictly as per the prescribed curriculum and hence are compulsory for all students of the class. A formal time table is followed to conduct these activities which are mostly confined to classroom lessons.
- ii) The activities indicated in Column II, like games and sports, music, dance, drama, singing, gardening, debate, excursion, exhibition etc. are not compulsory for all students. The students participate in such different activities as per their ability, interest and choice. Such activities are not examined like academic subjects. These are called *co-curricular* or *co-scholastic* activities and are organized outside the classroom lessons. Such activities do not always follow a formal and rigid time table.

Both types of activities are complementary to each other and deserve equal weight and emphasis while planning the total school programme during a full session. Earlier, the curricular activities were given more emphasis and were considered as primary activities in the school and all other activities were given very little importance. Some even considered the time spent on co-curricular activities to be wasteful. But now the co-curricular activities are given equal importance as the students can learn several skills and competencies from these activities in a real life situation in a joyful environment. For a holistic development of students' learning these are considered essential.

A brief tabular presentation on the purpose of organizing different types of co-curricular activities in schools is given below:



Table 8.1 Types and Purposes of Co-curricular Activities in School

Aspects of Personality Development	Exemplars of Co-curricular Activities	Purpose
Physical Development	Outdoor and indoor games and sports Athletic events Gardening	To facilitate Normal growth and development of body Development of health habits Sound physical health and fitness
Motor Development	Clay modelling Basket making Toy making Knitting Cardboard work Book binding Kitchen and flower gardening	To facilitate Coordination of muscles and nerves Development of aesthetic taste and sensibility
Language Development	Debate Story and Essay writing Recitation Wall and school magazine Newspaper reading	To develop Language skills and speech Thought and expression Creativity Composition skill Literary sense and taste
Aesthetic and Cultural Development	Music Dance Acting Drawing Painting Fancy dress Flower festival Exhibition School decoration Folk songs	To develop Understanding of cultural heritage and tradition Familiarity with cultural elements and ethos Cultural tastes Cultural awareness and interest Aesthetic sensibility
Civic Development	Celebration of social festivals, national days, school festivals Students' self-Government Mock Parliament Mock Court Running of cooperative store in school Visit to gram panchayat, municipality office, assembly, high court	To facilitate Acquisition of rich experiences of civic life Understanding of democratic way of living Understanding of duties, obligations and rights Civic training Development of courage, courtesy and mannerism
Social Development	Morning assembly Red cross Forest-aid Village survey Cleanliness work Awareness campaign	To facilitate Socialization Art of social living Sharing of responsibility with others Team work and leadership Loyalty to group and nation Rendering of social service
Development of Hobby	<i>Recreational and leisure time activities</i> Stamp collection Coin collection Collection of pictures, stones, match box etc. Album making Photography	To facilitate Worthy use of leisure time Development of mental and moral hygiene Fostering of youthful enthusiasm Promotion of creativity Reducing monotony of academic work
Development of Outlook	Excursion Picnic Visit to museum, zoo, aquarium Trips to places of geographical, historical and cultural interest	To facilitate Promotion of contextual learning Broadening of horizon of knowledge and outlook in rich practical experiences through direct observation.

Notes



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The activities presented in the above table are not exhaustive. You may add to these some other activities that you are organizing in your school and indicate their intended purpose.



ACTIVITY - 2

Prepare a list of co-curricular activities that you can conduct in your class.

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E1. Why co-curricular activities are essential for students in the school? Give two reasons.

8.3.2 Planning of Co-curricular Activities

Planning of curricular and co-curricular activities is altogether different. For planning care should be taken to ensure that:

- Ade their operation.
- Functionally, they complement and supplement each other.
- There is scope for optimum utilization of available time and resources.

Following four important considerations are taken into account while planning the co-curricular activities in schools:

- Judicious selection of activities;
- Provision of time and space for conduct of the activities;
- Provision for motivation;
- Provision of advice/feedback;

Selection of Activities: In fact, the organization of all types of co-curricular activities during a particular session in any school is not practically feasible in view of constraints in time, space and resources. Hence, you need to make judicious selection of activities. Here are some tips for you to make appropriate selection of co-curricular activities:

- Activities should be reasonably large in number and varied in order to provide opportunities to all students to participate in several activities.



- The activities should not impose excess strain on the students.
- The activities should be such that these would attract spontaneous participation of the students.
- The activities should be economical and can be organized even within the limited resources of the school.
- The activities should be in accordance with students' interest and ability.

Provision of Time and Space: Depending upon the availability and suitability of time and space, activities are to be planned and organized in schools. Some specific outdoor and in-door activities may require provision in the school time table for their organization during regular school hours whereas other such activities may require provision for their organization after the school hours. Moreover, some outdoor activities may be planned and organized in particular seasons and months. All such activities are to be planned date-wise and month-wise for the whole session. Separate rooms in schools may also be allotted and used for conduct of various indoor activities.

As regards the space, such activities may be organised within the school premises provided adequate and suitable space is available there. In the absence of availability of adequate and suitable space inside the school, the same may be conducted outside in the open space nearby the school.

Provision of Motivation: In order to motivate your students to participate widely in such activities you can do the following:

- Displaying a long list of activities in the school information board for the knowledge of all students.
- Inviting their interest and choice for participation in specific activity / activities.
- Encouraging the students to take initiative for conduct of such activities by acting as advisor and facilitator.
- The function and mode of organization of each activity should be well-spelt out to motivate the students.

Provision of Advice: In order to render appropriate and timely advice/feedback for conduct of such activities you need to consider the following:

- Each teacher in your school need to remain in-charge of any particular activity of his/her interest.
- You must have adequate experience and must demonstrate enthusiasm and positive attitude for organizing the concerned activities.
- You must take into account students' feedback as well as others' feedback.



- You must ensure adequate logistic support (equipment, materials etc.) in the school to make these activities operational and meaningful.
- There should be mutual understanding among the teachers while advising students on a particular issue/activity.

8.4 SCHEME OF LESSONS

Like the distribution of co-curricular activities throughout the academic year, you have to prepare the distribution of the curricular provisions prescribed for the academic year. You teach different curricular subjects (Language, Mathematics, Science, and Social Science) to the students in your school as per the prescribed syllabus. For each class and in each subject some course contents in the form of a number of units / topics are prescribed in the syllabus to be taught to the students during an academic session. Your task is to complete the teaching of the prescribed course contents and to undertake the instructional work related to the subjects you teach in different classes, within the stipulated timeframe of that academic session. How to perform this task systematically and successfully is your major concern. For this, you need to plan your teaching-learning activities subject-wise and major competence-wise for different classes. Your plan needs to clearly decide and specify the following:

- (i) The unit as well as sub-units in a particular subject for a particular class that will be taught to the students in which month and on which date / day; and
- (ii) The instructional activity that is to be undertaken on which date / day and in which month during a particular session in your school.

Such planning of curricular activities in a particular subject for a particular class, in detail, thereby spreading the same over the week, month and the whole session is referred to as the '*Scheme of Lessons*'. Schemes of lessons are subject-specific, class-specific and major competence-specific. You must note that the scheme of lessons in a subject is different from the syllabus of that subject.

Broadly speaking, the syllabus in a particular subject for a particular class systematically prescribes the course contents to be taught, course objectives, teaching methods, evaluation strategies and other related instructional work to be undertaken during the whole session, whereas the scheme of lessons work out the operationalization process for teaching and instructional activities of the concerned subject and class during the whole session with a view to accomplish the prescribed syllabus.

E2 . Write two differences between the syllabus and the scheme of lessons.

8.4.1 Need and Purpose

The scheme of lessons is needed for streamlining the teaching and instructional activities. The main purposes of preparing the scheme of lessons in different subjects for different classes are to facilitate



- (i) timely and successful completion of the teaching and learning of the prescribed course contents; and
- (ii) effective conduct of related instructional activities prescribed for the whole session.

It is a road-map for you and helps you to proceed systematically and effectively in your teaching and facilitating learning throughout the whole session in the school and complete the spelt-out tasks of the syllabus in time.

Different types of scheme of lessons are prepared in schools and some are as follows.

- Monthly scheme of lessons
- Yearly scheme of lessons

Monthly Scheme of Lessons: The monthly scheme of lessons in each subject for each class is prepared considering the number of working days available in a month, and the number of periods devoted in a month to teaching and instructional activities of the subject concerned. Based on these two important considerations and depending on the content load and importance of the prescribed units of the subject concerned in the syllabus, specifications are made as to which units would be taught in which month during the whole session. In other words, in each subject for each class, day/week-wise specification of exact syllabus units is made in order to facilitate smooth and convenient teaching and timely completion of related instructional activities within the available periods in respective months. Relatively, less number of units are planned to be taught in a month in which the number of working days is less compared to other months. Hence, while preparing the monthly scheme of lessons in any subject for any class you are required to do the following:

- Study the syllabus concerned and prepare a list of the units to be taught during the whole session.
- Determine the unit-wise and sub-unit-wise periods required to complete the teaching of the same, in view of importance and content load i.e. concepts and sub-concepts of each unit.
- Determine the total number of periods required to teach all these units.
- Spread over the units to be taught sequentially, month-wise, in consideration of the periods available in the respective months and periods required to teach the units concerned.

When the total number of periods required to complete all the prescribed units is more or less than the total number of available periods during the whole session, you can alter the periods for teaching of different units in such a manner that the total number of available periods becomes equal to the total number of required periods for teaching all the prescribed units.



Yearly Scheme of Lessons: Yearly scheme of lessons in a subject for a particular class is nothing but a composite scheme of the monthly schemes of lessons. While preparing the yearly scheme, a teacher tries to take a complete view of what he/she has to do during the whole year relating to teaching and instructional activities of the subjects. For developing such a scheme you may take care of the following:

- The total number of periods available during the year for teaching-learning of the subjects.
- The total number of periods required to complete the teaching and other instructional activities of the subject within the stipulated time period of the session.
- The nature and the scope of the subject in terms of number of concepts and sub-concepts included in the syllabus, the quantum of course contents covered in different topics, the type of learning experiences to be provided to the students, the objectives of teaching-learning to be achieved.
- The means and materials available for transacting the prescribed subjects of the syllabus.

8.4.2 Preparation of Scheme of Lesson

You need to be aware of the essential requirements for preparing the scheme of lessons (both monthly and yearly) in a subject for a particular class. Besides the syllabus in the concerned subject for the particular class the following may be noted while preparing the scheme of lessons for one academic session or the monthly scheme:

- The actual number of working days available week-wise and month-wise in an academic session / year for teaching and learning activities relating to the subject concerned.
- The total number of required periods for the teaching of the prescribed course contents and facilitating learning of the subject.
- The total number of units prescribed in the syllabus for the session.
- The total number of possible sub-units to be covered during the session.
- Unit wise concept load (number of concepts within the unit) that determines the unit-wise total number of periods required for successful and effective teaching of the course contents of the units.
- The number of working days in a month to be actually devoted to teaching of the subject excluding the days for examination, holiday, field visit etc.
- The total number of periods allotted separately for 'teaching' and 'learning activities' in the school time table (weekly).



- The number of units identified to be taught month-wise keeping in view the quantity and quality of the course contents contained therein, and the available period for teaching of the same.

Based on the above said broad criteria the monthly scheme of lessons can be prepared in a format as shown below:

Subject :

Class :

Name of the Textbook :

Month	Proposed Unit (s) to be covered	Date / Day	No. of periods required (Unit-wise)	Whether completed	If not, the reasons

Monthly scheme of lessons helps the teacher to ascertain the progress of teaching-learning in a subject in a particular class and diagnose learners' learning difficulties in order to design appropriate feedback and remedial measures. Preparation of scheme of lessons, subject-wise as per the prescribed syllabus, class-wise and month-wise for the whole session is the practice usually followed at the school level in our country.

E3. Which of the following is NOT required for preparing a scheme of lesson?

- A. Number of working days in the school during an academic session.
- B. Number of days spent for conducting annual examination.
- C. Number of days of school vacation.
- D. Number of periods available for teaching the particular subject.

8.5 UNIT PLAN

The shape of the scheme of lessons in different subjects for different classes at the school level is determined by the quality and quantum of course contents, contained in the *UNITS* in a subject for any class. Hence, you need to have a thorough understanding about what the term '*unit*' means and what '*unit plan*' implies.

You might have seen in the syllabus as well as in the textbooks in every subject for each class that the course contents are arranged and organized around topics and



each topic has a number of subtopics. For example in Science if the topic is 'Matter', the subtopics can be 'Solids', 'Liquids' and 'Gases'. These subtopics can be considered as Units and contents specific to the subtopics are dealt with in each Unit. Thus a content unit represents a manageable chunk of content element. All the units together form united and integrated whole of a meaningful and purposeful content materials and experiences. Organization of the subject matter and learning experiences into meaningful units prove quite advantageous both from education and psychological angles to the students. The broad characteristics of a unit are:

- The contents of a unit are always woven or organized around a central or common principle, process, problem or purpose.
- A unit consists of well-integrated meaningful wholes capable of providing useful learning experiences to the students for achieving the desired teaching-learning objectives.
- It represents a whole and complete sub-division of the contents of a syllabus, useful and meaningful in providing rich educational experiences.

Preparation of Unit Plan:

Unit planning in a subject refers to following a proper procedure for teaching-learning of the subject matter or learning experiences contained in a unit as per the learning objectives of the subject concerned. For preparing a unit plan you need to follow the procedures mentioned below:

- Formation of proper units and sub-units if not prescribed in the syllabus;
- Formulation of learning objectives pertaining to the units;
- Selection of methods and techniques (teaching-learning strategies) to be used
- Determination of methods of assessment

Formation of Units: The task of unit planning starts with formation of proper units out of the prescribed course contents (syllabus) in different subjects to be taught during the whole session. In doing that you are required to study the course topics thoroughly, combine the mutually related topics having their similarity in application and common concern or focus, into a single unit. For example, the prescribed topics such as 'Forest Resources of India', 'Mineral Resources', 'Water Resources', etc. in social science subject may be combined into a single unit named as "Natural Resources of India", since all these are related to each other and have common focus. Similarly, the topics like meaning and need of communication, means of communication in ancient days, means of communication in the medieval age, means of communication in modern age, effects of modern means of communication on our life, communication means in future etc. may be combined into one unit called as "Means of Communication". In this manner you can form meaningful units in the subject that you teach in different classes.



After organization of the subject matter into units you need to arrange them in sequence and plan to take up one at a time. You may further sub-divide each unit into smaller but meaningful sub-units or parts. A sub-unit, as far as possible, should contain subject matter or learning experiences which can be transacted within a classroom period of 35 to 40 minutes. Keeping in mind the students' easy comprehension and the interrelation between the units and sub-units, they need to be arranged sequentially and systematically.



ACTIVITY - 2

Prepare a list of units and sub-units in any subject that you teach in a particular class.

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Formulation of Learning Outcomes: It is important to clearly spell out the probable learning outcomes relating to teaching-learning of each unit and sub-units and expressed in students' behavioural terms i.e. the type of observable activities students can perform after going through the subject units. The clarity of the objectives would make the students and the teacher engaged effectively in the teaching-learning of the unit.

Selection of Methods and Techniques: In order to realize the set learning objectives of the units, appropriate methods and techniques to be used in teaching-learning process need to be selected. Besides, the type of interaction that would take place between the teacher and the students during the teaching-learning of the units may also be visualized.

Determination of Methods of Assessment: To what extent the predetermined learning objectives of the units have been realized is to be evaluated by using some tests (popularly known as Unit Test). Both diagnostic and formative techniques are to be employed for evaluation of the learning outcomes of the units.

Thus a Unit Plan contains the following information.

- The major as well as minor ideas / concepts dealt in the Unit.
- The total number of periods required, sub-unit wise, to teach the unit.
- The method and strategies to be used, sub-unit wise, for transaction of the unit.
- Teaching-learning materials to be used during the transaction of each sub-unit.
- Sub-unit wise evaluation strategies to be used for evaluation of learning outcomes of the unit.



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The Unit Plan may be prepared in the following format incorporating the above information.

Subject :

Class :

Name of the Unit :

Learning Objectives :

Major idea/ concept of the Unit	Sub-unit ideas / sub- concepts	Sub-unit wise number of periods required	Total No. of periods required for the unit	Course contents to be covered	Methods/ strategies to be used	TLMs to be used	Evaluation devices to be adopted

The unit planning paves the way for planning a number of sub-units depending upon the number of sub-units developed out of a unit in hand. Usually, the teaching of a sub-unit is done in a period of 30 to 40 minutes duration. In some cases, the teaching of a sub-unit may need two or three periods depending on the nature of instructional activities to be carried out.

The unit plan helps the teachers and students in the following ways:

- In timely completion of the prescribed syllabus in different subjects.
- To make adequate preparation for the utilization of proper materials and methods.
- To prepare unit test for diagnosing the learning difficulties of the students and devising remedial measures.
- To achieve unit mastery by the students before going to the next unit,
- To make the students and teachers aware about the teaching-learning activities that they have to perform.



ACTIVITY - 3

Prepare a unit plan on any one unit from the subject you are teaching in any class.

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8.6 LESSON PLAN

Teaching of anything is considered effective only when the students learn it meaningfully. To make your teaching effective, you need to carefully plan and prepare for each lesson. Usually a lesson is transacted in the classroom in one period of 35 to 40 minutes duration. The lesson planning may also be termed as daily lesson planning since the lessons are planned to be transacted by the teacher on a day to day basis. A lesson plan need to have three distinct phases i.e. *activities before teaching-learning, activities during teaching-learning and activities after teaching-learning*. Apart from this, you need to decide, in detail, the methods and techniques to be used and appropriate supporting materials which you may require for making teaching-learning of the lesson more effective. The expression of such details pertaining to teaching-learning of the lesson in written form is usually called a '*Lesson Plan*'.

As practicing teachers, you might have some knowledge of traditional procedure of preparing lesson plans involving three steps namely, Introduction, Presentation and Evaluation. In such lesson plans the teachers usually reflect, more prominently, the activities that they will perform in the classroom during teaching learning process with very little or no mention of students' activities. The traditional lesson plans are mostly plans focusing on teaching rather than on learning. That is why the traditional lesson plans are considered teacher controlled and more teaching-centred than learning-oriented. The traditional lesson plans are found to have little relevance in the present day context of classroom teaching learning scenario where

- Emphasis is given on learning in place of teaching through child-centred, activity-centred and joyful learning activities;
- At the primary school stage, activity-based integrated textbooks have been introduced.

For example EVS has been integrated with Mathematics and Language textbooks of Classes I and II, and Science and Social Science integrated under EVS for Classes III, IV and V. In this context, the focus is more on the integrated themes (for more please refer to Section 9.6, Unit 9 of this course).

- Multi-grade situation is prevalent in majority of the primary schools.

As mentioned earlier, one teacher is required to conduct teaching-learning activities in more than one class at a time for which planning lessons for more than one grade during a single period will be quite different (Refer to Unit 10 of this course).

- With innovation in pedagogy, there have been many changes in teaching-learning strategies and a teacher has to consider such changes while preparing lesson plans.



8.6.1 Characteristics of Lesson Plan

The lesson plan should have at least following four characteristics:

- **Objective-based:** A lesson plan should be objective based. A limited number of objectives pertaining to a lesson which could be realized within the time available in a period should be determined.
- **Comprehensive:** A lesson plan should be comprehensive, brief and simple. All your efforts for realization of the set objectives may be reflected in the lesson plan. As far as possible, this must be short and precise so that you can prepare and use it with ease.
- **Flexible:** A lesson plan should be flexible with the scope to incorporate changes that would be instantly required at the time of transacting the teaching-learning activities in the classroom. For example, you may have come across a recent development in science which is not indicated in the lesson plan and you realise that you must share this to make a concept relevant, then you can immediately incorporate this in the lesson plan for better classroom transaction.
- **Implementable:** A lesson plan must be practical i.e. can be implemented in real situation. The teaching-learning activities and strategies proposed in the plan should be beneficial to the students and can be implemented within the stipulated available time.

8.6.2 What a Lesson Plan Contains

A lesson plan contains the description of the activities to be performed by a teacher and the students in the classroom during the transaction of a lesson. These activities may be divided into three phases namely,

- Preparatory activities prior to teaching-learning (**pre-active phase**),
- Activities undertaken during teaching-learning (**interactive phase**), and
- Activities performed after teaching-learning (**post-active phase**).

Preparatory Activities: The activities which are performed prior to actual teaching learning of the lesson are called preparatory activities which are indicated in the beginning of the lesson. These activities generally include the following:

- **Specification of learning outcomes:** The objectives expected to be realized through teaching-learning of the intended lesson are specified in student's behavioural terms first in the lesson plan.
- **Provision of Teaching-Learning Activities/Strategy:** The methods and strategies to be used in the teaching-learning of the lesson are indicated in the



lesson plan. The details of activities such as group activity, discussion, written work, and observation etc. for the three stages of the plan are specified.

- **Provision of TLM:** To realize the set objectives, the type of TLMs to be used and learning activities to be undertaken during the teaching-learning process are clearly indicated in the lesson plan. The serial number and the title of the learning activities may be indicated in the plan, if the same are borrowed / collected from the Activity Bank.
- **Special Provision for Teaching-Learning:** The special provisions, if any, required to be made in the classroom, apart from the normal provisions, need to be indicated in the lesson plan. Such provisions may include management of class jointly by two teachers, provision of monitor (multi-grade situation), provision of community help in teaching, use of video etc.
- **Sequencing and Time Scheduling of Activities:** The teaching and learning activities selected for the lesson need to be arranged in a definite order which would help in conducting the activities in the classroom. Further, time required for conducting each of these activities needs to be decided, so that one can visualize the number of activities that can be conducted during the entire period and during each phase of the lesson.

Activities during Teaching-Learning: This part of the lesson plan is very important. The activities related to actual teaching-learning phase are indicated here. This part is divided into three steps namely, introduction, presentation and evaluation.

- **Introduction:** This is the beginning of the teaching-learning. At the time of starting the teaching-learning of a new lesson, you must have a clear idea about students' previous learning experiences. Based on their previous learning experiences you can create interest in them and motivate them for learning a new topic. For this, you may conduct a small and meaningful activity, as far as possible relating to the new lesson to be taught. In case of a continuous lesson, you may help the students to recapitulate or strengthen the previous learning by the help of one or two reinforcement activities. Hence, through such introduction activities you help the students get their previous learning strengthen and make them interested and motivated for learning the new lesson. Out of 40 minutes devoted for a lesson, 5 to 7 minutes may be devoted for introduction activities.
- **Presentation:** This is the central part of the lesson plan. All the planned teaching-learning activities relating to the lesson are organized in this step. You need to provide situation for students to perform activities in the class and to facilitate the acquisition of prescribed competencies. For strengthening their new learning, you may engage them in reinforcement activities in this step. You should plan carefully to ensure that each and every student participate in the activities either individually or in group as planned. When required, you may directly explain and



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teach the students by telling stories, making illustrations, explaining the difficult concepts with examples etc. Towards the last part of this step you have to consolidate what the students have learnt from the lesson that you transacted in the class.

- **Assessment:** This is the last part of the lesson plan. Approximately in the last five minutes you need to assess to what extent the students have achieved the learning outcomes set in the lesson. For this, you may ask some objective type questions pertaining to the learning objectives of the lesson to be answered orally by the students.

Post Teaching-learning Activities: The following two activities may be undertaken during post-teaching-learning phase.

- You may review the classroom activities informally inside or outside the classroom in order to know their effect on realization of the set learning objectives.
- You may give home assignments for strengthening and enriching the students' learning. Both written work and project activities may be given as home assignments. Each student should be given separate home assignments so that they would be encouraged for learning.

On the basis of students' responses, you can ascertain to what extent the learning objectives of the lesson have been achieved. In case it is found that the learning objective of the lesson has not been fully realized, then you need to modify the concerned lesson plan accordingly and re-teach the same, afterwards for the purpose of accomplishing fully the said learning objectives.

Format of a Lesson Plan:

To give a lesson plan a physical shape a sample format is given below.

a) Preparatory Activities

School	Learning Outcomes	Teaching-learning materials
Date	1.	
Class	2.	
Subject	3.	
Topic	4.	
Period	5.	
Time : 40 minutes	6.	
Method adopted	7.	Special provisions



b) Activities during teaching-learning:

Steps	Specific Outcomes	Teacher's activities	Student's activities	Special information
Introduction	Warm up activities			
Presentation	Competency / sub-competency No. 1 (Activity 1)			
	Competency / sub-competency No. 2 (Activity 2)			
	Summary			
Assessment	Individual and group activity			

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c) Post-teaching-learning activity:

- i) Home Assignment
- ii) Revision

E4. Which of the three steps of a lesson plan is allotted maximum time? Why?

E5. What is the purpose of giving home assignment? Should it be given to children reading in lower classes of a primary school? Give reasons for your answer.

8.7 LESSON NOTE/LESSON DIARY

You are required to manage teaching-learning activities in classroom at least four to five periods daily, both in mono-grade and multi-grade situations besides doing other instructional activities. In such a situation, to prepare detailed lesson plan for each class and for each period becomes a difficult and challenging task. Hence, preparation of brief lesson plans also called as lesson note/lesson diary is an alternative for you.

In a lesson note, the main components of a detailed lesson plan are recorded in brief. A detailed lesson plan, prepared by a teacher can be used by other teachers also but a lesson note prepared by a teacher can be used by him/her only. It is a brief write-up you plan to teach a lesson in one period in any class. Hence, a lesson note is essentially a personal note prepared by you for organising your classroom activities.



Notes

A lesson note can be written in one page. The following basic information need to be recorded in a lesson note.

- Date, class, period, subject and topic,
- Specific learning outcomes,
- Required TLMs,
- Specific learning activities (if collected from Activity Bank, the serial numbers of the activities),
- Main questions facilitating teaching and assessment, and
- Tentative time required for each major activity.

The following sample format may be used for writing lesson notes.

Date :

Period :

Class:

Subject:

Topic:

Brief outline of the contents presented and discussed	Completed or not completed	Reasons for non-completion	Any new idea emerged in the class

You are to keep the lesson note always with you at least during school hours. After the lesson is over in a period you record the progress of the lesson (completed or in-completed) in the lesson note at the bottom or at a place specified for it. In case of incompleteness, you need to record the reasons so that the same could be taken care of while planning the subsequent lesson. Any kind of new experiences gained and new strategies emerged during the classroom transaction may also be recorded in the lesson note for future reference and use. Regular writing of lesson notes will help you in streamlining your teaching-learning activities.

8.8 LET US SUM UP

- Properly planned learning activities, both curricular and co-curricular, in schools greatly contribute to all-round development – intellectual and personality development of the students.
- Curricular activities include teaching, conduct of examination, evaluation of learner performance, adoption of remedial teaching and the like that facilitate students' intellectual development.



- Co-curricular activities include games, sports, athletic, dance, drama, music, excursion, drawing, debate, exhibition etc. that facilitate students in developing personality, drawing out their latent powers, unfolding their interest, supplementing their academic work and helping in socializing.
- Co-curricular activities facilitate the students' physical, motor, literary, aesthetic, cultural, civic, social, psychological and ethical development thereby broadening their outlook.
- While planning co-curricular activities important considerations are to be made with respect to judicious selection of activities, provision of time and space, provision of motivation, provision of advice and feedback.
- An important curricular activity is the preparation of scheme of lessons. Planning of curricular activities (teaching and instructional activities) in a particular subject for a particular class, in detail, spreading over the week, month and the whole session is referred to as scheme of lesson.
- There may be monthly or yearly scheme of lessons.
- In preparing a workable scheme of lessons, the actual number of working days available in a session, total number of periods required for teaching of a prescribed syllabus contents in a subject, total number of periods available week-wise and month-wise for teaching the subject etc. is taken into consideration.
- Unit Plan is another curricular component. A unit plan is a well- integrated meaningful whole centred around a single problem or purpose, capable of providing useful learning experiences to the students for achieving desired learning objectives. In a subject, the syllabus course contents are divided into some meaningful units.
- Unit Plan refers to the planning of the instructional activities pertaining to the teaching-learning of a Unit in a particular subject.
- The procedure for preparing unit plans includes four activities namely, formation of proper units and sub-units, formulation of learning objectives pertaining to the unit, selection of methods and techniques and determination of evaluation devices.
- Lesson plan refers to written expression of the details of planned activities to be undertaken during classroom transaction of a particular lesson or topic.
- All activities of a Lesson Plan is divided into three phases namely, activities prior to teaching-learning, activities during teaching-learning and activities after teaching-learning. The activities resemble the traditional steps namely, Introduction, Presentation and Assessment respectively.
- A lesson note is a brief write up of the detailed lesson plan which helps the teachers to proceed systematically in the class.



8.9 MODEL ANSWERS TO CHECK YOUR PROGRESS

- E1. (i) facilitate developing skills/competencies in real life situation.
(ii) for holistic development of learning.
- E2. (i) Syllabus in a subject for a class is the systematic outline of prescribe content, learning outcomes, etc. whereas scheme is the operationalization plan of the prescribed content for the same class on the subject.
(ii) Syllabus on a subject for a class is prescribed for all schools in the state/ Board, while scheme of lessons is developed by the teacher teaching the subject in one school where he/she is serving.
- E3. B
- E4. Presentation (state reasons)
- E5. For strengthening the concepts learnt in the class. No home assignments for children in lower class. One of the reasons is not to increase the learning burden at the early stage of schooling.

8.10 SUGGESTED AND REFERENCES READINGS

1. Ferguson(2001) :Co-Curricular Activities: A Pathway to Careers, JG Ferguson Publishing Company, United States
2. Haynes, Anthony (2010) :The Complete Guide to Lesson Planning and Preparation, Continuum International Publishing Group, New York
3. Gagné, R. M.(1974): The Conditions of Learning. 3rd. ed. Holt, Rinehart e Winston
4. Learning Activity Planning GuideDeveloped by Tara Fortune
5. Reference: Gibbons, P. (2002). Scaffolding language scaffolding learning. Portsmouth, NH: Heinemann.
6. LIEBMAN, J. (1998): Teaching Operations Research: Lessonsfrom Cognitive Psychology. Interfaces, 28 (2), p.104-110

8.11 UNIT-END EXERCISE

1. State the difference between curricular and co-curricular activities.
2. Prepare a yearly action plan on co-curricular activities for your school
3. What is a scheme of lesson? Prepare a scheme of lesson in a school subject for Class V.
4. Prepare a lesson plan on any topic in a subject that you teach in Class V.
5. What is a Lesson note? Prepare a lesson note on any lesson/topic.