

Chapter-XIII

Lesson planning

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LESSON PLANNING

A **lesson plan** is a teacher's detailed description of the course of instruction or "learning trajectory" for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details will vary depending on the preference of the teacher, subject being covered, and the needs of the students. There may be requirements mandated by the school system regarding the plan. A lesson plan is the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached (test, worksheet, homework etc.)

DEVELOPMENT

While there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order:

- ◆ *Title* of the lesson
- ◆ *Time* required to complete the lesson
- ◆ List of required *materials*
- ◆ List of *objectives*, which may be *behavioral objectives* (what the student can *do* at lesson completion) or *knowledge objectives* (what the student *knows* at lesson completion)
- ◆ The *set* (or lead-in, or bridge-in) that focuses students on the lessons skills or concepts— these include showing pictures or models, asking leading questions, or reviewing previous lessons
- ◆ An *instructional component* that describes the sequence of events that make up the lesson, including the teachers instructional input and, where appropriate, guided practice by students to consolidate new skills and ideas
- ◆ *Independent practice* that allows students to extend skills or knowledge on their own
- ◆ A *summary*, where the teacher wraps up the discussion and answers questions
- ◆ An *evaluation* component, a test for mastery of the instructed skills or concepts— such as a set of questions to answer or a set of instructions to follow
- ◆ A *risk assessment* where the lessons risks and the steps taken to minimize them are documented
- ◆ An *analysis* component the teacher uses to reflect on the lesson itself—such as what worked and what needs improving
- ◆ A *continuity* component reviews and reflects on content from the previous lesson.

HERBARTIAN APPROACH JOHN FEDRICK HERBERT (1776-1841)

1. Preparation/Instruction: It pertains to preparing and motivating children to the lesson content by linking it to the previous knowledge of the student, by arousing curiosity of the children and by making an appeal to their senses. This prepares the child's mind to receive new knowledge. "To know where the pupils are and where they should try to be are the two essentials of good teaching." Lessons may be started in the following manner:

- a. Two or three interesting but relevant questions
- b. Showing a picture/s, a chart or a model
- c. A situation Statement of Aim: Announcement of the focus of the lesson in a clear, concise statement such as "Today, we shall study the..."

2. Presentation/Development: The actual lesson commences here. This step should involve a good deal of activity on the part of the students. The teacher will take the aid of various devices, e.g., questions, illustrations, explanation, expositions, demonstration and sensory aids, etc. Information and knowledge can be given, explained, revealed or suggested. The following principles should be kept in mind.

a. **Principle of selection and division:** This subject matter should be divided into different sections. The teacher should also decide as to how much he is to tell and how much the pupils are to find out for themselves.

b. **Principle of successive sequence:** The teacher should ensure that the succeeding as well as preceding knowledge is clear to the students.

c. **Principle of absorption and integration:** In the end separation of the parts must be followed by their combination to promote understanding of the whole.

3. Association comparison: It is always desirable that new ideas or knowledge be associated to daily life situations by citing suitable examples and by drawing comparisons with the related concepts. This step is important when we are establishing principles or generalizing definitions.

4. Generalizing: This concept is concerned with the systematizing of the knowledge learned. Comparison and contrast lead to generalization. An effort should be made to ensure that students draw the conclusions themselves. It should result in student's own thinking, reflection and experience.

5. Application: It requires a good deal of mental activity to think and apply the principles learned to new situations. Knowledge, when it is put to use and verified, becomes clear and a part of the student's mental make-up.

6. Recapitulation: Last step of the lesson plan, the teacher tries to ascertain whether the students have understood or grasped the subject matter or not. This is used for assessing/evaluating the effectiveness of the lesson by asking students questions on the contents of the lesson or by giving short objectives to test the student's level of understanding; for example, to label different parts on a diagram, etc.

A WELL-DEVELOPED LESSON PLAN

A well-developed lesson plan reflects the interests and needs of students. It incorporates best

education, which is what the teacher feels is the purpose of educating the students.

Secondary English program lesson plans, for example, usually center around four topics. They are literary theme, elements of language and composition, literary history, and literary genre. A broad, thematic lesson plan is preferable, because it allows a teacher to create various research, writing, speaking, and reading assignments. It helps an instructor teach different literature genres and incorporate videotapes, films, and television programs. Also, it facilitates teaching literature and English together. Similarly, history lesson plans focus on content (historical accuracy and background information), analytic thinking, scaffolding, and the practicality of lesson structure and meeting of educational goals. School requirements and a teacher's personal tastes, in that order, determine the exact requirements for a lesson plan.

Unit plans follow much the same format as a lesson plan, but cover an entire unit of work, which may span several days or weeks. Modern constructivist teaching styles may not require individual lesson plans. The unit plan may include specific objectives and timelines, but lesson plans can be more fluid as they adapt to student needs and learning styles.

Unit Planning is the proper selection of learning activities which presents a complete picture. Unit planning is a systematic arrangement of subject matter. Samford "A unit plan is one which involves a series of learning experiences that are linked to achieve the aims composed by methodology and contents". Dictionary of Education: "A unit is an organization of various activities, experiences and types of learning around a central problem or purpose developed cooperatively by a group of pupils under a teacher leadership involving planning, execution of plans and evaluation of results".

CRITERIA OF A GOOD UNIT PLAN

1. Needs, capabilities, interest of the learner should be considered.
2. Prepared on the sound psychological knowledge of the learner.
3. Provide a new learning experience; systematic but flexible.
4. Sustain the attention of the learner till the end.
5. Related to social and Physical environment of the learner.
6. Development of learner's personality.

It is important to note that lesson planning is a thinking process, not the filling in of a lesson plan template. Lesson plan envisaged as a blue print, guide map for action, a comprehensive chart of classroom teaching-learning activities, an elastic but systematic approach for the teaching of concepts, skills and attitudes.

SETTING OBJECTIVES

The first thing a teacher does is to create an objective, a statement of purpose for the whole lesson. An objective statement itself should answer what students will be able to do by the end of the lesson. Harry Wong states that, "Each [objective] must begin with a verb that states the action to be taken to show accomplishment. The most important word to use in an assignment is a verb, The

objective derives the whole lesson, it is the reason the lesson exists. Care is taken when creating the objective for each day's lesson, as it will determine the activities the students engage in. The teacher also ensures that lesson plan goals are compatible with the developmental level of the students. The teacher ensures as well that their student achievement expectations are reasonable.

TYPES OF ASSIGNMENTS

The instructor must decide whether class assignments are whole-class, small groups, workshops, independent work, peer learning, or contractual:

- ◆ **Whole-class**—the teacher lectures to the class as a whole and has the class collectively participate in classroom discussions.
- ◆ **Small groups**—students work on assignments in groups of three or four.
- ◆ **Workshops**—students perform various tasks simultaneously. Workshop activities must be tailored to the lesson plan.
- ◆ **Independent work**—students complete assignments individually.
- ◆ **Peer learning**—students work together, face to face, so they can learn from one another.
- ◆ **Contractual work**—teacher and student establish an agreement that the student must perform a certain amount of work by a deadline.

These assignment categories (e.g. peer learning, independent, small groups) can also be used to guide the instructor's choice of assessment measures that can provide information about student and class comprehension of the material. As discussed by Biggs (1999), there are additional questions an instructor can consider when choosing which type of assignment would provide the most benefit to students. These include:

- ◆ What level of learning do the students need to attain before choosing assignments with varying difficulty levels?
- ◆ What is the amount of time the instructor wants the students to use to complete the assignment?
- ◆ How much time and effort does the instructor have to provide student grading and feedback?
- ◆ What is the purpose of the assignment? (e.g. to track student learning; to provide students with time to practice concepts; to practice incidental skills such as group process or independent research)
- ◆ How does the assignment fit with the rest of the lesson plan? Does the assignment test content knowledge or does it require application in a new context?
- ◆ Does the lesson plan fit a particular framework? For example, a Common Core Lesson Plan.

It is also important to realize that the best planned lesson is worthless if interesting delivery procedures, along with good classroom management techniques, are not in evidence. There is a large body of research available pertaining to lesson development and delivery and the significance of classroom management. They are skills that must be researched, structured to your individual style, implemented in a teacher/learning situation, and constantly evaluated and revamped when necessary. Consistency is of the utmost importance in the implementation of a classroom management plan.

All teachers should understand that they are not an island unto themselves. The educational philosophy of the district and the uniqueness of their schools should be the guiding force behind what takes place in the classroom. The school's code of discipline, which should be fair, responsible and meaningful, must be reflected in every teacher's classroom management efforts.

SUGGESTED PRACTICES

- ◆ Establish a positive classroom environment
 - ◆ Make the classroom a pleasant, friendly place
 - ◆ Accept individual differences
 - ◆ Learning activities should be cooperative and supportive
 - ◆ Create a non-threatening learning environment
 - ◆ Organize physical space; eliminate situations that may be dangerous or disruptive
 - ◆ Establish classroom rules and procedures and consistently reinforce them
- ◆ Begin lessons by giving clear instructions
 - ◆ State desired quality of work
 - ◆ Have students paraphrase directions
 - ◆ Ensure that everyone is paying attention
 - ◆ Ensure that all distractions have been removed
 - ◆ Describe expectations, activities and evaluation procedures
 - ◆ Start with a highly motivating activity
 - ◆ Build lesson upon prior student knowledge
- ◆ Maintain student attention
 - ◆ Use random selection in calling upon students
 - ◆ Vary who you call on and how you call on them
 - ◆ Ask questions before calling on a student; wait at least five seconds for a response
 - ◆ Be animated; show enthusiasm and interest
 - ◆ Reinforce student efforts with praise
 - ◆ Vary instructional methods
 - ◆ Provide work of appropriate difficulty
 - ◆ Demonstrate and model the types of responses or tasks you want students to perform
 - ◆ Provide guided practice for students; monitor responses and deliver immediate

corrective feedback

- ◆ Use appropriate pacing
 - ◆ Be aware of your teaching tempo
 - ◆ Watch for cues that children are becoming confused, bored or restless; sometimes lesson have to be shortened
- ◆ Provide suitable seatwork
 - ◆ Seatwork should be diagnostic and prescriptive
 - ◆ Develop procedures for seeking assistance; have a “help” signal
 - ◆ Develop procedures for what to do when finished
 - ◆ Move around to monitor seatwork
 - ◆ Vary methods of practice
- ◆ Evaluate what has taken place in your lesson
 - ◆ Summarize the lesson and focus on positive gains made by students; use surprise reinforces as a direct result of their good behavior
 - ◆ Determine if the lesson was successful; were goals accomplished?
- ◆ Make a smooth transition into next subject
 - ◆ Have materials ready for next lesson
 - ◆ Maintain attention of students until you have given clear instructions for the activity- Do not do tasks that can be done by students (i.e. passing out paper or collecting assignments); use monitors
 - ◆ Move around and attend to individual needs
 - ◆ Provide simple, step-by-step instructions
 - ◆ Utilize a freeze and listen signal, when necessary
 - ◆ Develop positive teacher/student relationships
 - ◆ Set a good example; be a positive role model
 - ◆ Create an exciting learning environment for all students
 - ◆ Reward good behavior; create special activities that children will enjoy doing
 - ◆ Correct misbehaviors; have consequences of disruptive behavior; communicate them to children
 - ◆ Handling disruptions
 - ◆ Keep is short and simple
 - ◆ Use a warning system
 - ◆ Defer disruptive behavior proactively (eye contact, close space between you and student, use head/hand gestures)
 - ◆ Help students be successful
 - ◆ Use planned ignoring (and teach other student to also ignore)

Keeping in mind the time dimension we can define planning as “Setting objectives for a given time period, formulating various courses of action to achieve them and then selecting the best possible alternative from the different courses of actions”.

FEATURES/NATURE/CHARACTERISTICS OF LESSON PLANNING

1. **Planning contributes to Objectives:** Planning starts with the determination of objectives. We cannot think of planning in absence of objective. After setting up of the objectives, planning decides the methods, procedures and steps to be taken for achievement of set objectives. Planners also help and bring changes in the plan if things are not moving in the direction of objectives.

2. **Planning is Primary function :** Planning is the primary or first function to be performed by every teacher. No other function can be executed by the teacher without performing planning function because objectives are set up in planning and other functions depend on the objectives only.

3. **Pervasive:** Planning is required at all levels of the teaching. It is not a function restricted to top level teachers only but planning is done by teacher at every level. Formation of major plan and framing of overall methodology is the task of class teacher whereas pupil teacher form plan for their respective lessons and make plans to support the overall objectives and to carry on day to day activities.

4. **Planning is futuristic/Forward looking:** Planning always means looking ahead or planning is a futuristic function. Planning is never done for the past. All the teacher try to make predictions and assumptions for future and these predictions are made on the basis of past experiences of the teacher and with the regular and intelligent scanning of the general environment.

5. **Planning is continuous:** Planning is a never ending or continuous process because after making plans also one has to be in touch with the changes in changing environment and in the selection of one best way. So, after making plans also planners keep making changes in the plans according to the requirement of the company.

6. **Planning involves decision making:** The planning function is needed only when different alternatives are available and we have to select most suitable alternative. We cannot imagine planning in absence of choice because in planning function teacher evaluate various alternatives and select the most appropriate. But if there is one alternative available then there is no requirement of planning.

7. **Planning is a mental exercise:** It is mental exercise. Planning is a mental process which requires higher thinking. In planning assumptions and predictions regarding future are made by scanning the environment properly. This activity requires higher level of intelligence. Secondly, in planning various alternatives are evaluated and the most suitable is selected which again requires higher level of intelligence. So, it is right to call planning an intellectual process.

IMPORTANCE/SIGNIFICANCE OF PLANNING

1. **Planning provides Direction:** Planning is concerned with predetermined course of action. It provides the directions to the efforts of teachers. Planning makes clear what teacher have to do, how to do, etc. By stating in advance how work has to be done, planning provides direction for action. Teachers know in advance in which direction they have to work. This leads to Unity of Direction also.

2. **Planning Reduces the risk of uncertainties:** Classroom have to face many uncertainties and unexpected situations every day. Planning helps the teacher to face the uncertainty because planners try to foresee the future by making some assumptions regarding future keeping in mind their past experiences and scanning of classroom environments. The plans are made to overcome such uncertainties. The plans also include unexpected risks such as disturbances or some other calamities in the classroom. The resources are kept aside in the plan to meet such uncertainties.

3. **Planning reduces over lapping and wasteful activities:** The lesson plans are made keeping in mind the requirements of the classroom. The lesson plans are derived from main unit plan. As a result there will be co-ordination in different lessons. On the other hand, if the teachers following course of action according to plan then there will be integration in the activities. Plans ensure clarity of thoughts and action and work can be carried out smoothly.

4. **Planning Promotes innovative ideas:** Planning requires high thinking and it is an intellectual process. So, there is a great scope of finding better ideas, better methods and procedures to perform a particular job. Planning process forces teachers to think differently and assume the future conditions. So, it makes the teachers innovative and creative.

5. **Planning Facilitates Decision Making:** Planning helps the teachers to take various decisions. As in planning goals are set in advance and predictions are made for future. These predictions and goals help the teacher to take fast decisions.

6. **Planning establishes standard for controlling:** Controlling means comparison between planned and actual output and if there is variation between both then find out the reasons for such deviations and taking measures to match the actual output with the planned. But in case there is no planned output then teacher will have no base to compare whether the actual output is adequate or not.

7. **Focuses attention on objectives of the lesson:** Planning function begins with the setting up of the objectives, procedures, methods and rules, etc. which are made in planning to achieve these objectives only. When teachers follow the plan they are leading towards the achievement of objectives. Through planning, efforts of all the teachers are directed towards the achievement of lesson goals and objectives.

LIMITATIONS OF PLANNING:

1. **Planning leads to rigidity:** Once plans are made to decide the future course of action the teacher may not be in a position to change them. Following predefined plan when circumstances are changed may not bring positive results for students. This kind of rigidity in plan may create difficulty.

2. **Planning may not work in dynamic environment:** Classroom environment is very dynamic as there are continuously changes taking place in behavior of students and other environmental settings. It becomes very difficult to forecast these future changes. Plans may fail if the changes are very frequent. The environment consists of number of segments and it becomes very difficult for a teacher to assess future changes in the environment.

3. **It is a time consuming process:** Planning process is a time-consuming process because it takes long time to evaluate the alternatives and select the best one. Lot of time is needed in developing planning premises. So, because of this, the action gets delayed. And whenever there is a need for prompt and immediate decision then we have to avoid planning.

4. **Planning does not guarantee success:** Sometimes teachers have false sense of security that plans have worked successfully in past so these will be working in future also. There is a tendency in teachers to rely on pretested plans. It is not true that if a plan has worked successfully in past, it will bring success in future also as there are so many unknown factors which may lead to failure of plan in future. Planning only provides a base for analysing future. It is not a solution for future course of action.

5. **Lack of accuracy:** In planning we are always thinking in advance and planning is concerned with future only and future is always uncertain. In planning many assumptions are made to decide about future course of action. But these assumptions are not 100% accurate and if these assumptions do not hold true in present situation or in future condition then whole planning will fail.

6. **It reduces creativity:** With the planning the teachers of the classroom start working rigidly and they become the blind followers of the plan only. The teachers do not take any initiative to make changes in the plan according to the changes prevailing in the classroom environment. They stop giving suggestions and new ideas to bring improvement in working because the guidelines for working are given in planning only.

PLANNING PROCESS:

1. **Setting up of the objectives:** In planning function teacher begins with setting up of objectives because all the strategies, procedures and methods are framed for achieving objectives only. The teachers set up very clearly the objectives of the lesson keeping in mind the goals of the subject and the physical and behavioral environment of the class. Teachers prefer to set up goals which can be achieved quickly and in specific limit of time.

2. **Developing premises:** Premises refer to making assumptions regarding future. Premises are the base on which plans are made. It is a kind of forecast made keeping in view existing plans and any past information about various strategies. There should be total agreement on all the assumptions. The assumptions are made on the basis of forecasting. Forecast is the technique of gathering information.

3. **Listing the various alternatives for achieving the objectives:** After setting up of objectives the teachers make a list of alternatives through which the lesson can achieve its objectives as there can be many ways to achieve the objective and teachers must know all the ways to reach the objectives.

4. **Evaluation of different alternatives:** After making the list of various alternatives along with the assumptions supporting them, the teacher starts evaluating each and every

aspects of every alternative. After this the teacher starts eliminating the alternatives with more of negative aspect and the one with the maximum positive aspect and with most feasible assumption is selected as best alternative. Alternatives are evaluated in the light of their feasibility.

5. **Selecting an alternative:** The best alternative is selected but as such there is no mathematical formula to select the best alternative. Sometimes instead of selecting one alternative, a combination of different alternatives can also be selected. The most ideal plan is most feasible, effective and with least negative consequences. After preparing the main plan, the teacher has to make number of small plans to support the main plan. These plans are related to performance of routine jobs in the classroom. These are derived from the major plan. So, they are also known as derivative plans. These plans are must for accomplishing the objective of main plan.

6. **Implement the plan:** The teachers prepare or draft the main and supportive plans on paper but there is no use of these plans unless and until these are put in action. For implementing the plans or putting the plans into action, the teachers start communicating the plans to the classroom. After implementing the plan to students and taking their support the teachers start allocating the resources according to the specification of the plans.

7. **Follow-up:** Planning is a continuous process so the teacher's job does not get over simply by putting the plan into action. The teachers monitor the plan carefully while it is implemented. The monitoring of plan is very important because it helps to verify whether the conditions and predictions assumed in plan are holding true in present situation or not. If these are not coming true then immediately changes are made in the plan.

5 Step Lesson Plan Template	
Anticipatory Set	• Engage students. • Connect with prior learning. • Explain what students will learn. • Explain what students will do. • Connect to future learning.
Introduction of New Material	• Provide direct instruction of content. • Model new skills. • Check for understanding.
Guided Practice	• Facilitate student work.
Independent Practice	• Assign independent classwork or homework.
Closure	• Have students briefly summarize their learning.

Whether you're working on your teaching credential or being reviewed by an administrator you will often need to write out a lesson plan during your teaching career. When you do, make sure it includes the eight essential components of a strong, effective lesson plan and you'll be on

Your way to achieving every teacher's goal: measurable student learning.

Here you will find the eight essential steps to include in your lesson plan. They are the objective and goals, the anticipatory set, direct instruction, guided practice, closure, independent practice, required materials and equipment, assessment and follow-up. Each of these eight components will make up one perfect lesson plan. Here you will learn a little more about each of them and how you can implement each section into your lesson.

STEPS TO PREPARE AN EXCITING AND EFFECTIVE LESSON PLAN.

A well planned lesson can be described with two words: exciting and effective. In fact these two adjectives are interlinked as any lesson that is exciting for students will have some educational value and will be effective. This is because learning should essentially be associated with positive motivation, excitement and passion. So whatever is taught with these qualities in mind will stay with students for longer and will help them develop lifelong skills and attain knowledge. However, there are a few traps that even experienced teachers often fall into. You want to cover the material you are expected to and giving it too much focus you forget about the fact that the lesson should be fun and exciting for your students to retain the knowledge and develop skills. The opposite is that you are trying too much to make your lessons fun without adequately planning the learning process for your students. Yes, they will still learn something by having fun but not necessarily that what you want them to learn. Therefore, you need to be careful when balancing your lesson planning to make sure they have fun and actually learn what you expect them to.

The following steps will help you organise the way you plan your lessons so that they are both appealing and effective.

STEP 1 – CHOOSE REALISTIC LEARNING GOALS

Before you begin planning you need to know what specific skills and knowledge you want your students to develop during one single lesson or unit. Making two separate lists helps to have a clear picture what you are trying to achieve, and it is also necessary as skills and knowledge are two completely different things. Teachers often focus too much on knowledge forgetting about developing skills which in a long term are more important than knowing mere facts. So don't plan too much as it may be impossible to achieve. It's much better to plan less and cover it adequately allowing your students enough time to digest and absorb new information their own way.

STEP 2 – PICK EXCITING TOPICS OR LEARNING CONTEXTS

Even if you have a curriculum to cover that tells you what specific topics to teach and they do not seem super interesting, try to find something unique and fascinating about them. There is always a way to make even the most boring topic appealing to your students. The best way to do so is to look for some meaningful connections between the

topic and your students' current interests. For example, a specific historical character might have had some unusual hobbies, little secrets, pets, toys or favorite songs that can seem funny or maybe even disgusting, repulsive or controversial. This might be a great starting point to build your lesson on.

STEP 3 – KNOW YOUR STUDENTS' NEEDS AND TALENTS

This is an absolute must which will help you choose your learning goals, topics and teaching approaches adequately. You need to know well what your students are good at, what skills they

need to develop, what fascinates them the most, and what their preferred learning styles are. Their special requirements related to disabilities, delays and special talents should be taken into consideration when you plan your lessons. Remember that you need to prepare your lessons with all your students in mind and that your main goal should be to meet their needs and offer them enabling environments to learn their preferred way.

STEP 4 – USE A RANGE OF TEACHING APPROACHES AND METHODS

Choosing various methods of delivery will not only make your lessons more dynamic, but it will also facilitate the learning process as this way you are more likely to appeal to individual students' preferences. One of the most effective and preferred approaches in modern teaching are experiential/hands-on learning, multi-sensory learning, collaborative learning, entrepreneurial education and project-based learning just to name a few. Introducing movement, music, discussions, brainstorming sessions, multimedia, projects or team work will help you cater for different learning styles, offer equal opportunities to all your students, and enable them to learn through their talents.

STEP 5 – SELECT APPEALING RESOURCES

Whether you teach pre-school children or school students, they all are very tactile. This means they learn by touching and manipulating things and objects. So make sure you provide enough opportunities for your students to actually have their hands on various interesting objects and resources to facilitate the learning process. Accompanying your lessons with various audio-visual materials will additionally help your students make sense of what you are trying to teach them. Always choose good quality resources that come from reliable sources, and make sure they are safe for your students to use, touch, smell or work with. Also, using authentic and multi-cultural resources will add extra educational value to your lessons.

STEP 6 – FAIR ASSESSMENT

Assessment is a very important part of your planning, and I don't mean testing here. Checking your students' understanding at the end of the lesson may not be the best idea if you hadn't observed them during the whole session and adjusted your teaching accordingly. In the end, your students' understanding will be as good as your delivery. A reflective teacher uses observation skills during the entire session to make sure if their planning needs changes. This is necessary as it may turn out that your session is too difficult or too easy for your students, requires more or less time to cover, that your

students may have interesting suggestions that need to be taken into consideration immediately, etc. So, it is wise to think about the assessment as an ongoing observation rather than just a single test. If you need to introduce tests or similar forms of assessment, you may as well do so but make sure it is not the only method you use.

STEP 7 – EVALUATION

Each single lesson is a chance for the teacher to improve their teaching practice. For this reason it is good to make a habit of analysing your lessons and finding out how your students responded to certain activities, resources or methods you have used.

STRATEGIES FOR EFFECTIVE LESSON PLANNING

A lesson plan is the instructor's roadmap of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Often, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components:

- ♦ Objectives for student learning
- ♦ Teaching/learning activities
- ♦ Strategies to check student understanding

Specifying concrete objectives for student learning will help you determine the kinds of teaching and learning activities, you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished (see Fig.1).

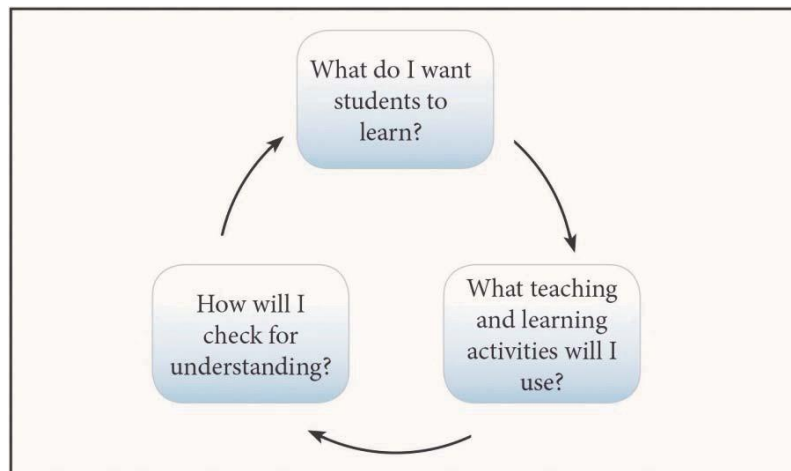


Fig. 1. Key Components of Lesson Plan Design (L. Dee Fink, 2005)

Lesson plan as needed. Having additional examples or alternative activities will also allow you to be flexible. A realistic timeline will reflect your flexibility and readiness to adapt to the specific classroom environment. Here are some strategies for creating a realistic timeline:

Estimate how much time each of the activities will take, then plan some extra time for each

When you prepare your lesson plan, next to each activity indicate how much time you expect it will take

Plan a few minutes at the end of class to answer any remaining questions and to sum up key points

Plan an extra activity or discussion question in case you have time left

Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan

PRESENTING THE LESSON PLAN

Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. You can outline on the board or on a hand out the learning objectives for the class. Providing a meaningful organization of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind in-class activities. Having a clearly visible agenda (e.g., on the board) will also help you and students stay on track.

REFLECTING ON YOUR LESSON PLAN

A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. You should not get discouraged –it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom. For additional feedback on planning and managing classtime, you can use the following resources: student feedback, peer observation, viewing a video tape of your teaching, and consultation with a staff member at CRLT (see also, “ Improving Your Teaching : Obtaining Feedback” and “Early Feedback Form”

What are instructional objectives?

Instructional objectives are specific, measurable, short-term, observable student behaviors.

An objective is a description of a performance you want learners to be able to exhibit it before you consider them competent.

An objective describes an intended result of instruction, rather than the process of instruction itself

- ◆ Why have objective?
- ◆ To provide direction to instruction.
- ◆ To provide guidelines for assessment.
- ◆ To convey instructional intent to others.

TYPES OF OBJECTIVES

1 Cognitive: understandings, awareness, insights (e.g., “ List and explain...”). This includes information recall, conceptual understanding, and problem -solving.

2 Psychomotor: special skills (e.g., “dissect a frog so that the following organs are clearly displayed...”; “take a replicable blood pressure reading by appropriately using a sphygmomanometer”).

3 Affective: attitudes, appreciations, relationships. Tips for writing objectives

How specific and detailed should objectives be?

It depends on what they are used for! Objectives for sequencing a unit plan will be more general than for specifying a lesson plan.

Don’t make writing objectives tedious, trivial, time-consuming, or mechanical. Keep them simple, unambiguous, and clearly focused as a guide to learning.

The purpose of objectives is not to restrict spontaneity or constrain the vision

Express them in terms of student performance, behavior, and achievement, not teacher activity. Three components of an instructional objective:

Identify the type of activity in which competence is required (e.g., "Dissect...").

Specify the criteria or standards by which competence in the activity will be assessed (e.g., "a frog so that the following organs are clearly displayed...").

List any conditions or circumstances required for students to meet the objective (e.g., "...given two class periods working with the materials at your lab station").

In writing objectives, answer the question:

- "What should the participants be able to do?"
- Objectives must be clear and attainable.
- Focus on knowledge/skill acquisition or reinforcement.
- A recommended wording format is: "At the completion of this activity, participants should be able to..." This phrase is followed by a specific performance verb and the desired learning outcome.

****Words or phrases such as know, think, appreciate, learn, comprehend, remember, perceive, understand, beware of, be familiar with, have knowledge of, grasp the significance, are NOT measurable and should be avoided.**

Writing Objectives for Lesson Plans Using Bloom's Taxonomy and Associated Action or Performance Verbs

Learning level	Associated action verbs
Knowledge	define, describe, state, list, name, write, recall, recognize, label, underline, select, reproduce, outline, match
Comprehension	identify, justify, select, indicate, illustrate, represent, name, formulate, explain, judge, contrast, classify
Application	predict, select, assess, explain, choose, find, show, demonstrate, construct, compute, use, perform
Analysis	analyze, identify, conclude, differentiate, select, separate, compare, contrast, justify, resolve, break down, criticize
Synthesis	combine, restate, summarize, precise, argue, discuss, organize, derive, select, relate, generalize, conclude
Evaluation	judge, evaluate, determine, recognize, support, defend, attack, criticize, identify, avoid, select, choose

PARTS OF A PERFORMANCE OBJECTIVE

Objective: The students will be able to tell and record time on a digital clock and analog clock to the hour and half hour by writing the times in a story.

The students will be able to	tell and record time on a digital clock and analog clock to the hour and half hour	by <u>writing the times</u> correctly in a story.
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<u>Audience:</u> Standard introduction for an objective. Hint: Focus on what the students must do not the teacher.	Behavior/Action Verb that is measurable and can be assessed. What is the learner to do? Content- description of the subject matter to be learned. Hint: Must specify observable and measurable behaviors.	Condition to be met by the students in order to demonstrate that the objective has been achieved. Hint: Describes the circumstances, situation or setting.
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OBJECTIVES COULD INCLUDE MORE CRITERIA OR PARTS

A-Audience: The who. “The student will be able to...”

B-Behavior: What a learner is expected to be able to do or the product or result of the doing.

The behavior or product should be observable.

C-Condition: The important conditions under which the performance is to occur.

D-Degree: The criterion of acceptable performance. How well the learner must perform in order for the performance to be considered acceptable.

Micro-Teaching:

A Scaled-down, Simulated Practice Teaching Technique

“Microteaching is defined as a system of controlled practice that makes it possible to concentrate on specified teaching behavior and to practice teaching under controlled conditions.”

- D.W. Allen & A.W. Eve (1968)

The modern age is leading towards the concept that the teachers are not born, but they can be made. The responsibility of producing competent teachers goes to the training institutions.

Educational technology has played the key role in this job. Now the teacher’s behavior can be modified. In order to modify teacher’s behavior the technique can be effectively used.

Getting in front of students is a trying experience for a budding teacher. One may earnestly try to prepare him or herself: read books about teaching methods, attend lectures and take courses on communication skill. Yet, in theory everything seems much simpler than in practice. The complexity of a teaching situation can be overwhelming. To deal effectively with it, teachers must not only have a good knowledge of the subject in hand, but also some communication skills such as ability to observe, supervise, lead a discussion and pose questions. Furthermore, a teacher should be aware of how students perceive him or her. This perception is

sometimes quite different from the teacher's self-image. It is difficult to self-assess one's own abilities and we benefit from colleagues' feedback to recognize our strength and identify areas for possible improvement. Evaluation of

WHAT IS MICROTEACHING

Microteaching is a scaled-down, simulated teaching encounter designed for the training of both pre-service and in-service teachers. Its purpose is to provide teachers with the opportunity for the safe practice of an enlarged cluster of teaching skills while learning how to develop simple, single- concept lessons in any teaching subject. Microteaching helps teachers improve both content and methods of teaching and develop specific teaching skills such as questioning, the use of examples and simple artifacts to make lessons more interesting, effective reinforcement techniques, and introducing and closing lessons effectively. Immediate, focused feedback and encouragement, combined with the opportunity to practice the suggested improvements in the same training session, are the foundations of the microteaching protocol.

THE HISTORY OF MICROTEACHING

The history of microteaching goes back to the early and mid 1960's, when Dwight Allen and his colleagues from the Stanford University developed a training program aimed to improve verbal and nonverbal aspects of teacher's speech and general performance. The Stanford model consisted of a three-step (teach, review and reflect, re-teach) approach using actual students as an authentic audience. The model was first applied to teaching science, but later it was introduced to language teaching. A very similar model called Instructional Skills Workshop (ISW) was developed in Canada during the early 1970's as a training support program for college and institute faculty. Both models were designed to enhance teaching and promote open collegial discussion about teaching performance.

In the last few years, microteaching as a professional development tool is increasingly spreading in the field of teacher education.

IMPORTANCE OF MICRO-TEACHING PROGRAM IN TEACHER EDUCATION PROGRAM

Microteaching is an excellent way to build up skills and confidence, to experience a range of lecturing/tutoring styles and to learn and practice giving constructive feedback. Microteaching gives instructors an opportunity to safely put themselves "under the microscope" of a small group audience, but also to observe and comment on other people's performances. As a tool for teacher preparation, microteaching trains teaching behaviors and skills in small group settings aided by video-recordings. In a protected environment of friends and

colleagues, teachers can try out a short piece of what they usually do with their students, and receive a well-intended collegial feedback. A microteaching session is a chance to adopt new teaching and learning strategies and, through assuming the student role, to get an insight into students' needs and expectations. It is a good time to learn from others and enrich one's own repertoire of teaching methods. Microteaching is an organized method of practice teaching which involves a small group of preceptors/instructors who observe each other teach, provide feedback and discuss with one another the strengths of their presentations and potential areas for improvement

Microteaching is so called since it is analogous to putting the teacher under a microscope so to say while he is teaching so that all faults in teaching methodology are

brought into perspective for the observers to give a constructive feedback. It eliminates some of the complexities of learning to teach in the classroom situation such as the pressure of length of the lecture, the scope and content of the matter to be conveyed, the need to teach for a relatively long duration of time (usually an hour) and the need to face large numbers of students, some of whom are hostile temperamentally.

Microteaching also provides skilled supervision with an opportunity to get a constructive feedback. To go back to the analogy of the swimmer, while classroom teaching is like learning to swim at the deeper end of the pool, microteaching is an opportunity to practice at the shallower and less risky side.

Micro teaching makes the teacher education program, more purposeful, goal oriented and helps to decide common objectives for the program. It provides individualized training with more realistic evidence to students. Which enables them to develop competency in using specific teaching skills in view of their unique needs.

It provides a democratic type of behavior among faculty members and student-teachers. It provides a facility of supervision which is not critical on threatening type, but is of a helpful and suggestive type, which equips them for transition to school teaching. It is a system of controlled practice that makes it possible to concentrate on specific teaching behavior and to practice teaching under controlled conditions.

This way Micro teaching is a teacher education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in planned series to five to ten minutes encounters with a small group of real students ,often with an opportunity to observe the result on video-tape.

ASSUMPTIONS OF MICROTEACHING

- ♦ Micro teaching can reduce the complexities of education. It simplifies the study of inter- action between the teacher and the students
- ♦ It can develop teaching skills. It provides an opportunity of integration of theory and practice. Specific skills can be developed
- ♦ It is completely an individualized training programme. It is a successful technique for individual training. It facilitates continuity in the training of the teachers
- ♦ It is real teaching. Micro-teaching technique is useful for both pre-service and in-service teachers
- ♦ It can control the practice by feedback. . Self evaluation is possible by tape recorder or video tape
- ♦ Feedback can be provided by various means, such as criticism by a teacher, preparing video film of the lesson, etc. There is provision of immediate and effective feedback
- ♦ Its objectives can be written more clearly and specifically
- ♦ Its use helps in the research work related to class-room teaching

COMPONENTS OF MICROTEACHING

The involvement of the following component in micro teaching is necessary. In the

absence of any component the success of this technique is doubtful.

1. **Micro-teaching Situations.** It consists of size of the class, length of the content and teaching method etc. There are 5 to 10 students in the class and the teaching period ranges from 5 to 20 minutes. The content is presented in a unit.

2. **Teaching skill.** The development of teaching-skills of the student's teachers is provided in the training programme such as lecturing skill, skill of black-board writing, skill of asking questions etc.

3. **Student Teacher .**The student who. gets the training of a teacher is called student-teacher

.During training his various capacities are developed in him, such as capacity of class management, capability of maintaining discipline and capacity of organizing various program of the school etc

4. **Feed-back Devices.** Providing feedback is essential to bring changes in the behavior of the students. Feedback can be provided through videotape feed-back questionnaires

5. **Micro Teaching Laboratory.** Necessary facilities to feedback can be gathers in microteaching laboratory.

PHASES OF MICRO-TEACHING

Generally the micro-teaching is structured in three phases.

1. Phase one—Knowledge Acquisition Phase.

It is also known as modeling phase. Student-teacher is kept in conditions where observes model teacher who presents the teaching behavior to be learned. Inclusion of modeling in micro-teaching before actual practice is a pragmatic approach which foster the skill learning by student-teachers, as learning by observation is said to occur through informative function of modeling.

2. Phase two-Skill Acquisition phase

It is also known as practicing phase. Student-teacher are given opportunity in real classroom situations, but scaled down, to practice the same behavior or skill.

3. Phase three-Transfer Phase

It is also known as feedback phase. Student-teachers are reinforced for those instances of desired behavior they have acquired and have provision for feed-back for developing the desired behavior or skill up to the mark.

OPERATIONS IN MICRO-TEACHING

1. Analysis of a skill in behavior terms i.e. .objectives of the skill be clear.

2. A demonstration of the skill on video tape or films or in normal classroom teaching.

3. Trainee plans a short lesson in the subject of his interest in which he can use the skill

4. Trainee teaches the lesson to a small group of students (5-10) which is observed directly or videotaped or audio taped.

5. Feedback is provided to trainee or discussing and analyzing his performance with the help of supervisor. If the skill has been used effectively, trainee is reinforced and if there is any drawback the skill would have been exercised by giving suggestions to him

6. Feedback or supervisor's remarks develop insight in the trainee. He replants the lesson to use the skill more efficiently
7. Revised lesson is re-taught to different but comparable groups.
8. Feedback is again provided on re-taught lesson which is annualized with the help of the supervisor.

STANDARD PROCEDURE OF MICRO-TEACHING

The following steps are recommended for a successful micro-teaching session – eaching among teacher-educators and student teachers

Step one – Orientation- Theoretical background, merits and demerits of micro-teaching may be arranged.

Step Two- Discussion of Teaching Skills.-Concept of teaching skills should be cleared. At least, five teaching skills should be selected and explained at length with the help of handbooks developed by competent authorities. One skill at a time may be discussed before practice.

Step Three- Presentation of Model Lesson – Model lesson of corresponding skills is demonstrated by the trained teacher educator in selected subjects to the student teacher.

Step Four.-Presentation of Micro lesson plan.-Student-teacher selects one topic or unit for micro-lesson and prepare the lesson plan logically.

Guidelines for Presentation

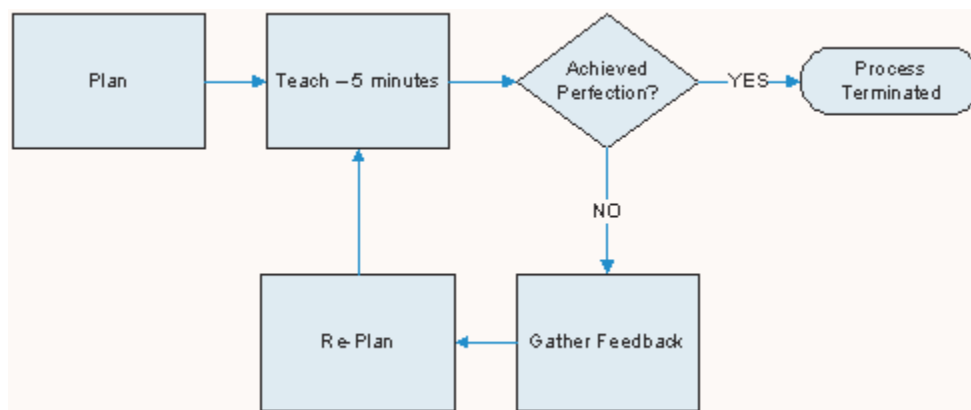
- ♦ **Structure presentation:** Give an introduction to the topic, mention the key points and summarize the topic at the end of the presentation
- ♦ **Encourage audience participation:** Ask questions and create ways for interaction with the audience
- ♦ **Translate enthusiasm for the topic:** Grab the audience's attention at the beginning of the topic by opening with quotes/ important statistics/ clinical findings etc., pause and emphasize important points
- ♦ **Use props:** OHPs, PowerPoint or the board can be used to organize your presentation, include illustrations and emphasize the main points
- ♦ **Practice presentation prior to the workshop:** Practice in front of the mirror or a colleague
, practice aloud and notice your body language, gestures and facial expressions, rehearse your presentation to fit in the 5 minute slot
- ♦ **Review the microteaching feedback form:** The criteria peers will be using in their feedback will help to perfect delivery technique. Keep the voice loud and clear, maintain eye contact with the audience, pace an unhurried presentation

THE PRESENTATION

Participants of the microteaching session prepare a 'microlesson' for 5 minutes to be addressed

to a 'micro-class' comprising of a small group of peers and a facilitator.

To plan a 5 minute lesson of your choice, present it before a small group of peers who will role play the students in your class and then give you feedback on your presentation with the intention of improving your presentation and teaching skills



And so on... At the end of the session, the student-teacher will have:

- ♦ Reflected on how best he/her can teach
- ♦ Perceived he/her strengths
- ♦ Enhanced he/her understanding of various effective teaching styles
- ♦ Identified areas for improvement
- ♦ Improved he/her ability to provide and receive effective feedback

The components of the microteaching cycle are shown in Figure. The Microteaching cycle starts with planning. In order to reduce the complexities involved in teaching, the student teacher is asked to plan a “micro lesson” i.e a short lesson for 5-10 minutes which he will teach in front of a “micro-class” i.e. a group consisting 5–10 students, a supervisor and peers if necessary. There is scope for projection of model teaching skills if required to help the teacher prepare for his session. The student teacher is asked to teach concentrating one or few of the teaching skills enumerated earlier. His teaching is evaluated by the students, peers and the supervisor using checklists to help them. Video recording can be done if facilities permit. At the- end of the 5 or 10 minutes session as planned, the teacher is given a feedback on the deficiencies noticed in his teaching methodology. Feedback can be aided by playing back the video recording. Using the feedback to

help himself, the teacher is asked to re-plan his lesson keeping the comments in view and ret each immediately the same lesson to another group. Such repeated cycles of teaching, feedback and re-teaching help the teacher to improve his teaching skills one at a time. Several such sequences can be planned at the departmental level. Colleagues and postgraduate students can act as peer evaluators for this purpose. It is important, however, that the cycle is used purely for helping the teacher and not as a tool for making a value judgment of his teaching capacity by his superiors.

Step Five.- Micro-teaching setting.-To set up micro-teaching following variables should be taken into considerations.-

- A. Time ; 36minutes.
- B. Number of students ; 8-10.
- C. C .Supervisor s; one or two
- D. Teaching technique of feedback by superior video or audio or supervisor himself

Step six-Simulated conditions- Peers should act as pupils. Microteaching is conducted in the

training college itself.

Step Seven- Practice of teaching skills.- At least five skills may be practiced by a student teacher at one time. Any of the five may be selected from the following list of teaching skills.-

- ♦ Probing questions.
- ♦ Stimulus Variation.
- ♦ Reinforcement.
- ♦ Silence and nonverbal cues.
- ♦ Illustrating with examples.
- ♦ Encouraging student's participation.
- ♦ Explaining.
- ♦ Effective use of black-board.
- ♦ Set induction.
- ♦ Closure.

STEP EIGHT-OBSERVATION OF TEACHING SKILL-IS DONE BY PEERS AND SUPERVISORS

For the purpose of providing feedback to the student -teacher , the felicitator can use the following criteria (in the form of observation schedule)

- ♦ **Duration of presentation** - It should be Approx. 10 minutes .The Start time.....Finish time.....and the .Total duration... minutes be noted down
 - ♦ **Comprehensibility** – The felicitator should observe whether -
 - ♦ The presentation was be given in comprehensible language
 - ♦ The presentation is sufficiently comprehensible. Comprehensibility should be improved
 - ♦ **Visualization** – – The felicitator should see whether the presentation was accompanied by selected elements of visualization ,or the following forms of visualization have been used:
 - Slides

- handouts for the participants
- pin board
- flipchart
- white/black board
- He/she should see whether the visual elements assist the understanding, the visual elements needs improvement.

Density of information – The felicitator should see whether the density of information should be high. However, it must not overtax the learner. The density of information seems to demand too much of the learner. He/she should see whether the

CHARACTERISTICS OF A GOOD QUALITY PRESENTATION.

- ◆ The felicitator should tick Yes or No when assessing)Whether the presentation comprehensible?
- ◆ The felicitator should tick Yes or No when assessing)**Whether Is the presentation stimulating-**
- ◆ visualization is clear and well-structured
- ◆ includes graphic elements and optical stimuli-
- ◆ easily legible writing
- ◆ colors help to focus on the important aspects
- ◆ comprehensible visualization
- ◆ affectionate layout
- ◆ eye contact-
- ◆ speaker varies his position
- ◆ participants are encouraged to contribute-
- ◆ use of humor to create a relaxed atmosphere
- ◆ presented with commitment-
- ◆ friendly/respectful behavior

Step nine – Immediate feedback is given to student –teachers. Tallies and ratings by peer groups and supervisors may be used for interpretation and feed-back about the performance of student-teacher.

THE FEEDBACK

Under the guidance of the professional supervisor, the presenter is first asked to present a self feed back of his mini lesson. With this new information taken into account, the supervisory team member who volunteered to be the speaker summarizes the comments generated during the analysis session. This part of the session is intended to provide positive reinforcement and constructive criticism. The presenter is encouraged to interact freely with the team so that all comments are clarified to his/her satisfaction.

The way in which feedback is given and received contributes to the learning process. Feedback should be honest and direct, constructive, focusing on the ways the presenter can improve, and containing personal observations.

The following is a series of suggestions on how to give and receive feedback in a microteaching workshop.

PROVIDING FEEDBACK

When you are giving feedback, try to develop the skill to give an effective feedback:

- ♦ **Be respectful, give a specific but detailed comment, start on a positive note,** do not be judgmental, maintain collegiality, listen and speak in turn, so that everyone can hear all the comments, complete the Microteaching Feedback Form
- ♦ **Be descriptive and specific, rather than evaluative.** For example: you would avoid starting the sentences with “you”, it is better to start with “I”, so you can say: “I understood the model, after you showed us the diagram”.
- ♦ **Begin and end with strengths of the presentation.** If you start off with negative criticism, the person receiving the feedback might not even hear the positive part, which will come later.
- ♦ **Be specific rather than general.** For example: rather than saying “You weren’t clear in your explanations”, tell the presenter where he/she was vague, and describe why you had trouble understanding him/her. Similarly, instead of saying: “I thought you did an excellent job!”, list the specific things that he/she did well.

- ♦ **Describe something the person can act upon.** Making a comment on the vocal quality of someone whose voice is naturally high-pitched is only likely to discourage him/her. However, if the person’s voice had a squeaky quality because he/she was nervous, you might say: “You might want to breath more deeply, to relax yourself, and that will help to lower the pitch of your voice as well”.
- ♦ **Choose one or two things the person can concentrate on.** If the people are overwhelmed with too many suggestions, they are likely to become frustrated. When giving feedback, call attention to those areas that need the most improvement.
- ♦ **Avoid conclusions about motives or feelings.** For example: rather than saying: “You don’t seem very enthusiastic about the lesson”, you can say “Varying your rate and volume of speaking would give you a more animated style”.

RECEIVING FEEDBACK

When receiving feedback, try to listen to feedback given during the session: Listen to and acknowledge the positive feedback that so as to focus on the strengths and work on the weaknesses

- ♦ **Be open to what you are hearing.** Being told that you need to improve yourself is not always easy, but as we have pointed out, it is an important part of the learning process. Although, you might feel hurt in response to criticism, try not to let those feelings dissuade you from using the feedback to your best advantage
- ♦ **Not to respond to each point, rather listen quietly,** hearing what other’s experiences were during their review, asking only for clarification. The only time to interfere with what is being said is if you need to state that you are overloaded with too much feedback.
- ♦ **Ask for specific examples if you need to.** If the critique you are receiving is

vague or unfocused, ask the person to give you several specific examples of the point he/she is trying to make

- ♦ **Take notes, if possible.** If you can, take notes as you are hearing the other people's comment. Then you will have a record to refer to, and you might discover that the comments that seemed to be the harshest were actually the most useful.
- ♦ **Judge the feedback by the person, who is giving it.** You do not have to agree with every comment. Ask other people if they agree with the person's critique

STEP TEN.-DISCUSSION AND ANALYSIS

While the presenter goes to another room to view the videotape, the supervisory team discusses and analyses the presentation. Patterns of teaching with evidence to support them are presented. The discussion should focus on the identification of recurrent behaviors of the presenter in the act of teaching. A few patterns are chosen for further discussions with the presenter. Only those patterns are selected which seem possible to alter and those which through emphasis or omission would greatly improve the teacher's presentation. Objectives of the lesson plan are also examined to determine if they were met. It is understood that flexible teaching sometimes includes the modification and omission of objectives. Suggestions for improvement and alternative methods for presenting the lesson are formulated. Finally, a member of the supervisory team volunteers to be the speaker in giving the collected group feedback.-Complete cycle of a micro-lesson by a trainee

will take about 35 minutes to be completed.

- ◆ Precautions in micro-teaching application
- ◆ Clarity of objectives is a must.
- ◆ Micro-lesson plan should be prepared for one skill only at a time.
- ◆ Delivering model lessons is essential.
- ◆ Before teaching the student-teacher must prepare his micro-lesson plan.
- ◆ Substantial suggestions should also accompany criticism in order to improve the teaching skill of the student-teachers.

ADVANTAGES OF MICRO-TEACHING

Microteaching has several advantages. It focuses on sharpening and developing specific teaching skills and eliminating errors. It enables understanding of behaviors important in classroom teaching. It increases the confidence of the learner teacher. It is a vehicle of continuous training applicable at all stages not only to teachers at the beginning of their career but also for more senior teachers. It enables projection of model instructional skills. It provides expert supervision and a constructive feedback and above all it provides for repeated practice without adverse consequences to the teacher or his students.

A microteaching session is much more comfortable than real classroom situations, because it eliminates pressure resulting from the length of the lecture, the scope and content of the matter to be conveyed, and the need to face large numbers of students, some of whom may be inattentive or even hostile. Another advantage of microteaching is that it provides skilled supervisors who can give support, lead the session in a proper direction and share some insights from the pedagogic sciences.

The techniques of micro teaching are a new experiment in the field of education. It has the following advantages

- ◆ It promotes analysis of behavior of the teacher It is an effective way of instilling confidence in the teacher in planning and implementation of the lesson plan
- ◆ It helps create a conducive ambience in the classroom .It can be used in the college. The pupil teacher needs not to go to any school for the training of teaching skills.
- ◆ It focuses on honing teaching skills through participation and observation The number of students as well as duration of teaching is less.
- ◆ It empowers teachers with diverse teaching methods The content is divided into smaller units which makes the teaching easier.
- ◆ The problem of indiscipline can also be controlled. The other class- mates of pupil teacher can also supervise the task of teaching.
- ◆ There is a provision of immediate feedback.
- ◆ Only one teaching skill is considered at a time. There is a facility of re-planning, re-teaching and re-evaluation.
- ◆ There are occasions of comparing two or more teaching behaviors of the pupil teachers.

LIMITATIONS OF MICRO-TEACHING

Lack of adequate and in-depth awareness of the purpose of microteaching has led to criticisms that microteaching produces homogenized standard robots with set smiles and procedures. It is said to be (wrongly) a form of play acting in unnatural surroundings and it is feared that the acquired skills may not be internalized. However, these criticisms lack substance. A lot depends on the motivation of the teacher to improve himself and the ability of the observer to give a good feedback. Repeated experiments abroad have shown that over a period of time microteaching produces remarkable improvement in teaching skills.

The arrangement of micro teaching laboratory is very expensive in small training colleges. Video, tape recorder and other devices are required in making the lesson effective. It is not possible for all training colleges to make such arrangements.

This technique is not complete in itself. It is useful only if it is used along with other techniques, such as inter action analysis method and stimulated teaching method. The teachers also need the training of this method.

Skills of Micro teaching Techniques

1. Introduction Skill
2. Skill of Questioning
3. Skill of Black-board Writing
4. Skill of Explanation
5. Skill of Stimulus Variation
6. Skill of Achieving Closure

1. Introduction Skill: The skill of introducing the lesson provides the students with advance information of what is to come and why it is important for them to learn the knowledge and contents comprising the lesson. Introducing the lesson to the students skillfully allows information to be presented in a unique and interesting way. Lesson differs from quizzes because lesson allows the path the educator chooses to be followed by the answers being provided.

In the words of Hall Houston, “Ideally a good introduction should get students thinking about the topic before they open their course books. It should help students consider what they already know about the topic and present some useful vocabulary.”

The components consider in introducing a lesson are follows:

Desirable	Undesirable
1. Using previous knowledge	Lack of continuity
2. Proper use of Technique	Non-verbal behaviour
3. Co-operation with pupils	
4. Related to subject matter	
5. Cooperation of students	
6. Over all impression about introducing a lesson	

SKILL OF QUESTIONING

The skill of questioning is a key technique of the art of teaching. There is evidence available that teachers can improve upon their teaching with the use of questions, focusing on types of questions and strategies for using them. Questions should draw students into learning process as well as checking an acquisition of knowledge. By asking such questions again, the teacher makes the pupils more thoughtful. Enable the pupils to understand the subject deeply.

According to Calvin, "No teacher of elementary or secondary subjects can succeed in his instructions that have not a fair mastery of the art of questioning."

According, "Teaching means skillful questioning to force the mind to see, to arrange and to act."

The skill of questioning inspires the gifted and talented learners to embrace cognitive thought at a higher level so that it becomes easier for the teachers to achieve higher standards of teaching through the use of questions. These questions are often arranged according to their level of complexity, this is called taxonomy. Bloom's taxonomy is one approach that can be used to help plan and formulate higher order questions. This type of questioning also actively encourages the development of thinking and dialogue skills amongst the students. The skill of questioning plays a major role in both formal and informal educative processes. On the one hand, it is the means by which a child expresses the desire to understand the world outside and on the other hand, this skill becomes the means by which a teacher assesses whether or not a child has satisfactorily comprehended the lesson or the topic of study.

TYPES OF QUESTIONS

1. **Introductory questions:** These questions are put while introducing a lesson. The purpose of these questions are:
 - i. To test previous knowledge of the students.
 - ii. To establish a link between the old knowledge and new knowledge.
 - iii. To motivate the students to gain new knowledge.
 - iv. To introduce a new lesson.
2. **Developing Questions:** Developing questions are used for the development of the lesson and put during the course of a lesson. These stimulate the thinking.
3. **Recapitulatory Questions:** These are put at the end of a lesson. These are used to know whether students have understood or not. These are helpful in retaining the subject matter that is just learnt. Thus provide the feedback to the teachers about the level of student's attainment.

COMPONENTS OF QUESTIONING

1. Questions should be grammatically correct.
2. Questions should be relevant to the topic in hand
3. Questions should be specific.
4. Questions should be concise.
5. Questions should be put with proper speed and pause speed and pause and voice.
6. Questions should be not repeated unnecessarily.
7. Sufficient questions

SKILL OF CHALK-BOARDWRITING

Blackboard is most commonly used aid in the classroom. It is best tool in the hand of the teacher for effective teaching. If a teacher judiciously uses this aid, he can make his teaching effective. He can use it for drawing flowcharts, writing technical terms, writing various steps used in opening and closing different dialog boxes, creating new documents, slides, work book etc. He should be proficient in the skill of using blackboard.

COMPONENTS OF THE SKILL OF CHALKBOARD WRITING ARE:

- (i) Legibility
- (ii) Size and alignment
- (iii) Highlighting main points
- (iv) Utilization of the space
- (v) Blackboard summary
- (vi) Correctness
- (vii) Position of the teacher and
- (viii) Contact with the pupils.

SKILL OF EXPLANATION

It involves the ability of a teacher to describe logically 'How', 'Why' and 'What' of concept. Generally, the skill of explanation is somewhat complex or that it is not an easy job. Explanation is to explain or to let the other persons, the students understand what the teacher actually wants to convey. It leads from the known to the unknown and it also bridges the gap between a person's knowledge or experience and new phenomena. It assists the learner to assimilate and accommodate new data or information or knowledge.

PRECAUTIONS FOR SKILL OF EXPLAINING:

- (i) It should be in simple language.
- (ii) It should not be given the shape of an advice.
- (iii) It should be in a sequence.
- (iv) It should be according to the age, experience and mental level of the pupil.

COMPONENTS OF SKILL OF EXPLANATION:

Desirable	Undesirable
Introducing Statement	Use of irrelevant words
Concluding statement	Lacking continuity in statement
Visual techniques	Use of vague words
Explaining links	Lacking fluency
Covering essential points	
Interesting to pupils.	
Testing Pupils	
Technical words	

SKILL OF STIMULUS VARIATION

Stimulus variations in general terms means something which is the cause of activity. In the field of teaching, the skill of stimulus variations is a way of enhancing children learning by helping them remain attentive. It is the way of maintaining student's attention. The skillful change in the stimuli is known as the skill of stimulus variation. Just to avoid boredom, it is the teacher's skills to stimulate the students, increase their active participation, enthusiasm and spirit of study. The teacher can make lesson more interesting through the effective use of stimulus variations to make learners motivated on grasping concepts.

1. Teacher movement
2. Teacher gestures
3. Change in voice
4. Focusing
5. Change in the interaction pattern
6. Pausing
7. Student's physical participation
8. Audio-visual aids

SKILL OF ACHIEVING CLOSURE

Questions and statements by the teacher related to the consolidation of the major points covered during the lesson. Opportunities provided by the teacher to the pupils for linking the present knowledge with the past knowledge. Opportunities provided by the teacher to the pupils for applying the knowledge gained during the lesson to the new situations.

ADVANTAGES OF MICROTEACHING

It focuses on sharpening and developing specific teaching skills and eliminating errors. It enables understanding of behaviours important in class-room teaching.

It increases the confidence of the learner teacher.

It is a vehicle of continuous training for both beginners and for senior teachers. It provides experts supervision and constructive feedback.

SUMMARY

1. Microteaching involves presentation of micro lesson.
2. Audience....small group of peers.
3. Feedback given by peers role playing as students
4. Participants learn about strengths & weakness in themselves as teachers
5. Plan strategies for improvement in performance

