PalArch's Journal of Archaeology of Egypt / Egyptology

A STUDY OF VARIETIES OF LESSON PLANNING STRATEGIES USE AT DISTRICT INSTITUTE OF EDUCATIONAL TRAINING (DIET) OF HILL AND VALLEY DISTRICTS OF MANIPUR

Dr. Premlata Maisnam
Associate Professor, Head, Dept. of Education,
Manipur University, Canchipur.

Dr. Premlata Maisnam, A STUDY OF VARIETIES OF LESSON PLANNING STRATEGIES USE AT DISTRICT INSTITUTE OF EDUCATIONAL TRAINING (DIET) OF HILL AND VALLEY DISTRICTS OF MANIPUR,-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 18(8) 3104-3110. ISSN 1567-214x

Keywords: Educational Training, Valley Districts, Manipur, Diet.

ABSTRACT

The present study aimed at investigating into the varieties of Lesson planning strategies used at District Institute of Educational Training (DIET). The sample consist of 50 DIET Hill Districts and another 50 DIET of Valley Districts of Manipur. Data was analysed by using SD. No significance of difference has been observed. However, the varieties of lesson planning strategies used at DIETs of Hill and Valley are significant at 0.01 level. It means the teachers of Hill and Valley differ significantly in planning their lessons and using strategies in teaching. The result reflects that the lesson plan made by Hill and Valley DIETs teachers are equally effective and systematic.

Introduction

Teachers are the potent tool to bring changes which are very much needed in the field of Education. Teachers need to be kept up with the ever changing requirements of education. Teachers must study to learn the important skills that can help the students to critically think and apply to succeed in every field of life. Teachers are the pivot of the entire educational system and the important catalytic agent for giving desirable changes in the process of teaching and learning. Teachers are the largest professional group engaged in the development of human activities. For enabling teachers to play the effective roles, a sound training are needed for them and it is also widely acknowledge that teachers training should improves the educational outcomes, especially in the field of student academic achievement.

Teacher training is the course that makes to help the teachers to get knowledge, attitudes, behavior and skills which are required to work out their task effectively in the field of education and in community. It is the training where the teachers undertake and receive at the outset of their training. It is the process of education

and skill development procedure that the teacher undergoes as a part of their formal process of teacher education. NCTE 1998 has stated that the teacher education shall focus on competencies and commitment in much greater magnitude. It is for bringing a transformation in preparation of teaching strategies on well as in the challenges of behavior. NCERT also organizes various program/med for teacher education as student teaching, microteaching, research and evaluation activities, up gradation of teacher education curricula and so on. UGC also implemented various programme of teacher education which provides financial support for conducting seminar, workshop and research project for teacher education.

Therefore, teacher training is a strategy not only to teach successfully but also to give inspiration to the students with commitment and concern for their well-being. It is a programme of teacher preparation to right kind of teacher with adequate consciousness and concern for the society and the students under his guidance. It will prepare good teacher by giving sound foundation of the theoretical knowledge, understanding skills, attitudes, interest for effective in their teaching.

Review of Literatures

Cynthia Rau Rieger (2010) conducted a study on effective lesson planning field trips in the science curriculum. The main objective of the study was to determine if a classroom lesson before an out-of-the-classroom activity would affect learner gain more or less than a lesson after the activity. It was found that the classroom lesson served as a reinforcement of the concepts being taught. The out-of-school experience provided an environment for experimental learning and developed background knowledge and left the lasting impression. It also reveals that field trips into the science curriculum increase learning gain and/or improve attitudes towards the study of science. The most natural way of learning is to experience the world around us and acquire new information from the environment (Falk et al., 2005; Zoldosova, 2006). If we only teach students from books and show them images from videos or the internet, they may never truly reach their potential in life. Nazier (1993) interviewed 300 full-time science and engineering professors to find out what led them to choosing science as a career. He found that one of the top factors leading to their choice was a field trip they experienced while in school. In addition, Bitgood (1989) found that students who participated in a marine ecology field trip showed a positive attitude toward the subject matter following the field experience. Understanding how to present material in ways that help students learn is an essential part of being a teacher. The students in today's classrooms are being raised in the era of technology. To relate to the students, a teacher must integrate multimedia instruction lessons containing words (e.g., printed words or spoken words) and pictures (e.g., illustrations, photos, animation, or video that are chosen to foster the learning) into his/her lesson planning. The use of illustrative tools such as animation, graphs, sound and video clips makes it possible to show the student many phenomena which cannot be demonstrated using conventional teaching methods (Mayer, 2008).

Objectives

1. To find out the designs and norms of lesson plan at DIET's of Hill and Valley districts of Manipur.

2. To evaluate whether the particular lesson plans are effective and systematic.
3. To compare the varieties of lesson planning strategies used at DIET's of Hill and Valley districts of Manipur.

Hypotheses

1. The design and norms of lesson plan used in DIET's of Hill and Valley districts of Manipur are same.
2. The lesson plans used in the DEITs are effective and systematic.
3. The varieties of lesson planning strategies used at DIETs of Hill and Valley districts of Manipur are same.

METHOD

Sample

For the present study the researcher selected 100 DIET teachers from hill and valley districts of Manipur. Simple random sampling technique was adopted for the present study. The sample includes 50 teachers of Hill DIET and 50 teachers of Valley DIET.

Tool and Techniques of data analysis

To achieve the objectives of the study the researcher used self-developed tool. For analysing data Mean, S.D and Percentage analysis was adopted. The data is analysed individually keeping in mind the various objectives of the study.

RESULTS AND INTERPRETATION

1. It has found that 100% DIET teachers of valley district and 88% DIET teachers of hill districts create situation while introducing a lesson and only 12% are not followed this method. It also found out that 100% teachers are asking to students properly structured questions while in valley district 92% teachers used properly structured questions and only 8% are not used properly structured question while asking question. Again 92% teachers of hill district and 84 % teachers of valley district are used questioning skill while 8% and 16% are not encourage to used questioning skill to assess learner's prior knowledge.
2. It also found out that 46% in hill and 50% in valley DIETs, used innovative techniques in order to support while teaching. Again 54 % in hill and 50 % in valley DIET are not used innovative techniques while teaching. It has found that in hill DIET Institution 100% teachers used explanation method. While in valley districts only 7 % teachers are used on the other hand 28% are not used. Further it reveals that 64% DIET teachers of hill districts kept individual difference while teaching a lesson. Remaining 36% teachers teaches equally without keeping individual difference. While in valley districts 100% teachers keep individual difference.
3. In hill districts 84% teachers are followed proper sequence while teaching a lesson while 16% are not following this sequence. However in valley DIET institutions 100 % teachers followed proper sequence of a lesson while teaching. It also found that 100% teachers of both the DIET institutions organize proper content while giving lesson. Similarly 100% teachers of hill DIET district follow

instructional objectives while preparing a lesson plan but in DIET of valley district 92% are followed and only 8% are not followed this instructional objectives.

4. 80% teachers of hill DIET institutions distribute organization of content properly. While in valley 100% responded organization of content properly and 20% are not organized the content properly. It also found that in hill DIET institutions of 100% teachers are allowed the students to give feedback after teaching. In valley district, 72% are allowed and 28% are not demanding feedback from the students after teaching is over. Again it has found that in both the districts maximum number of DIET teachers i.e., 84% followed all the learning objectives while 16% of them are not followed.

5. 84% teachers of hill DIET institutions checked the students understanding level about the topic delivered while 16% teachers are not checked. But in valley districts 96% are checked for student understanding and only 4% are not checked. It has found that majority of the teachers i.e., 88% of valley districts and 72% of hill DIET teachers are intended to give enough time to each activity in lesson plan. Further it reveals that 80% of Hill DIET teachers followed discussion after teaching is over while 20% are not. But in valley districts 100% teachers followed discussion after teaching is over.

6. It also found that in hill districts 80% of teacher are adjusted their lesson plan to students needs and focus on more productive output but 20% are sticked to the original plan. Whereas in valley districts 100% of teachers are adjusted their lesson plan to students needs and focus on more productive output. Further it also found in DIET of hill districts, 100% teachers used relevant real life examples which help the students to understand the topic clearly. But in DIET of valley districts, 88% of teachers give examples of real life situations and only 12% are not giving such examples. In comparison to both the district more numbers of teachers i.e., 80% of valley districts are checked whether learning objectives are fulfilled or not after the lesson is over and 76% of hill districts are checked. But only 20% in valley and 24 % in hill DIET teachers are not checked.

7. The study found that in both the district 92% of DIET teachers summarise the main points after concluding the lesson, while 8% are not. It also found that in both the districts 72% of DIET teachers end their lesson by previewing the next lesson in order to spur the students' interest for the next topic while 28% of them are not. And the study also found that in hill districts 64% teachers are focuses more on learning activities while teaching, 18% are not focus on learning activities. But 100% of teachers in valley districts focus more on learning based-activities.

Table showing comparison of Mean and SDs of design and norms of lesson plan in hill and valley DIET.

Designs and Norms of Lesson Plan	Hill N=50		Valley N=50		df	't' value	Sig. level
	Mean	SD	Mean	SD	98	0.9	NS
	23.20	5.47	23.16	6.33	98	0.3	NS

	17.20	**6.26**	**21.32**	**6.45**	**98**	**3.26**	**0.01**

Table-1: Comparison of means and SDs of designs and norms of lesson plan of DIET of hill and valley districts.

Design and norms of lesson plan	**Hill N=50**		**Valley N=50**		**'t' value**	**Degrees of freedom**	**Level of Significance**
	Mean	**SD**	**Mean**	**SD**			
	41	**10.01**	**42.7**	**9.36**	**0.88**	**98**	**Not Sig.**

To fulfil the first objective, the significance of difference between teachers of DIET of hill and valley districts used designs and norms of lesson plan, the means, standard deviations and 't' test are applied. The obtained mean value of Hill DIET is 41 and standard deviation is 10.01 whereas the respondents' of valley DIETs is 42.7 and standard deviation is 9.36. The obtained t' value is 0.88, which is not significant at any level, thus, hypothesis -1 is retained.

It indicates that there is no significant difference exists in designs and norms of lesson plan used by the teachers in DIET of hill and valley districts. It also indicates that respondents' of both the groups used similar designs.

Table -2: Comparison of means and SDs of effective and systematic lesson plan of DIET's of hill and valley districts.

Design and norms of lesson plan	**Hill N=50**		**Valley N=50**		**'t' value**	**Degrees of freedom**	**Level of Significance**
	Mean	**SD**	**Mean**	**SD**			
	44.28	**4.38**	**44.85**	**5.63**	**1.14**	**98**	**Not Sig.**

To fulfil the second objective, the significance of difference between teachers of hill and valley districts DIET used designs and norms of lesson plan, the means, standard deviations and 't' test are applied. The obtained mean value of Hill DIET is 44.28 and standard deviation is 4.38 whereas the respondents' of Valley DIET is 44.85 and standard deviation is 5.63. The obtained 't' value is 1.14, which is not significant at any level, thus, hypothesis -2 is retained.

It indicates that there is no significant difference exists in lesson plan prepared by the teachers of hill and valley districts in DIET. In both the groups their lesson plan are equally effective and systematic.

Table-3: Comparison of means and SDs of varieties of lesson planning strategies of hill and valley districts DIET.

Design and norms of lesson plan	**Hill N=50**		**Valley N=50**		**'t' value**	**Degrees of freedom**	**Level of Significance**
	Mean	**SD**	**Mean**	**SD**			
	40.85	**5.14**	**45.14**	**3.02**	**5.16**	**98**	**0.01**

Table 3 presents the significance of difference between the varieties of lesson plan used at DIETs of Hills and Valley Districts. The obtained mean value of Hills and

Valley Districts DIETs are 40.85 and 45.14 and SDs are 5.14 and 3.02 respectively. The obtained 't' value is 5.16, which is significant at 0.01 level, thus, hypothesis -3 is rejected. It means that the varieties of lesson plan used at DIET of hill and valley districts are differ significantly.

An observation of table- 3 projects that the teacher who belongs to valley DIET's are more effective and used varieties of strategies than their counterpart.

MAJOR FINDINGS

1. The designs and norms of lesson plan used by the teachers of both Hill and valley DIETs are insignificant. Both the groups are used similar design and follow same norms of lesson plan.
2. The result reflects that in both Hill and valley DIETs teachers' lesson plan are equally effective and systematic. No significance of difference has been observed.
3. The varieties of lesson planning strategies used at DIETs of Hill and valley are significant at 0.01 level. It means the teachers of Hill and valley differ significantly in planning their lesson and using strategies while teaching,

4. EDUCATIONAL IMPLICATION

The findings of the study listed above have serious implications for the teaching-learning process in our school system.

1. The findings of the present study show that both the groups are used similar design and follow same norms of lesson plan. Their lesson plans are equally effective and systematic. Systematic planning can effectively help the teachers to reach their goals. Lesson planning communicates and organise content, materials, time, instructional strategies, and assistance in the class-room. Teachers should choose learning experiences for students to produce novelty and emphasize the fundamental concepts in order to produce maximum output. This opportunity allowed students to develop a meaningful understanding and highly motivated learning.
2. The findings of this study have shown that valley DIETs teachers are used more strategies in teaching than hill. The students in today's classrooms are being raised in the era of technology. To relate to the students, a teacher must integrate multimedia instruction lessons containing words (e.g., printed words or spoken words) and pictures (e.g., illustrations, photos, animation, or video that are chosen to foster the learning) into his/her lesson planning. The use of illustrative tools such as animation, graphs, sound and video clips makes it possible to show the student many phenomena which cannot be demonstrated using conventional teaching methods which is very helpful to the young learners to achieve better in academics.
3. Teachers play a pivotal role in educating the younger generations in all formal system of education. It is vital to lay great emphasis upon the comprehensive training in diversified fields. In order to have a knowledge of all the disciplines the teachers should undergo some training and to update the knowledge about their specific subject. Teachers must attend the in service training programmes like, refresher courses, summer camps etc. It will benefit the teacher himself/herself as well as their student's.

4. The Principals/Headmasters should look into the efficiency, regularity and good teaching methods of the teachers as well as the regularity of student.
5. An important goal for teachers is to create a learning environment that enables students to become more self-aware of their own learning process, including the ability to identify these processes and subsequently master (control) them in the service of learning.
6. All faculty members and academic advisors should be more actively involved for such programmes which help to enhance student's skills and abilities. Extra efforts, more audio-visual aids and equipment need to be provided to the schools.

References

1. Bitgood, S. (1989). "*School Field Trips: An Overview Visitor Behavior*: 3-6.
2. Cynthia Rau Rieger (2010) *Effective Lesson Planning: Field Trips In The Science Curriculum Louisiana State University and Agricultural and Mechanical College degree of Master of Natural Sciences.*
3. Mayer, R. E. (2008). "Applying the Science of Learning: Evidence-Based Principles for the Design of Multimedia Instruction." *American Psychologist* 63(8): 760-769.
4. Nazier, G.L. (1993). *Science and engineering professors: Why did they choose science as a career? School Science and Mathematics* 93: 321-324.
5. Zoldosova, K. & Prokop, P. (2006). "*Education in the field influences children's ideas and interest toward science." Journal of Science Education and Technology* 15(3): 304-312.