



Study on Effectiveness of Time Based Lesson Plan

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ABSTRACT

Lesson plan guides the teacher to prepare in a sequential manner and reach the instructional goals effectively. It helps her /him to manage the time and resources with efficacy. A good lesson plan is flexible and is able to accommodate changes and adapt according to the needs of the teaching-learning process. The present study aims at the efficiency of "Time based lesson plan (TBL)" – a lesson plan that aims to help the teacher manage time productively.

KEYWORDS : Objectives of teaching, Expected Learning Outcomes (ELO), Time based lesson plan (TBL)

Introduction

A lesson plan is the blue print of a teacher's schedule for a single period to teach the academic content. It helps not only the novice teacher but also an experienced hand to formulate the objectives (general and specific) and select the methodologies suitable for the specific academic content. A lesson plan is a detailed plan of instruction that aims to present the content sequentially and effectively.

Class room instruction has undergone a sea of change since the advent of technology in the classrooms. The conventional chalk and talk method has become obsolete and technology aided interactive method has become the order of the day. The teachers have become facilitators and have evolved their methodology and style of instruction over a period of time.

Lesson plan

A typical lesson plan has general and specific objectives based on Bloom's taxonomy. The objectives are followed by 1) set induction based on the pupils' previous knowledge, 2) presentation of content that exercises the teacher's skills of introduction, explanation, probing questions, reinforcement, illustration and the like 3) lesson closing and recapitulation and 4) extended practice like giving homework and follow-up practice at school. Lesson plans are flexible and always have room for improvisation. They change according to the demands of modern instruction techniques.

The current teaching plan and its impact in the primary wing

The school in which the investigator works practises a flexible instruction methodology that has teaching plans. Teaching plans crisply chalks out the Expected Learning Outcomes (ELO). Every ELO has activities and the list of skills to be imparted / learnt.

The content is taught through activities like 'PEP-preparatory activity', 'Think and Ink', question time, reading, audio-visual, worksheets and the like. The PEPs are mostly group activities where the students ideate, reflect discuss, share and give the answers. In 'Think and ink', the students jot down their thought process and present the learnt behaviour. The teaching plan sounds good on paper but problems cropped up when it was executed in the class room situation. Teachers often ran out of time and felt overwhelmed when they had spent a long time or the vice versa for a particular activity. They ended up either accomplishing all the points on the teaching plan with no satisfaction as they had to rush or stranded as they had spent more time on few activities and had no time to complete the rest.

Methodology

The crux is in managing the time effectively. The investigator came up with the solution - a teaching plan that has allotted time for each ELO and respective activities- a 'time based teaching plan' shortly put.

Time Based Teaching Plan (TBL)

The teacher has to plan the activity with time required for the activity in mind and has to consciously follow the time limit when conducting the same in the class. This technique when duly followed will enable the teacher to accomplish the task on hand. When this is repeated, the portion for the term will be completed without any delay. An orientation programme was conducted for the primary wing and time to be allotted for different activities were discussed and agreed on. The parallel teachers worked on the teaching plan and chalked out the time limit for the list of activities.

After corroboration with the subject heads, the "Time Based Lesson Plan (TBL)" was executed. After a period of one month, the effectiveness of TBL was measured by using a self constructed tool. The tool used was a five point Likert's scale with 17 items of which 3 are negative items. The tool's validity was established by the subject experts in education. Convenience sampling (primary teachers 28 in number) was used and Experimental method with one-shot case study design was adopted since this is an exploratory research.

Results

- 60.71% of the respondents strongly agreed and 39.28% agreed that Time based -lesson plan helps to clearly define the learning objectives.
- 39.28% of the respondents strongly agreed and 60.71% agreed that Time based -lesson plan helps the teacher to reach the goals of instruction.
- 32.14% of the respondents strongly agreed and 60.71% agreed that Time based -lesson plan gives a logical sequence to teaching. However 7.14% of the respondents are neutral.
- 28.57% of the respondents strongly agreed and 57.14% agreed that Time based -lesson plan helps the teacher to choose the content of teaching effectively. However 14.28% of the respondents are neutral.
- 17.85% of the respondents strongly agreed and 46.42% agreed that Time based -lesson plan helps the teacher to choose the method of teaching effectively. However 35.71% of the respondents are neutral.
- 28.57% of the respondents strongly agreed and 67.85% agreed that Time based -lesson plan helps the teacher to use the equipments and audio visual aids correctly/effectively. However 3.57% of the respondents are neutral.
- 21.42% of the respondents strongly agreed and 42.85% agreed that Time based -lesson plan helps the teacher to do class room management better. However 35.71% of the respondents are neutral.

8. 39.28% of the respondents strongly agreed and 53.57% agreed that Time based -lesson plan helps the teacher to complete the lesson on time effectively. However 7.14% of the respondents are neutral.

9. 42.85% of the respondents strongly agreed and 39.28% agreed that Time based -lesson plan helps the teacher to manage time effectively inside the class room. However 17.85% of the respondents are neutral.

10. 25% of the respondents strongly agreed and 57.14% agreed that Time based -lesson plan helps the teacher to design the evaluation better. However 17.85% of the respondents are neutral.

11. 3.57% of the respondents strongly disagreed and 42.85% disagreed that teachers are forced to finish the lesson within the stipulated time when following Time based -lesson planning. 35.71% of them are neutral while 14.28% agreed and 3.57% of them strongly agreed on the same.

12. 10.71% of the respondents strongly disagreed and 39.28% disagreed that teachers find it hard to explain the concepts within the time limit set by Time based -lesson plan. However 14.28% of the respondents agreed and 3.57 % strongly disagreed on the same. 32.14% of them are neutral.

13. 17.85% of the respondents strongly agreed and 50% agreed that Time based -lesson plan is flexible to accommodate improvisation by the teacher during the course of teaching. 32.14% of them are neutral.

14. 7.14% of the respondents strongly agreed and 21.42% agreed that Time based -lesson plan is rigid in terms of time taken to complete the lesson. 50.00% of them are neutral. 21.42% disagreed on the same.

15. 28.57% of the respondents strongly agreed and 60.71% agreed that Time based -lesson plan meets the need of teaching-learning process effectively. 10.71% of them are neutral.

16. 17.85% of the respondents strongly agreed and 60.71% agreed that Time based -lesson plan gives room for Teacher-student interaction. 21.42% of them are neutral.

17. 17.85% of the respondents strongly agreed and 46.42% agreed that Time based -lesson plan gives enough time for activity based learning. 35.71% of them are neutral.

Discussion

The analysis of the results show s that the teachers find the time based lesson planning workable, feasible and found to be enhancing the efficiency of teaching-learning process. It has been found to be helping the teachers to attain the goals of instruction with efficacy. It has made them manage the time well and they agree that TBL is flexible to meet the needs of teaching-learning process effectively. Since it is also agreed that TBL encourages teacher-student interaction and activity based learning, the school can vouch for the same in coming years. Schools from other boards too can adopt TBL and incorporate the same in curriculum transaction if found efficient. The study may be extended by increasing the sample size and roping in more schools.

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