

Workshop on  
**WRITING A LESSON PLAN**

organized by

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# **Criteria for writing STATEMENTS OF OBJECTIVES**

## Criteria 1- Objectives are non-behavioral objectives.

As the term **non- behavioral objective** suggest the statement of objectives should contain **non- action verb**.

**E.g.-1** The pupil acquires knowledge of the names of the river in India.

**E.g. 2** The pupil develops his/ her skill in handling, mathematical apparatus.

Here verb to acquire, to develop are non-action verbs the statement should be **in form of inner development**.

## Criteria 2-The statement of objective should indicate worthwhile objective.

**E.g.- 1**

**Objective for primary student:**

- To prepare scientist
- To prepare mathematician

In above e.g. looking at the age and physiological development of primary student the above objectives are not worthwhile.

**E.g.- 2 For Secondary students:**

- To develops skills drawing line.

The above statement of objective does not match his mental age and physiological development of secondary student.

**Criteria 3-The statements of objective should be related to human ability which can be developed or achieved with the help of education.**

**Good e.g. - The pupil develops oral skills**

**Bad e.g. - To change the colour of pupil's skin.**

**Criteria 4- The statement should mention subject matter area (content) through which particular abilities is developed.**

- **Bad e.g.-**

Pupil acquires knowledge

Pupil develops skills in speaking.

- **Good e.g.-**

Pupil acquires knowledge of oceanic current.

Pupil develops skills in speaking Urdu.

**Criteria 5 -The statements of objective should be in form of student's achievement and not in form of teacher's intension.**

**Bad e.g.-**

To develop scientific attitude among students.

To develop mathematical outlook among students.

**Good e.g.-**

The pupil develops scientific attitude.

The pupil develops mathematical outlook.

**Criteria 6-The statement of objectives should be written in form of achievement of every single student and not in form of achievement of group of student (classroom)**

- **Bad e.g.** - Pupils develops their skills in handling scientific apparatus.
- **Good e.g.-** The pupil develops their skills in handling scientific apparatus.



**Criteria 7 - The statement of objective should contain only one ability to be developed or achieved or modified.**

**Bad e.g.-** The pupil acquires his knowledge and applies his understanding of circulatory system in human.

**Good e.g.-**

- 1)Pupil acquires knowledge of circulatory system
- 2) Pupil applies his knowledge and understanding of circulatory system in new situation.(understanding concepts)

# INSTRUCTIONAL OBJECTIVES

**Remembering** – The pupil acquires knowledge about pollution.

**Understanding** - The pupil understands concept of pollution.

**Applying** - The pupil applies knowledge of pollution in daily life situation.

**Analyses** – The pupil develops skill to analyze type of pollution/causes of pollution.

**Evaluate** - The pupil develops skill to evaluate type of pollution/causes of pollution.

**Creativity** – The pupil develops skill to draw diagram/geometric figure/concept map.

**Learning Outcomes**  
**or**  
**Behavioral objective**  
**or**  
**Specific objectives**  
**or**  
**Specification**

# A behavioral objective/ learning outcomes specifies –

- what the learner will be doing?
- contains a behavioural verb (action verb).
- more specific than the non-behavioural ones
- hence also known as specific objectives, specification or learning outcomes or behavioral objective.

# Characteristics Of Learning Outcome

- The learning outcome should be learner focused
- The learning outcome should be precise
- The learning outcome must be observable
- The learning outcome should be measurable
- The learning outcome should be realistic
- The learning outcome must be flexible
- The learning outcome should be time-bound etc.

# Criteria-1 The statement of learning outcomes contain action verbs.

- Eg-
- 1) The pupil solves the given examples of profit and loss.
- 2) The pupil uses new words in his own sentences.

**Criteria-2 The statement of specification should contain two parts-**

**1) The modification part which includes pupil's expected behaviour.**

**2) The content part (subject matter)**

**Bad e.g.-**

1)The pupil explains

2)The pupil point outs.

**Good e.g.-**

1) The pupil explains the water cycle.

2) Pupil point outs location Australia on world map.

## **Criteria-3 The statement of learning outcomes should be worthwhile learning outcomes.**

**Bad e.g.-**For pupil studying in 5th std-

- The pupil criticizes the policy of Lord Curzon.
- For Secondary- The pupil identifies the verb.

**Good e.g.-**

- The pupil describe the policy of Lord Curzon
- God- The pupil explains transitive and intransitive verbs.



**Criteria-4 The statement of learning outcomes should be of students achievement and not in form of teacher's intention.**

- **Bad e.g.-** To summarize the viewpoint given in a passage in Marathi.
- **Good e.g.-** The pupil summarizes the viewpoints given in passage in Marathi.

**Criteria-5 The statement of learning outcomes should be written in form of achievement of every single student and in form of achievement of group of student (classroom).**

- **Bad e.g.-** The pupils read the passage in English
- **Good e.g.-** The pupil reads the passage in English

**Criteria-6 The statement of learning outcomes should be contain only one behaviour to be developed or achieved or modified.**

**Bad e.g.-**

The pupil gives e.g. of parallel lines and differentiates between parallel lines and antiparallel lines.

**Good e.g.-**

- The pupil gives example of Parallel lines.
- The pupil differentiates between parallel lines and antiparallel lines.

The Cognitive Process Dimension with Learning Verb Examples					
<b>1. Remember</b> - Retrieving relevant knowledge from long-term memory					
Arrange	Describe	Identify	Name	Recall	Reproduce
Cite	Duplicate	Label	Order	Recognize	Select
Define	Find	List	Quote	Repeat	State
<b>2. Understand</b> - Determining the meaning of instructional messages					
Associate	Contrast	Explain	Justify	Predict	Review
Classify	Describe	Extend	Locate	Recognize	Select
Compare	Estimate	Interpret	Outline	Restate	Summarize
<b>3. Apply</b> - Carrying out or using a procedure in a given situation					
Apply	Classify	Discover	Instruct	Participate	Show
Calculate	Complete	Employ	Interpret	Practice	Solve
Choose	Compute	Implement	Modify	Predict	Use
<b>4. Analyze</b> - Breaking material into constituent parts and detecting their relationship					
Categorize	Connect	Distinguish	Examine	Infer	Prioritize
Classify	Correlate	Divide	Explain	Investigate	Question
Collect	Criticize	Establish	Illustrate	Outline	Verify
<b>5. Evaluate</b> - Making judgements based on criteria and standards					
Appraise	Choose	Critique	Defend	Judge	Score
Argue	Conclude	Debate	Evaluate	Rate	Support
Assess	Convince	Decide	Interpret	Recommend	Value
<b>6. Create</b> - Putting elements together to form a novel, coherent whole or original product					
Adapt	Combine	Design	Generate	Incorporate	Rearrange
Arrange	Construct	Develop	Generalize	Integrate	Reinforce
Assemble	Create	Formulate	Imagine	Modify	Validate

# LEARNING OUTCOMES

**Remembering** – The pupil defines pollution.

**Understanding** - The pupil explains concept of pollution.

**Applying** - The pupil gives examples of different types of pollution.

**Analyses** – The pupil classifies types of pollution.

**Evaluate** - The pupil evaluates causes of pollution.

**Creativity** – The pupil draws concept map on pollution.

# VALUES

PERSONAL VALUES	SOCIAL VALUES	NATIONAL VALUES
<ol style="list-style-type: none"><li>1. Punctuality</li><li>2. Neatness</li><li>3. Dignity for labour</li><li>4. Scientific attitude</li></ol>	<ol style="list-style-type: none"><li>1. Modesty</li><li>2. Gender equality</li><li>3. Sensitivity</li><li>4. Tolerance towards all regions</li></ol>	<ol style="list-style-type: none"><li>1. Patriotism</li><li>2. National integrity.</li></ol>

# Core elements

- 1. The history of India's freedom movement.**
- 2. The constitutional obligations.**
- 3. The content essential to nurture national identity.**
- 4. India's common cultural heritage.**
- 5. Egalitarianism, Democracy and secularism.**
- 6. Equality of sexes.**
- 7. Protection of environment.**
- 8. Removal of social barriers.**
- 9. Small family norms.**
- 10. Inculcation of scientific temper.**

# Set Induction

**1) St-Tr asks questions,**

Q1----

Q2----

Q3----

**2) St-Tr narrates story and asks questions,**

Q1----

Q2----

Q3----

**3) St-Tr shows picture/model/chart ( any teaching aids) and asks questions,**

Q1----

Q2----

Q3----







# Statement of Aim

So, students today we are going to learn about

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Teaching points	Teaching Method /technique	St-tr's activity	Pupil's activity
For Eg- Definition of Pollution.	Lecture method/  Lecture –cum- demonstration method/  Inductive – deductive approach/  Direct method/  Grammar translation method/  Communicative approach/  5 or 7 Es constructive approach/  Cooperative teaching	St-tr. explains, Definition of pollution	Pupil listens
Types of pollution		St-tr. explains types of pollution with the help of concept map.	Pupil listens Pupil observes
Causes of Pollution.		St-tr. asks question, What are different types of pollution?	Pupil answers
		St-tr. asks question, What are different causes of pollution?	Pupil answers
		St-tr. writes pointwise causes of pollution on board.	Pupil notes/writes down
Remedies for water Pollution.	St-tr. asks to perform activity, Discuss remedies for water Pollution in group.	Pupil performs activity.	
	St-tr. writes summary of discussion on board.	Pupil observes Pupil notes/writes down	

Teaching points	Teaching method/technique.	St-tr. activity		Pupil's activity
<u>Closure</u>		<b>R E C A P I T U L A T I O N</b>	<b>St-tr. ask questions ( for recapitulation),</b> <b>What is the definition of pollution?</b> <b>What are causes of pollution?</b>  <b>OR</b>  <b>St-tr. Revises/summaries /paraphrases about unit taught ( pollution)</b>	<b>Pupil answers</b>          <b>Pupil listens</b>
			<b>D E C L A R A T I O N</b>	<b>St-tr. declares,</b> <b>So, students today we have learned about pollution</b>

# Process of testing

- St-tr. ask questions ( to evaluate ),

Q1.-----

Q2.-----

Q3.-----

- St-tr. ask students to solve crosswords.
- St-tr. ask students to solve objective type test.
- St-tr. ask students to solve MCQs.

# Assignment

- Assignment should be –
  - Related to topic taught.
  - Creative. (**not write 5 times**)
  - Can be done by student only ( **not parents**)
  - Can be done in short time.
  - Activity based.
  - For attitude and interest development.

# Board writing

- ❑ Mention **date, subject, topic, class and division** on top of board.
- ❑ Write some **topic related content** on board.
- ❑ If ppt is used instead of board just write **ppt used** and **stick small handouts of ppt.**