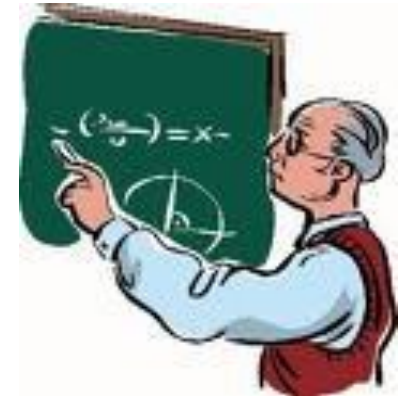


Years Plan and Unit Plan

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Teaching is a noble profession

Teaching

- Teaching includes **all the activities** of providing education to other.
- Teaching means **interaction** of teacher and students.
- Teaching is just to **train the** students so that they can **stand on their own foot** in society.

Teaching....

- Teaching is an **intimate contact** between a **more mature personality** and a **less mature one** which is designed to further the **education of** the latter.

H.C. Morrison

- Teaching is defined as an **interactive process**, primarily involving **classroom talk**, which takes place between **teacher and pupil** and occurs during certain definable activities.

Edmund Amidon

- Teaching is **a task of a teacher**, which is **performed** for the development of a child.

T.F. Greens

Teaching...

- Teaching is the **process that facilitates learning**.
Farrant
- The teacher has **an important role** to play because he acts as **catalyst**, actively stimulating **learning**.
- Teaching is a **cluster of activities** that are noted about teachers such as explaining, deducing, questioning, motivating, taking attendance, keeping record of works, students' progress and students' background information.

Wells, G. (1982)

Characteristics of teaching

1. Teaching **provide guidance and training**.
2. It is an **interaction** between teacher & students.
3. Teaching is **an art** to give knowledge to students with effective way.
4. Teaching is **a science** to educate fact and causes of different topics of different subjects.
5. Teacher can teach **effectively**, if he has full **confidence** on the subject.
6. Teaching **encourages** students **to learn** more and more.

Phases of Teaching

- I **Pre-active Phase of teaching**
 - Planning for teaching
- II **Interactive Phase of teaching**
 - Actual teaching
- III **Post-active Phase of teaching**
 - Evaluation

Pre-active Phase of teaching

- Formulation of **goal and objectives**
- Decision about the **content**
- Managing **ways of** presentation
- Deciding teaching **methods** and **strategies**

Pre-active Phase of teaching (Planning)

- This phase includes

- 1. Year Plan/ Annual**

- 2. Unit Plan and**

- 3. Lesson Plan**

Year Plan/ Annual Plan

- When a teacher is **assigned with** the teaching of the subject in the beginning of the year, his very first task is **to plan for the year's work**. This plan is known as the **year plan**.
- The **plan of teaching for whole year** prepared by the teacher in the **beginning of the year** is known as Year Plan.

Year Plan...

Points to be considered while preparing year plan

- Syllabus
- Objectives of the subject
- Units and subunits and their scope
- Weightage to the units
- Time required for the Unit
- Available Periods
- Evaluation
- Holidays, Vacations, Exams, Cultural activities etc

Year Plan 2017-18

- College:
- Name of the teacher:
- Course: Subject:

Month	Available Periods	Unit No.	Unit	Subunit	Required Periods for		Total Periods
					Teaching	Evaluation	
June 17							
April 18							

Activity: 1

Prepare Year Plan and Unit plan

Unit Plan

- Unit is a **large subdivision of the subject matter** where in a **principle/ a topic/ a property** at a center of the well organized content.
- The **plan of teaching for an Unit** prepared by the teacher before teaching is known as Unit Plan.

Aspects of an unit Plan

- What to teach?

Content Analysis

- Why to teach?

Objectives

- How to teach?

Method, Learning Experiences

- Which should be the outcome?

Evaluation

Unit Plan

College:

Name of the Teacher:

Course:

Subject:

Unit:

Teaching Method:

Teaching Aids:

Subunits	Content Analysis	Objectives and Specifications	Teachers' Activity	Evaluation

Lesson Plan

The **plan of teaching prepared by the teacher before teaching** each period/ lesson is known as Lesson Plan.

Lesson Plan

College:

Name of the Teacher:

Course:

Unit:

Teaching Method:

Subject:

Teaching Aids:

Previous Knowledge of the students:

Aim of the Lesson:

Objectives:

Specifications:

1. Knowledge and Understanding:
2. Application:
3. Skills:

Matter (Content)	Method
<u>Introduction:</u>	(Teachers' Activity)
<u>Statement of Aim:</u>	Questions
<u>Presentation:</u>	
<u>Recapitulation:</u>	
<u>Application:</u>	

Interactive Phase of Teaching

- All the activities of teacher after entering in the classroom
- All classroom interactions
- Presentation of the content
- Teacher exhibits his teaching skills

Activity 2

- Enlist teaching skills.

Set Induction

1. Effective beginning
2. Revival of previous knowledge
3. Arousing curiosity
4. Use of teaching –aids
5. Linking with the unit
6. Statement of aim
7. Title Writing
8. Creativity / innovative

Stimulus Variation

1. Gestures of Teacher
2. Movement of Teacher
3. Change in speech pattern
4. Change in sensory focus
5. Change in interaction pattern
6. Verbal participation of students
7. Active participation of students
8. Eye to eye contact

Explanation

1. Use of Example – Rule – Example
2. Use of explanatory links
3. Fluency in explanation
4. Clarity in explanation
5. Use of appropriate vocabulary
6. Use of teaching aids
7. Planned repetition
8. Consistency

Questioning

1. Clear and Concise
2. Grammatically correct
3. Thought Provoking
4. Logical sequence of the questions
5. Incl. of Lower, Middle and Higher order Questions
6. Clarity in asking questions
7. Interrogative tone
8. Properly distributed in class

Reading

1. Clear pronunciation
2. Speed
3. Intonation
4. Reading as per punctuation
5. Fluency / Rhythm in reading
6. Proper emphasis on words
7. Expression

Narration

1. Use of accurate language
2. Clear pronunciation
3. Fluency
4. Change in Voice
5. Stress on main points
6. Gesture
7. Harmony in presentation
8. Audibility

Demonstration

1. Aim of the experiment
2. Selection of apparatus/material
3. Use of organization diagram
4. Skillful handling of apparatus
5. Students' participation
6. Opportunity for observation
7. Conclusion of experiment
8. Creation of situation

Black board writing

1. Size of the letters/ diagram
2. Spacing between letter, words and lines
3. Clarity of letter/s diagram and legibility
4. Correct
5. Writing in straight line
6. Proper use of colored chalk
7. Speed of writing
8. Planning of writing / sketching

Reinforcement

1. Accepting student's response
2. Using positive verbal reinforcement
3. Using of positive non verbal reinforcement
4. Recognizing the student by name
5. Avoiding negative verbal reinforcement
6. Accepting the student capacity
7. Avoiding Negative non-verbal reinforcement

Closure skill

1. Revision of main points
2. Linking between past and present knowledge
3. Linking with objectives of lesson
4. Recapitulation (use of gained knowledge in same situation)
5. Summary of present knowledge (Oral / written)
6. Application (use of gained knowledge in new situation)
7. Relevance of present knowledge
8. Opportunities for future learning

Classroom Teaching

1. **Introduction** :Relevant and stimulating
2. Revival of previous knowledge and linking with the topic
3. **Statement of Aim** and Title writing
4. Clarity and Fluency in Narration / Explanation
5. **Questions**: Clear, concise and grammatically correct
6. Logical and thought provoking questions
7. Distribution of questions and Reinforcement

Classroom Teaching...

8. Black Board Work
9. Clarity and Reading / Demonstration
10. Classroom interaction
11. Use of Teaching Aids / Use of Examples
12. Mastery over the content
13. Recapitulation: as per objectives
14. Students' response
15. Application: Appropriate revision and closer

Methods of teaching

- Lecture
- Inductive deductive
- Heuristic
- Project
- Demonstration
- Experimental
- Analysis synthesis
- Communicative approach
- Discussion
- Story telling
- Dramatization

Post-active phase of teaching

- Defining exact dimension of **Behavioural Change**
- Selecting appropriate **testing tool**
- **Changing/ Improving** the teaching methods/
strategies

Evaluation

1. Written Test
2. Multiple Choice Questions
3. Quiz
4. Presentations
5. Field Visits
6. Projects
7. Seminars
8. Group Discussion

Written test

Written test is a **basic and traditional tool** for Evaluation, mainly focused on **cognitive domain** of the student.

Objectives of Written Test :

- i. To assess the **achievement** levels of students.
- ii. To know the **achievement** of the objectives.
- iii. To know the ability of a student **to express his / her own thoughts** about the concerned subject.

Written test....

- i. Written test should include **descriptive and objective questions.**
- ii. The questions based on the **application** should be included.
- iii. Written test should be conducted **as per the norms** given.
- iv. Written test should be based on **whole syllabus** or the subject.

Written test....

- v. It should include **objective** type questions, **short answer** type and **essay type questions**.
- vi. **Scope of answer** should be mentioned in the form of words.
- vii. It should be designed with the help of **blue print**.
- viii. Test should have **English and Marathi** version.
- ix. It should be conducted at the **end of a term**.

MCQ test

- MCQ test are widely used to assess the factual knowledge. These are objective, quick and easy to mark. For each item / MCQ 3/4 choices are given. Out of these only one choice is the correct answer.
- MCQ should be carefully written with good distracters.
- MCQ bank can be developed by the teachers.
- Ask the students to study the topic in detail through reference books or other resources.
- The items should not be repeated.

Activity 3

- Prepare 5 MCQs with four options each.

Quiz

- For each item **choices** should be given.
- Out of these choices **only one** choice should be acceptable as the **correct** answer.
- The quiz should be developed by the **team of teacher**.
- Some categories may have **Special Rules**, based on specific units or photo quiz or rapid fire round questions.
- Ask the students to study the topic in detail through **reference books** or **other** resources.

Poster presentation

1. Accuracy of Content
2. Description of Content
3. Use of variety of Media
4. Overall Colour Scheme
5. Explanation
6. Gesture and Posture
7. Tackling with Queries
8. Coordination with presentation

Field Visit

- Introduction to Field Visit
- Purpose of Field / location
- Exploration of Information about field and Selection of Field / location
- Planning of Field Trip
- Execution of Field Trip
- Evaluation Criteria, (Content)
- Introspection and Feed-back from the stakeholders
- Educational Implications (How visit is different from Traditional teaching)
- Report Writing

Project

- Teacher will **assign project in group / Individual** to the students as per their subject & interest.
- Prepare the final **report of** the project with help of following points.
 - **Selection of topic**
 - Planning
 - **Execution**
 - Presentation of data
 - **Resources/Material / References**
 - Consider the diverse learner
 - **Educational implication**

Seminar

1. Selection of topic
2. Selection of Relevant Material
3. Organization of the Seminar
4. Stimulated Situation Provided
5. Discussion on the Topic
6. Clarification and Defend the Ideas
7. Openness to Ideas
8. Presentation Skills
9. Confidence

Group discussion

- A group of participants are made to **discuss on a topic** for a limited time and then assessed accordingly. It is designed **to exchange the thoughts** and ideas among the members of the group on a particular subject.
- Group discussion is a **group activity** carried out by 5 to 10 members group for 10-15 minutes
- A **selected** topic will be given the group members and time will be given for thinking.
- GD evaluation is done by the **subject experts** based on the discussions.

Group discussion

Content

- Subject knowledge
- Creativity and originality
- Relevance

Communication skills

- Voice, tone and fluency
- Posture and Eye Contact
- Analytical Ability

Group Behaviour/Group Dynamics

- Initiative and Enthusiasm
- Leadership

Classroom Management

What is Classroom Management?

- It's effective discipline
- It's being prepared for class
- It's motivating your students
- It's providing a safe, comfortable learning environment
- It's being creative and imaginative in daily teaching
- It's teaching effectively

Classroom Management

Classroom Management is different for Every teacher because

- Teaching Styles
- **Personality**
- Attitudes
- **Student population**
- All management strategies are not effective for every teacher (**Team teaching**)

for that reason, try different strategies to see if they work for you

Importance of Classroom Management

For

- Satisfaction and enjoyment in teaching
- **Getting students' cooperation**
- Effective teaching- learning process

It is more important for **beginning teachers**

Principles for successful classroom management

- Provide proper Physical Facilities
- **Teach effectively**
- Deal with Students' behaviour.
(disruptive behaviors , minimize off-task, non-disruptive behaviours)
- **Teach students to manage their own behavior**
- Students *learn* to be on-task and engaged in the learning activities you have planned for them
**It is more natural to be off-task than on*

Aspects of classroom management

- Physical facilities
- Effective Teaching
- Classroom Control
- Policies and rules
- Students' behaviour

Physical facilities

- **Classroom arrangement**
 - Make sure all students can see and hear clearly
(and you can see them clearly)
 - Arrangement is determined by learning activity
(lecture, class discussion, small group work, etc.)
 - Allow room and easy access for proximity control
 - Think through class procedures and learning activities
and arrange the room in the best possible way
- **Light , Ventilation, Drinking water**
- **Library, Laboratories, and other facilities**

Effective Teaching

1. Class room control
2. Sensitization about Higher Education
3. Guidance, Counseling, Mentoring
4. Content knowledge of teacher
5. Knowledge about the students
6. Attitude towards students
7. Mental Health of teacher
8. Teaching aids, Use of technology
9. Physical facilities
10. Interaction between the teacher, students and other stakeholders (College culture)

Classroom Control Techniques

1. Focus attention on entire class
2. Don't talk over student chatter/ talk
3. Silence can be effective
4. Use softer voice so students really have to listen to what you're saying
5. Direct your instruction so that students know what is going to happen
6. Monitor groups of students to check progress

Classroom Control Techniques...

7. Move around the room so students have to pay attention more readily
8. Give students non-verbal cues
9. Engage in low profile intervention of disruptions
10. Make sure classroom is comfortable and safe
11. Over plan your lessons to ensure you fill the period with learning activities
12. Come to class prepared
13. Show confidence in your teaching
14. Learn student names as quickly as possible

College policies for Students

Be familiar the students with college policies from the beginning:

- **Attendance Policy**
- Academic/Evaluation Policies
- **Use of Mobile/ Laptop/ other gadgets**
- Student Dress and Grooming Policies
- **Safe College Policies**
 - Weapons, fighting, threats, verbal abuse, etc.
- Alcohol, Tobacco and Drug Policies
- **Sexual Harassment Policy**
- Anti-ragging policy

College policies for teachers

- Internet/Email / Whats app use policies
- Policies regarding the reporting of abuse, neglect, suicide threats, etc.
- Emergency/ Disaster management procedures
 - Fire, earthquake, bomb threat, intruder, etc.
- Field Trip policies
- Accident reporting procedures
- Reporting academic progress
- Use of videos, movies, and instructional materials

Classroom rules

- Need of classroom rules
- Maximizes on-task behaviors and minimize off-task (esp. disruptive) behaviors
- Secures the safety and comfort of the learning environment.
- Prevents the activities of the class from disturbing other classes
- Maintains acceptable standards of decorum among students, college personnel, and visitors to the college campus

Classroom Rules for Conduct

- Formalized statements that provide students with general guidelines for the types of behaviors that are required and the types that are prohibited.
- **A few rules are easier to remember than many rules.**
- Each rule in a small set of rules is more important than each rule in a large set of rules.

Activity 4

Positive behaviours

- Enlist students' Positive behaviours
- How will you support these Positive behaviours?

Activity 5

Negative behaviours

- Enlist students' Negative behaviours
- How will you control these Negative behaviours?

Activity 6

- Take any case of students' mis-behaviour, what action will you take in this situation?

Misbehaviours (Off-task behaviours)

1. Talking out of turn
2. Clowning
3. Daydreaming
4. Moving about without permission
5. Other antisocial behaviors

Dealing with misbehaviors

- Eye contact,
- Facial expressions,
- Gestures,
- Take seriously.
- Avoid turning back to class
- Verbalize descriptions of behaviors and never value judgments about individuals
- Verbalize feelings but remain in control
- Do not place labels (good or bad)
- Speak only to people when they are ready to listen

Dealing with misbehaviors

- Remain focused and calm; organize thoughts
- Either respond decisively or ignore it all together
- Distinguish between off-task behaviors and off-task behavior patterns
- Control the time and place for dealing with off-task behavior
- Provide students with dignified ways to terminate off-task behaviors

Dealing with misbehaviors...

- Utilize alternative lesson plans
- Utilize the help of colleagues
- Utilize the help of guardians
- Do not use corporal punishment
 - A form of punishment in which **physical pain** or **discomfort** is intentionally imposed upon an individual for the purpose of trying to get that individual to be sorry for particular mis-behaviour

Any Question?

Thank You!