

Unit-IV

Unit 4

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DESIGNS OF LESSON PLAN*(Approaches and Designs for Classroom Teaching)*

Theoretical knowledge of teaching concept does not provide any guide line for classroom instructional procedure. Every teacher who intends to teach something, has to prepare an outline of his topic in written form or at his cognitive level which is known as *lesson plan*. A teacher has to apply his theoretical knowledge in planning and administering his lesson plan. A practical outline of a topic to be taught in a period is called the lesson plans. It is designed during student-teaching or teaching practice.

Origin of Lesson Plan

The origin of lesson plan is from Gestalt Psychology. The Gestalt theory of learning has a great influence on human learning. In the school, the whole is perceived by a part. A unit plays an important role in learning because the learner usually takes the help of units in understanding the whole concept. The part conveys the whole.

The meaningful activities are related to one another within an unit. These activities provide the purposeful learning experiences and the learner understands the whole concept. The theory originates the concept *Unit Plan*. The unit plan is based on two stream of thoughts :

The first approach is propounded by *Herbart*. He stresses on the content and informations in a unit plan. *The second approach* is given by *John Dewy* and *Kilpatrick*. They have emphasized on the experiences of learners in unit plan rather than information.

B.F. Skinner has provided a recent approach of unit plan. The focus of his unit plan is the modification learn better if the content is presented in small unit. The unit-plan is the crucial aspect of a lesson-plan.

Meaning and Definition of Lesson Plan

Teaching is organized in three phases : pre-active, interactive and post active phase of teaching. Before entering into the classroom whatever activities a teacher plans may be put in a preactive phases of teaching. The lesson-planning is virtually the preactive phases of teaching.

N.L. Bossing has given a comprehensive definition of lesson plan.

"Lesson plan is the title given to a statement of the achievement to be realized and the specific meaning by which these are to be attained as a result of the activities engaged during the period."

Bining and Bining have explained the structure and purpose of lesson-plan in the their definition.

"Daily lesson planning involves defining the objectives, selecting and arranging the subject-matter and determining the method and procedure."

I.K. Davies has given four steps of management of learning planning, organizing, leading and controlling. He has also given the greater importance to lesson planning organizing, leading and controlling. He has also given the greater importance to lesson planning in the first step planning of teaching, He has defined in the following manner :

"Lesson must be prepared for there is noting so fatal top a teacher's progress as unpreparedness."

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

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

Need and Importance of Lesson Plan

The lesson plan has significant role in planning and organizing instructional procedure with the following reasons. :

1. In teacher-education programme, the lesson planning provides the guideline to pupil-teachers during their teaching practices.

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2. It provides awareness of teaching objectives and structure of content and teacher has to perform his activities in the direction to achieve the objectives.
3. The sequence of content is to be presented and finalized by task analysis in lesson-planning.
4. The apperceptive mass of the learner is developed or encouraged by linking the new knowledge with the previous knowledge of the students.
5. The use of teaching aids, techniques, strategies and tactics is predetermined in the presentation of the content.
6. The teaching activities are related to learning structures with the help of scientific lesson plan.
7. It maintains the sequence of content presentation and prevents the teacher to deviate from the topic.
8. It determines the suitable places of reinforcing and controlling the student behaviour during teaching.
9. The classroom teaching activities are organised by considering the students individual differences.
10. The effectiveness of a teacher depends on a good lesson plan. It develops the reasoning, decision making ability and imagination and pupil teachers.
11. The micro-lessons are helpful in developing specific teaching skills.
12. The pupil-teacher gains confidence in performing the classroom teaching activities.)

APPROACHES OF LESSON PLANNING

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

(1) **The Herbert Approach** : The *Herbartian* Approach is based on apperceptive mass theory of learning. The proposition of that theory is that the learner is like a clean state and all the knowledge is given from outside. If new knowledge is imparted by linking with old knowledge of the student, it may be acquired easily and retained for a longer period. The teacher content should be presented into units and these units should arranged in a logical

sequence. Herbart has given five steps : Introduction, presentation, organization, comparison and evaluation. These steps have been discussed in detail in '*Memory Level Teaching*'. In our training colleges and teacher education programmes the lesson plans are prepared on the Herbartian Approach. The main emphasis is given on content presentation.

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

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

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

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

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

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

Wisley has also defined the term unit in the following manner:

"The unit is an organized body of information and experience designed to effect significant outcomes for the learner."

Morrison has formulated 'Cycle Plan of Teaching', and the unit method of Morrison is more psychological in nature. His major emphasis in teaching is that the teacher should be clear about the learning objectives. The student's needs are considered in planning the teaching tasks. Morrison has given five steps for employing his 'cycle plan of teaching' under the heading of 'Understanding Level of Teaching.'

Morrison gives main emphasis on *assimilation* aspect of the learner where as Herbart stresses on the presentation aspect of the teacher. It is evident from the paradigm of teaching that it is a learner-centred approach to lesson-planning. This approach is more useful in science and maths teaching rather than in social studies subjects.

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

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

2. British Approach : The main feature of British approach is that the emphasis is given to teacher and content presentation in

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

3. Indian Approach : The Indian approach of lesson-planning has the major influence of both earlier approaches. The learning objectives, Teacher-activities, student-activities and evaluation of student are crucial aspects of lesson-planning. The Regional Colleges of Education NCERT have made great efforts in this direction. The Regional College of Education Mysore has developed a paradigm of lesson plan. It consists of teaching objectives and learning experiences. The question answer strategy is followed in developing lesson plan, because teaching is considered as an interactive process. The classroom interaction among teacher and students can be encouraged by this strategy of teaching. In most of training colleges the lesson. Planning is based on Herbartian Approach.

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

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

(b) Micro-Approach : It is the recent innovation in the field of teacher-education. The micro-approach is employed in lesson-planning for the modification of teacher-behaviour. Its focus is to develop the specific teaching skills rather than to bring desirable

change among students. It is a real classroom teaching. The micro-lesson means to reduce the size of the topic to be taught, the size of class and the size of the period. It is designed to develop one teaching skill at a time. It is used in written and oral form for the modification of pupil-teachers and also for the in-service teachers.

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

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

Teaching Unit

The key concept of lesson-planning is the 'teaching unit'. A teaching unit concerns with subject-matter or content and teaching strategies. There are two characteristics of a teaching unit :

(1) The course of a semester or a session is analysed into small units. The size of a unit should be understandable to the students. The students concentrate to grasp the content of the unit.

(2) The teaching activities are planned and organized with the help of teaching units. The content is presented in the logical as well as psychological sequence with the help of teaching units. The units also provide the basis, how to link the new knowledge with the old one. The teaching unit are used for measuring the students achievement. The teaching unit is the backbone of teaching process.

The teaching-practice can be organized with the help of teaching units, These units related teaching to learning. The steps employed in a teaching unit:

The first step deals with the introductory phases of lesson-plan. An attempt is made in this step to link the new knowledge to

should be limited to prescribed time. The matter must be interesting and it should be related to pupil's previous knowledge. It should also be related to daily life situations.

- (iii) *Method(s)*: The most appropriate method be chosen by the teacher. The method chosen should be suitable to the subject matter to be taught. Suitable teaching aids must also be identified by the teacher. Teacher may also use supplementary aids to make his lesson more effective.
- (iv) *Evaluation*: Teacher must evaluate his lesson to find the extent to which he has achieved the aim of his lesson. Evaluation can be done even by recapitulation of subject-matter through suitable questions.

17.3 TYPES OF PLANNING

- (a) Planning of the work of the year in a definite manner and in unit.
- (b) Planning of each unit
- (c) Daily lesson planning.
- (d) Planning shared with the pupils.

17.4 UNIT PLANNING

A unit is related learning segment made up of a few lessons along with an outline of its actual execution in the class-room. Thus a unit will consist of both the subject-matter and methodology of its delivery to students.

Hoover defines units as, "The teaching unit is a group of related concepts from which a given set of instructional and educational experiences is desired. Unit normally range for three to six weeks long."

In view of Preston, a unit is a large chunk or a block of related subject-matter as can be over-viewed by the learner.

After having divided the prescribed syllabus into a number of teaching units the teachers will decide the time that could be allotted to each unit. After that he can break up each unit in a number of lessons and each lesson should be complete in itself. After

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this the teacher will enter in his diary the scheme of work under the headings.

Some of the advantages of unit planning are as under:

- (i) It provides a basic course structure around which specific class activities can be organised.
- (ii) It enables the teacher to integrate the basic course concepts and those of related areas into various teaching experiences.
- (iii) It provides an opportunity to the teacher to keep a balance between various dimensions of the prescribed course.

Unit No.....

<i>Date</i>	<i>Course content</i>	<i>Demonstration</i>	<i>Equipment material</i>	<i>Student's activities</i>	<i>Remarks References</i>
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- (iv) It enables the teacher to break away from traditional text-book teaching.

If the prescribed course has to be covered in a number of years then it is unitwise to distribute the course in units spread over a number of years.)

17.5. STEPS IN LESSON PLANNING (HERBARTIAN STEPS)

Formal steps in lesson planning are:

1. Introduction (or preparation)
2. Presentation
3. Association (or comparison)
4. Generalisation
5. Application
6. Recapitulation.

1. Introduction

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. This step though so important must be brief. It may involve testing of previous knowledge of the child. Sometimes the curiosity of pupil can be aroused by some experiment, chart, model, story or even by some useful discussion.

2. Presentation

It involves the stating of the object of lesson and exposure of students to new information. The actual lesson begins and both teacher and students participate. Teacher should make use of different teaching aids to make his lesson effective. Teacher should draw as much as is possible from the students making use of judicious questions. In science lesson it is desirable that a heuristic atmosphere prevails in the class.

3. Association

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

4. Generalisation

In science lessons generally the learning material leads to certain generalisations leading to establishment of certain formulates, principle or laws. An effort be made that the students draw the conclusions themselves. Teacher should guide the students only if their generalisation is either incomplete or irrelevant.

5. Application

In this step of lesson plan the knowledge gained is applied to certain situations. This step is in conformity with the general desire of the students to make use of generalisation in order to see for themselves if the generalisations are valid in certain situations or

not? No lesson of science may be considered complete if such rules, principles, formula etc., are not applied to life situations.

6. Recapitulation

In this step of his lesson plan the teacher tries to ascertain whether his students have understood and grasped the subject-matter or not. This is used for assessing the effectiveness of the lesson by asking students questions on the content of the lesson. Recapitulation can also be done by giving a short objective type test to the class or even by asking the students to label some unlabelled sketch.

One most important point to remember is that the six steps given above for lesson planning are formal Herbartian steps and teacher should not try to follow these very rigidly. These are only guidelines and in many a lessons it is not possible to follow all these steps.

There is another way of lesson planning which is gaining currency these days. It is known as *Glover Plan*. This plan has four steps as follows:

1. **Questioning.** Teacher must introduce and develop his lesson through related and sequential questions. Start the lesson by asking questions about previous knowledge of the students. The questions should then lead to new knowledge under consideration.

Lesson can also be introduced with the help of some teaching aid like a picture, chart or model etc., the introduction can also be made by describing a situation or by telling a short story.

However, teacher should bear in mind that the introduction is brief and interesting.

2. **Discussion.** For discussion the class be divided into smaller groups and in such groups students be encouraged to express their ideas and opinions freely. This helps the students in removal of their difficulties.

3. **Investigation.** The students are encouraged to do a project or investigation on the lesson topic either individually or in small groups by processing information or by laboratory work.

4. **Expression.** It concerns the strategy in which the student's and the teacher's communion of ideas through observation and

listening (passive expression) or through doing (active expression) or through fine and performing arts (artistic expression) or by arranging learning situations (organisational expression).

In developing a lesson a teacher must keep in mind the following psychological principles:

- (i) *Principle of Selection and Division.* The teacher should wisely select and divide the learning material into smaller segments. It is also for the teacher to decide about the quantum of subject-matter to be covered by him and that which has to be elicited from the students.
- (ii) *Principle of Successive Clarity.* It is for the teacher to see that the different learning segments of lesson are well-structured, sequenced and connected. Teacher must ensure, at each segment, that students have grasped the subject-matter given to them.
- (iii) *Principle of Integration.* Teacher should conclude his lesson only after combining various learning segments to produce some generalisation.

Design for Writing a Lesson Plan

Lecture-cum-Demonstration Method

The style given below is generally followed for writing a lesson plan:

Class:	Date:
Subject:	Duration
Topic:	of period:
Instructional Material _____	
General Objectives _____	
Specific Objectives _____	
Previous Knowledge _____	

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Importance of Black-board Work

For the effective delivery of a lesson a proper use of black-board is a must. The black-board must be used from the beginning of the lesson until its very end. Black-board is the most effective of all the teaching aids. In the teaching of social studies black-board can be used to draw sketches, outlines, diagrams, maps, graphs, pictures, time lines etc. which help to make clear many facts and statements. Black-board can also be used to write down important points. The black-board work throughout the lesson enables pupils to see what they have heard. In this way both the aural and visual sensations are combined and learning is facilitated. It thus is quite clear that in any good lesson plan, black-board work is made an integral part of the plan.

17.6 MODEL LESSON PLAN--1

Class: VI

Date:

Subject: Social Studies

Period: 4th period

Topic: Life of Shivaji

Duation: 40 minutes

General Aims

- (i) To inculcate in pupils a sense of patriotism by acquainting them with the great deeds and lives of great men of their country.
- (ii) To develop in the students the qualities of chivalry and bravery and to encourage them to become great.
- (iii) To develop in students the curiosity to know more and more about social studies.
- (iv) To develop in students the right attitudes of fellow feeling, friendliness, co-operation, toleration and international understanding.

Specific Aims

- (i) To make students familiar with the life and administration of Shivaji.
- (ii) To develop the spirit of patriotism and love for motherland in the students.

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Teaching Aids

- (i) A full size picture of Shivaji
- (ii) A map of India (political) showing the boundaries of the territory under the rule of Shivaji.

Previous Knowledge

Students are already familiar with the names of Lord Rama, Lord Krishna, Ashoka the great etc.

Introduction

The lesson will be introduced by asking the following questions:

- (i) Name a few historical personalities born in India.

Ans. Rama, Krishna, Ashoka etc.

- (ii) Name the Marahatta personality who struggled hard for keeping India free from English domination.

Not getting a proper reply, the teacher will announce the name of Shivaji and will also announce the topic for the day.

Presentation

Matter	Method	B.B. Summary
Shivaji was Marahatta Chieftain. He was born in 1627 A.D. Guru Ram Das was taking active part to unite the Marahattas who were willing to lay down their lives for their religion and motherland. Their slogan was, "Destroy the enemy of motherland." Shivaji was the son of Shahji who was a courier of Sultan of Ahmed-nagar. Because of extremely busy life of his father Shivaji was brought up by his mother Jija Bai. She told the stories of Ramayana, Mahabharata, etc. These stories made Shivaji a great patriot. He was full of ambitions to defend his motherland.	When was Shivaji born? Who was the father of Shivaji? What was the name of Shivaji's mother? Which stories were narrated to Shivaji by his mother? What effect these stories have on Shivaji?	1627 A.D. Shahji Jija Bai Ramayana Mahabharata etc. They made him a great patriot

Recapitulation

The teacher will ask the following questions:

1. When was Shivaji born?
2. What was Shivaji's father?
3. What was the main aim of Marahattas at that time?

Home Work

Write down an outline of the life of Shivaji.

LESSON PLAN--2

Class : X

Time : 40 Minutes

Date :

Period :

Subject : Social Studies

Topic : Place of capital in Industry

General Objectives

- (i) To acquaint the students with general principles of economics.
- (ii) To explain to students the relationship of Economics with our day-to-day life.
- (iii) To teach the students various principles of production, consumption, distribution etc., and to explain their practical importance.
- (iv) To develop the economic feeling of students and to make them understand the utility of production.
- (v) To acquaint the students with the economic structure of the world.
- (vi) To acquaint the students with the ways and means of self-reliance.

Specific Aims

- (i) To explain to students the practical utility of capital and wealth.
- (ii) To explain to students the important place of the capital and wealth.

280 *Teaching of Social Studies***Previous Knowledge**

Following questions will be asked to test the previous knowledge of the students:

- (i) What do you need to purchase something from the market? (Money, rupee etc.)
- (ii) Why do you purchase things? (For our use or consumption)
- (iii) Can you tell me why is sugar-cane purchased by sugar mills? (Yes, to produce sugar)
- (iv) Can you guess the thing that is needed most to produce a thing or commodity? (Yes, capital)
- (v) How do you address and name a person who is rich or wealthy? (Capitalist)
- (vi) What is the name given to the wealth invested in an industry? (Capital)

Statement of the Aim

At this stage the teacher will announce to the students that today we will study about, "The place of capital in Industry."

Teaching Aids

- (i) Black-board, chalk etc.
- (ii) Pictures, diagrams and sketches about certain industries.
- (iii) Statistics of some industry.

Presentation

<i>Matter</i>	<i>Method</i>	<i>B.B. Summary</i>
1	2	3
Money is spent to fulfil wants of various types such as personal, business, social etc. Various organs of industry are land, capital, labour, management and enterprise. An industrialist purchases land from the land-lord. He then collects machines and constructs the structures for these machines. He then arranges for labours and other workers. He pays them wages or salaries in the form of money.	<p>Why is money spent? Name various kinds of need and wants?</p> <p>Name various organs of an industry</p> <p>How is land secured by an industrialist?</p> <p>What else is needed by an industrialist to start the industry.</p>	<p>To fulfil the wants. Personal, social, business etc.</p> <p>Land, capital, labour, management, enterprise.</p> <p>He purchases land from land-lord by paying him money.</p> <p>Machines, buildings, workers, raw materials, etc.</p>

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1	2	3
<p>He then arranges the raw material and its transport by suitable means of transport (e.g., rail road etc.). He also makes arrangement for transport of finished goods. All this he arranges by paying money.</p> <p>Thus, he has to spend money for all his requirements. He spends money to earn profit by running the industry. The industrialist secures the entire profit. Again it is the industrialist who has to bear all the losses and damages if any. This capacity to bear and suffer the loss and earn the profit is called Enterprise. Industrialist or entrepreneur needs capital at every place for procuring and securing all the things needed by him for business.</p>	<p>How does an industrialist manage export, import, transport of raw materials, finished goods etc.?</p> <p>How does he secure these means?</p> <p>Why does an industrialist spend so much of money ?</p> <p>Who suffers loss and the damage, if any ?</p> <p>What name is given to this capacity to bear and suffer the loss and earn the profit?</p> <p>Name one thing that is needed by industrialist at every place</p>	<p>By using suitable means of transport such as rail, road etc.</p> <p>By spending money.</p> <p>To earn profits.</p> <p>The industrialist</p> <p>Enterprise.</p> <p>Money or Capital.</p>

Recapitulation

Following questions will be asked to recapitulate the lesson:

- (i) How is business carried on?
- (ii) What is needed most by an industrialist?
- (iii) What do you mean by enterprise?

Home-task

Write a short essay on the importance of capital in industry
or

Bring out clearly the importance of land, labour, capital, organisation and enterprise and determine the importance of capital in these things.

LESSON PLAN--3

Class : IX

Date :

Subject: Social Studies

Time: 40 Minutes

Period :

Topic: Localisation of Industries

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General Objectives

- (i) To acquaint the students with different trades and industries.
- (ii) To develop in students the power of thinking and judgement.
- (iii) To develop the capacity of students so that they can take full advantage of the natural resources.
- (iv) To explain to students practical aspects and importance of Economic principles.
- (v) To develop in students the qualities of cooperation and coordination.
- (vi) To equip the students to be able to solve various economic problems.

Specific Aims

To explain to students the underlying principles of localisation of industries.

Previous Knowledge

Following questions will be used to test the previous knowledge of the students:

- (i) Where are the clothes manufactured? (In the mills)
- (ii) Where is cement manufactured? (In cement factories)
- (iii) Where is sugar prepared? (In sugar factories)
- (iv) What is the function of a businessman or an industrialist?
(To carry out business and to establish factories)

Statement of Aim

At this stage the teacher will announce to the students that today we will study about "Localisation of the Industries."

Teaching Aids

- (i) Black-board, chalk etc.
- (ii) Maps depicting the climate, crop, means of communication and transport.
- (iii) Figures about the mineral wealth of the country.

Presentation

Matter	Method	B.B. Summary
A businessman takes up a business to earn profits. For running the business he needs capital. In addition to this he needs workers, machiens, raw materials etc. He needs a competent manager to look after his business and to advise him in its expansion etc. Duties of manager are multifarious and include everything about the industry. He is expected to make all the arrangements and at minimum expenses in shortest possible time. He is expected to take into consideration various factors such as the avoidability of raw materials, labours, means of transport etc.	<p>What for is business carried out?</p> <p>Which thing is needed most to run any business?</p> <p>List a few important duties of a manager</p> <p>Name some factors which should be given due consideration while setting up an industry</p>	<p>To earn profit</p> <p>Money or capital</p> <ol style="list-style-type: none"> 1. To arrange for labour materials. 2. To arrange for labour. 3. To arrange for transport of raw material. 4. To make cost analysis of various options available. 5. To arrange to sell finished goods. <ol style="list-style-type: none"> 1. Cheap labour and raw material should be available. 2. Transportation is easy. 3. Climate is suitable

Recapitulation

Following questions will be asked to recapitulate the lesson:

- (i) What are the functions of a manager in a mill?
- (ii) What is the importance of the suitability of the location for any industry?
- (iii) What sort of place be needed for running textile industry?

Home-task

Indicate, with reasons, a place that would be suitable for setting up a wood industry.

REVISION QUESTIONS

1. Describe briefly the things that are required for drawing a lesson-plan.
2. What is the importance of lesson planning in the teaching of social studies? Give an outline of a lesson plan in Social Studies.
3. Discuss the aims and objectives of a lesson plan.
4. Draw a general proforma of a lesson plan.
5. Give five Herbartian steps of a lesson plan.