

6.1. Concept of Lesson Planning

A lesson plan is a framework for a lesson. If one imagines a lesson is like a journey, then the lesson plan is the map. It shows one where you start, where one finish and the route to take to get there.

Essentially the lesson plan sets out what the teacher hopes to achieve over the course of the lesson and how he or she hopes to achieve it. Usually they are in written form but they don't have to be. New or inexperienced teachers may want to or be required to produce very detailed plans - showing clearly what is happening at any particular time in the lesson. However in a realistic teaching environment it is perhaps impractical to consider this detail in planning on a daily basis. As teachers gain experience and confidence planning is just as important but teachers develop the ability to plan more quickly and very experienced teachers may be able to go into class with just a short list of notes or even with the plan in their heads.

Whatever the level of experience, it is important that all teachers take time to think through their lessons before they enter the classroom.

■ 6.1.1. Meaning and Definitions of Lesson Plan

Teaching is organized in three phases : pre-active, interactive and post active phase of teaching. Before entering into the class-room whatever activities a teacher plans may be put in a preactive phase of teaching. The lesson-planning is virtually the preactive phase of teaching. Lesson plan is the title given to a statement of the achievements to be realized and the specific meaning by which these are to be attained as a result of the activities engaged during the period.

Definition of Lesson Planning

1. According to L.B. Stands, "A Lesson Plan is actually a plan of action. It includes the working philosophy of the teacher, his understanding of his pupil, is comprehension of the objectives of education, his knowledge of the material to be taught and his ability to utilize effective methods."

2. According to Jackson, "Lesson Plan is a description of what is to be taught, how it is to be taught, and how it is to be evaluated."

3. According to Bossing, "The Lesson Plan is the title given to the statement of the objectives of the achievement to be realized and the specific means by these are attained as a result of activities during the period."

4. According to J.B. Thomas, "Lesson Plan is the outline of the important points of a lesson arranged in order in which they are to be presented to students by the teacher."

5. According to R.L. Stevenson, "To every teacher I would say always plan out your lesson beforehand but do not be slave to it."

6. According to J.B. Thomas, "Lesson Plan is the outline of the important points of a lesson arranged in a order in which they are to be presented to students by the teacher."

7. According to Joesph Landon defines Lesson Plan as, "We may define a Lesson Plan as a draft of the lesson put upon paper with the important points whether of matter or method clearly marked."

8. According to Ryburn considers that a pupil teacher gains experience about his classroom work through lesson-planning, so that he is able to perform his tasks successfully in his teaching. He has defined this concept in brief.

"To teach we must use experience already gained as starting point of our work."

■ 6.1.2. Importance of Lesson Planning

Teaching is an art as well as science. For any work to be carried out it requires a systematic planning. *Lesson Plan* is a way according to which the teacher intends to keep his students busy during a particular

period. It indicates what and how the teacher and his pupils are going to do in that period.

If the teacher has planned his lesson both wisely and too well he will enter his class with confidence and with an easy conscious. The importance of lesson plan are as under.

1. **Use of Appropriate Methodology.** Lesson planning helps the teacher to select appropriate methodology for teaching according to subject matter.
2. **Use of Judicious Learning Materials.** Lesson planning enables the teachers to know how to select the learning material involved and use of proper audio-visual aid is also kept in mind while preparing a lesson plan.
3. **To achieve Definite Goals and Objectives.** The aims to be realized by the teacher should bring complete success keeping in view the general and specific aims of each lesson.
4. **Lesson Planning Prevents Wastage of Time and Energy** of both the teacher and the taught. There should be no repetition nor disunity between the different steps of the lesson.
5. **Follow the Maxims of Teaching.** Lesson planning helps the teacher to follow the maxims of teaching i.e. "from easy to difficult." "from concrete to abstract" and "from known to unknown."

Aims regarding the topic are clear before hand to the teacher and he makes all efforts to achieve them.

6. **Taking into Account Individual Differences.** Lesson plan takes into account the individual differences of the students, keeping the age, interest factor of the students.
7. **Gives Proper Direction to the Teacher.** A lesson plan guides the teacher in proper direction. It enables him to delimit the boundaries of his lesson, according to well thought and planned lesson plan.
8. **Creating Self-confidence in a Teacher.** His lesson notes will indicate the steps that he will follow the stages through which he will pass.

9. **To create Thoroughness and Effectiveness.** He will be able to create pupils interest and make learning natural and effective with all teaching aids, illustrate materials and other essential things that contribute to effective teaching.

10. **To make Evaluation Possible.** A good lesson planning enables the teacher to evaluate his work as the lesson proceeds. He will try to learn from both success and failure. Evaluation is possible only when definite aims and objectives are kept in view.

11. **Systematic and Ordered Knowledge.** Students get the systematic and ordered knowledge through Unit Plan.

12. **To Discover the Solution of Expected Problems.** Teacher discovers the solution of expected problems in advance before taking the class.

13. **Less chances of Memory Loss.** There are less chances of memory loss of the teacher for teaching with lesson planning.

14. **To Prepare Summary.** The summary of lesson can be prepared easily by Lesson Plan.

15. **To arouse Interest.** A well planned lesson plan arouses interest of the pupils. They concentrate on the lesson being taught by the teacher.

■ 6.1.3. Elements for Lesson Plan

A lesson-plan requires the following elements :

1. The teacher should have the mastery of subject-matter.
2. He should have the ability of content-analysis and identifying learning objectives in terms of taxonomic categories.
3. He should have the ability and skill for writing objectives in behavioural term.
4. He should have the ability to select the appropriate teaching strategies, tactics and aids in view of the content and objectives to be achieved.
5. The teacher must have the competency in relating teaching activities to learning structures by using appropriate teaching and communication strategies.

6. He should be able in planning, organizing, reinforcing the students activities and control-ling their behaviours.
7. He should have the knowledge and skill for working questions for developing the lesson-plan.
8. He should have the skill for the effective use of black-board in presenting the content.
9. He should have the awareness of individual differences of the students and should make the provision in lesson-plan to adjust the individual differences of the group.

■ 6.1.4.Characteristics of a Good Lesson Plan

1. A good lesson plan is well organised plan in which description of special teaching material are selected to achieve education of objectives related to topic.
2. It should be in written form, in good hand and bold letters.
3. Vague and irrelevant materials should be avoided.
4. It should clearly state the aims and objectives of subject matter.
5. Povisions should be made in lesson plan for achieving all the objectives of teaching.
6. Example quoted to teach should be related to the everyday life of the child.
7. Subject matter in the lesson should be according to the time for teaching at the disposal of the teacher.
8. It should provide maximum participation of a child in the teaching and learning process.
9. In the lesson plan there should be proper provision of the teaching aids and good illustration.
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11. In the lesson plan there should be provision of summary of whole subject matter.
12. Lesson Plan should be child-centrered.
13. Provision of homework related to the subject matter taught should be there.

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Methods, procedure and techniques applied for teaching should be according to the age and the mental level of the students

It should look to the future as well as present

It should provide for consolidation & recapitulation of ideas

1.5. Types of Lesson Plans

Teaching is a purposeful activity. A teacher performs several activities in his classroom teaching to achieve some specific learning objectives in behavioural terms. The behavioural objectives are classified into three domains : cognitive, affective and psychomotor. A detail description of these domains has been provided in the planning teaching chapter of this book. The lesson-plans may be classified into three categories on the basis of learning objectives

- (a) Lesson-plans related to knowledge
- (b) Lesson-plans related to appreciation
- (c) Lesson-plans related to skill.

(a) Lesson Plans related to Knowledge : The purpose of knowledge lesson is to provide the factual information regarding the content or subject matter. The knowledge, comprehension, application, analysis and synthesis objectives may be achieved by using this type of lesson. The main emphasis is given on presentation of content. The student performances are evaluated by their recall and recognition abilities of the content. This type of lessons are prepared in teaching social studies; History, Geography, Economics, Civics and teaching prose in languages. The factual information in science subjects may be given by preparing such type of lesson-plans.

(b) Lesson Plans related to Appreciation : The main focus of appreciation lesson is to develop the affective aspect of students. The appreciation lessons are prepared for developing attitudes, feelings and values among students. This type of lessons are designed in teaching poetry of English, Hindi, Sanskrit and regional languages, etc. The appreciation lessons can not be prepared in science-subjects.

(c) Lesson Plans related to Skill : The skill lessons are designed to achieve the psychomotor learning objectives. The language is a skill subject because it includes three skills : reading,

Writing and speaking. This type of lesson plans are prepared usually in teaching language and not in literature. The purpose of skill lesson is to develop certain skills. The skill lessons are designed in teaching, drawing, music, home science, agriculture, technical subjects and crafts, etc.

It is very difficult to prepare a lesson plan exclusively for achieving only one type of learning objectives. Each type of lesson-plan includes the cognitive, affective and psychomotor objectives. The above classification of lesson-plans indicates the load either of these objectives. It means language lessons are highly loaded by psychomotor objectives, poetry lessons by affective objectives (appreciation), social studies and science lessons by cognitive objectives (knowledge). Thus, one lesson-plan may have more than one type of learning objectives.

■ 6.1.6. Designing of Lesson Plan

Following *Psychological facts* should be used while developing the lesson plans :

1. Proper Size of Lesson Plan. It is not proper to make a lengthy lesson plan. It should be small but not insufficient. In lesson plan, all the necessary elements, teaching method etc. should be adequately included. Necessary and useful questions can also be included. No elements should be avoided or escaped.

2. Units should Find Place in Lesson Planning. If the lesson is taught in a single lesson in the same order, students get bored. Hence, lesson should be divided in two-three units on the basis of elements of syllabus. This provides the opportunity to students to work more. To teach through small units is psychological and simple, but a rule or principle of science can be taught in a single unit as per the requirement.

3. Importance of Experiment in Lesson Plan. It is not proper to use assignment or home work in lesson planning. According to the steps of Herbert, assignment or home-work is necessary at the end of lesson plan. It is necessary to use word 'Experiment' at the end of introduction, presentation and revision terms. For all these purposes, the method of teacher should be scientific, psychological and proper.

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4. Teacher should remain free in Lesson Planning. Lesson planning is made by teacher for his convenience. This is a means for him and cannot be the slave of it. He should remain free from it in order to make his teaching effective and convenient. He should do experiments and attempts to make teaching more psychological and simple. He should keep himself tied with the traditions of lesson planning.

5. Teaching Methods should be focussed in Lesson Planning. The more teacher would pay attention to the natural tendencies and interests of students, more he would be successful in his teaching. The ability of teacher lies in the fact that how does he plan to present the main elements of text-book before students using the proper, interesting, simple and effective teaching methods.

6. Use of Black-board Summary in Lesson Planning. Black-board summary is very important in lesson planning. Following methods are in use for presenting the black-board summary :

- (a) Writing of summary on black-board at the end of lesson.
- (b) To get the black-board summary at the end of lesson with the help of students.
- (c) To copy the previously written black-board summary.
- (d) Write the black-board summary in the order of teaching simultaneously.
- (e) At the end of each unit, find out the black-board summary with the help of students.

■ 6.1.7. Various Forms of Lesson Planning

There are various forms of written lesson-plans in our country and abroad, but the following three forms are most popular and most commonly used :

1. Herbartian Approach to Lesson Planning.
2. RCEM Approach to Lesson Planning.

The theoretical basis and forms of these approaches of lesson planning have been discussed in detail in the following paragraphs.

I. Herbartian Five Steps Approach :

The lesson-planning is an ancient concept but still it has the important place in teacher education programmes in the teaching practices. In most of training institutions the Herbartian five steps approach of lesson-planning is used.

John Fredrik Herbart is a German philosopher and great educationist. He has divided teaching unit activities into five steps. His approach is theoretically based on apperceptive mass theory of learning. Therefore, he gives more emphasis on teacher presentation. It appears from its structure that this approach is influenced by Classical Human Organization Theory. The previous knowledge of student is considered in preparing a lesson-plan but their abilities, interests, attitudes and values are not taken into consideration in designing a lesson-plan. The teaching is organized at memory-level. This approach has the wider use in the teaching of various school subjects.

Under this approach the following five steps are employed :

1. Preparation, 2. Presentation, 3. Comparison and Abstraction,
4. Generalization, and 5. Application.

The detailed description of these steps has been given in the chapter 'Levels of Teaching' under the heading of Memory level.

Outline of Lesson Plan : An outline of a lesson-plan has been developed on the basis of these five steps in the following forms :

1. Subject, topic, class with section, period and date.
2. General objectives of the teaching subject.
3. Specific objectives related to the topic.
4. Introduction and statement of aim.
5. Presentation including developing questions.
6. Explanation and Black Board Summary.
7. Review questions or Recapulatory questions and
8. Home-work or assignment.

The above teaching points are followed in preparing teaching a lesson.

1. **Subject, Topic and Class.** A teacher selects a topic for the teaching of his own interest. He decides the date, period and section of

his class. These details are written in preparing his lesson-plan. This step also delimits his lesson-plan.

2. General Objectives of Teaching. The different school subjects have their own general objectives. The topic is taught at different levels but these levels have different objectives. The teacher has to write the general objective of his subjects considering the level of the students. These general objectives can be achieved by organizing teaching for a period of forty minutes duration.

3. Specific Objectives. A lesson-plan is prepared for achieving learning objectives which are concerned with general objectives of teaching. The specific objective may be knowledge, skill and appreciation. The social studies lesson is designed for achieving knowledge objectives, poetry lesson for appreciation and language craft and home science for skill. The specific objectives are identified by considering the nature of topic and level of the students. These are written in behavioural terms.

4. Introduction. This step mainly concerns with starting points of teaching activities. The teacher employs his insight and experiences for linking new knowledge with the previous knowledge of the students. The priming and promoting devices may be used by preparing introductory questions. The topic is usually emitted by the students responses by asking questions or creating appropriate situation.

5. Statement of Aim. At introductory stage, the efforts are made for emitting the topic from the students. The teacher gives his statement of teaching topic by incorporating the students responses.

6. Presentation. The teacher prepares developing questions after introducing the topic to be taught. The presentation is done with the help of developing questions. The questions are arranged in a logical sequence keeping in view the structure of teaching unit.

7. Explanation. When the students are not able to answer the developing-questions of teacher, he is supposed to explain the element or concept by giving his statement.

8. Black-board Summary. The teacher has to prepare the black-board summary of his teaching points and explanations.

9. **Recapitulatory Questions.** The students should note down the black-board summary. The black-board summary must be removed before asking the recapitulatory questions. The purpose of these questions is to practice the student learning and evaluate the students performance to know that they could comprehend the teaching unit.

10. **Homework.** At the end of lesson plan some home-work is assigned to the students on the topic. The purpose of home work is to practice, to organize and to study the topic. The students get an opportunity for assimilation with the help of home-work or assignments.

II. RCEM Approach to Lesson Planning :

This approach of lesson- planning is developed by the Indian educationists. This is an improvement over earlier approaches. Its also considers the Bloom's Taxonomy of Educational objectives in identifying objectives of teaching in behavioural terms has already been discussed in detail in Planning Teachers chapter. It involves seventeen mental abilities for writing objectives in functional form.

The design of lesson-plan according to this approach consists of three aspects:

1. Input, 2. Process and 3. Output. These aspects have been explained in the chapter of Instructional Designs.

The structure of lesson-plan is developed with the help of input, process and output aspects of teaching.

1. **Input.** It includes the identification of objectives. They are known as Expected Behavioural Outcomes (EBOs). These objectives are broadly classified into four categories : knowledge, understanding, application and creativity. These objectives are written in behavioural terms by employing seventeen mental abilities. The entering behaviours of the learners are also identified. The sequence of instructional procedure is determined with the help of these objectives.

2. **Process.** The teaching strategies and tactics are selected for achieving these objectives. The communication strategy and audio-visual aids are employed for the effective presentation of the content. The main focus of the process is to create the learning situations for providing appropriate learning experiences to the students. The process

also includes the technique of motivation so that students behaviour can be reinforced for the desirable responses. It implies the interaction of teacher and students. The participation of pupils and teacher is essential.

3. Output. This aspect of instructional procedure includes the Learning outcomes (RLOs). In the process aspect learning experiences are provided for the desirable behavioural change among students. The change of the behaviour is known as real learning outcomes (RLOs). The various measuring devices are employed for evaluating the RLOs. The measuring instruments are constructed on the basis of EBOs. The teacher usually measures the RLOs by using oral and written questions.

The above chart indicates three aspects : input, process and output can be implemented in organized teaching. The input aspect concerns with EBOs of teaching, it also includes entering behaviours of the learners. The process aspect involves teacher and student interaction. The teacher and students activities are determined. The output aspect deals with the RLOs. The evaluation devices are specified for measuring the criterion behaviours.

The paradigm of lesson-plan can be used in the teaching of school subjects during teaching practices. The lesson plan of this type has been illustrated with the example.

Uses of Lesson Plan : The following are the major uses of lesson plan :

1. It is useful for pre-service and in-service teacher for organizing and planning of their teaching.
2. The teaching skills can be developed with the help of lesson plan during teaching practices by macro-lesson.
3. The teaching skills can be integrated by the micro lesson.
4. The written lesson plan provides the guide for organizing the teaching to the pupil teachers.
5. The unwritten lesson plans are useful for in-service teachers for their effective teaching.

6. The concept of 'Meaning' in the teaching process with the help of lesson plan.

7. The basic model of lesson plan.

8. The theoretical knowledge to practice by the effective outcomes of teaching.

9. It provides the scope of teaching.

10. The lesson plan in the programme. It deals with the basis to train pupil teachers.

6.1.8. Approaches to Lesson Planning

There are various approaches to lesson planning. Various approaches have been discussed.

1. The Herbartian Approach

The Herbartian approach is based on the concept of 'apperceptive mass'. The learner is like a blank slate from outside. If new knowledge of the student is added over a longer period. The teacher should prepare these units should be arranged in five steps: *Introduction, Evaluation, Teaching, Practice, and Evaluation*. These steps are known as 'The Five Steps of Teaching'. In our training, the lesson plans are prepared with emphasis is given on the first three steps.

2. Evaluation Approach

The evaluation approach to education. He considers objectives, learning experiences, and evaluation as objectives of lesson planning. The approach of lesson planning should be based on the testing should be based on the collected for the characteristics of the learner can be taken into account.

6. The concept of 'Management Learning' can be applied to teaching process with the help of a lesson plan.
7. The basic model of teaching can be used to teaching by the lesson plan.
8. The theoretical knowledge of teaching concept can be applied to practice by the effective lesson plan.
9. It provides the scientific basis for measuring the learning outcomes of teaching.
10. The lesson plan is the crucial activity of teacher education programme. It deals with the scientific aspect of teaching and provides the basis to train pupil teachers.

■ 6.1.8. Approaches to Lesson Planning

There are various approaches to the lesson planning. The important approaches have been discussed here :

1. The Herbartian Approach. The Herbartian Approach is based on apperceptive mass theory of learning. The proposition of that theory is that the learner is like a clean slate and all the knowledge is given from outside. If new knowledge is imparted by linking with old knowledge of the student, it may be acquired easily and retained for a longer period. The teaching content should be presented into units and these units should be arranged in a logical sequence. Herbart has given five steps: *Introduction, Presentation, Organization, Comparison* and *evaluation*. These steps have been discussed in detail in 'Memory Level Teaching'. In our training colleges and teacher education programmes the lesson plans are prepared on the Herbartian Approach. The main emphasis is given on content presentation.

2. Evaluation Approach. *B. S. Bloom* has given a new dimension to education. He considers education as a tripolar process : educational objectives, learning experiences and change of behaviours. He has made education as objective-centred rather than content-centred. Bloom's approach of lesson planning is termed as 'Evaluation Approach'. The testing should be based on teaching. The evidences and data are collected for the change of behaviours of the students. The decision can be taken about objectives of learning and these evidences may

provide the basis for revising and improving the learning experience. All the teaching activities must be objective-centred.

3. John Delry and Kilpatrick Approach. John Delry was an American pragmatic philosopher. He was a great philosopher as well as great psychologist. He was a professor of education in Columbia University. He originated a pragmatic school of thought.

He has given the valuable contributions in the field of education. He has shifted the focus of education to social efficiency. The knowledge of students should be related to their life situations. The learning experiences should be provided by solving the real problems.

W. H. Kilpatrick has developed a project-method and introduced integrated approach of the curriculum. A project is a whole-hearted purposeful activity proceeding in a social environment. It is also a pupil planned purposeful task accomplished in real life situation. The approach stresses on self-activity and real experiences of life situation.

4. Morrison's Approach. Henry G. Morrison has developed this approach to lesson planning. He has explained the 'Unit Method' in detail in his book 'The Practice of Teaching in Secondary Schools' published in 1926. This unit method is most popular and frequently used in U.S.A.

H. C. Morrison defines, 'Unit is a comprehension and significant aspect of the environment of an organized science and art.'

Wisley has also defined the term unit in this manner :

Morrison has formulated 'Cycle Plan of Teaching', and the unit method of Morrison is more psychological in nature. His major emphasis in teaching is that the teacher should be clear about the learning objectives. The student's needs are considered in planning the teaching tasks. Morrison has given five steps for employing his 'cycle plan of teaching': Exploration, Presentation, Assimilation, Organization and Recitation. The details of these steps have been discussed in the chapter on 'Levels of Teaching' under the heading of 'Understanding Level of Teaching'.

Morrison has given main emphasis on assimilation aspect of the learner where as Herbart stresses on the presentation aspect of the

teacher. It is evident from the paradigm of his teaching that it is a learner-centred approach to lesson-planning. This approach is more useful in science and maths teaching rather than in social studies subjects.

The paradigm of lesson-plans differs from country to country. Therefore, another basis of lesson-planning approaches may be denoted by the names of countries :

1. American Approach. The specific feature of American Approach is that the priority is given to learning objectives in lesson-planning. The teacher and students activities are so organized that the optimum realization of objectives may be done. The teacher-activities should generate appropriate learning situations for bringing the desirable change in learner behaviours. The teaching and learning performances are evaluated on the basis of learning-objectives and a criterion test is developed for this purpose. The learner's performances serve the purpose for providing feedback to planning and organizing aspect of lesson planning. The instructional procedure can be revised and improved on the basis of students performance.

2. British Approach. The main feature of British Approach is that the emphasis is given to teacher and content presentation in lesson-planning. The Britishers believe in slow change but from 1970, new innovations and new practices have been introduced in the field of education. The teacher has to play major role in teaching-learning process. He has to plan, organize and control the student-activities in the teaching process. On the other hand, the stress is given on student-testing. The achievement tests are used for measuring students performances. The achievement test has the content coverage or maintains the content validity. The oral, essay type and objective type tests are used for measuring the students achievements.

3. Indian Approach. The Indian Approach of lesson-planning has the major influence of both earlier approaches. The learning objectives, teacher activities, student-activities and evaluation of student are crucial aspects of lesson-planning. The Regional Colleges of Education NCERT have made great efforts in this direction. The Regional College of Education of Mysore has developed a paradigm of lesson plan. It

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consists of teaching objectives and learning experiences. The question-answer strategy is followed in developing lesson-plan because teaching is considered as an interactive-process. The classroom interaction among teacher and students can be encouraged by this strategy of teaching. In most of training colleges the lesson-planning is based on **Libertarian Approach**.

The lesson-planning approaches may be classified into two categories on the basis of lesson-plan structures :

1. Macro Approach. The focus of Macro Approach of lesson-planning is the development of students and modification their of behaviours. The size of topic, size of class and size of period are usually large. More than one objectives are achieved with the help of Macro lesson-plan. The cognitive, conative and affective-learning-objectives can be achieved by one Macro-lesson. The Macro-lessons are prepared and used in traditional teaching practices. This paradigm of lesson-planning considers the general classroom teaching activities or teacher-behaviours, the specific teaching skills are not included in this approach.

2. Micro Approach. It is the recent innovation in the field of teacher education. The micro-approach is employed in lesson-planning for the modification of teacher-behaviour. Its focus is to develop the specific teaching skills rather than to bring desirable change among students. It is a real classroom teaching. The micro-lesson means to reduce the size of the topic to be taught, the size of class and the size of the period. It is designed to develop one teaching skill at a time. It is used in written and oral form for the modification of pupil-teachers and also for the in-service teachers.

3. Written Form. The lesson-plans are prepared by the pupil-teachers during their teaching practice in written form. In the pre-active stage of teaching, the pupil-teacher develop the cognitive map for the content to be taught and activities to be performed in the classroom and produce it in written forms so that modification and improvement may be done by their supervisors. The observer can evaluate their classroom teaching activities on his schedule of teaching properly. This function as a guideline to the teacher and basis for the supervisor to classroom teaching performance.

4. Unwritten Form. The unwritten lesson plans are developed by the in-service teachers. They develop the outline of his teaching activities at their cognitive level, before entering in the classroom.

The written lesson plans are generally rigid because pupil-teachers have followed them rigidly for developing in teaching efficiency whereas unwritten lesson-plans are relatively flexible and such lesson-plans are used by the inservice teachers. They develop tentative outline of their teaching activities, therefore, it can be changed according the class needs of the students. It is essential even for a more experienced teacher to develop an outline of teaching takes at his cognitive level before his teaching.

■ 6.1.9. Advantages and Disadvantages of Lesson Plan

Advantages :

It helps to choose the best method of teaching. The teachers understands the objectives of lesson well.

1. It helps to establish continuously with old and new lessons.
 2. Helps the teacher to understand the objectives and desirable change in the child properly.
 3. It helps the teacher in evaluating his teaching.
 4. It inspires the teacher to improve the further lesson.
 5. It helps the teacher to select appropriate method and techniques of teaching.
 6. It compels the teacher to think about the use of teaching aids.
 7. The content is organized systematically.
 8. The lesson plan stimulates the teacher and student to think in an organized way.
 9. It helps the teacher in self-evaluation.
 10. It helps the teacher to put up important and relevant questions.
 11. It guides the teacher, what and how he must teach.
- Lesson Plan inspires the teacher to think systematic and in organised manner.
12. It takes care of students level and previous knowledge.
 13. It develops self-confidence in teacher.