

# Time management and planning in Teaching and Learning : Syllabus, scheme of work, weekly, Lesson Plan tallying

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**ABSTRACT:** This paper elaborates the importance of Lesson planning in teaching and learning. Time management refers to how well time is used and how optimal use of time can be done. Effective planning is one method to manage efficient use of time in teaching and learning. Lesson planning includes the weekly plan, the scheme of work and syllabus and they must tally for a coherent planification and successful delivery of the lesson. Tallying implies that what was scheduled for a certain week, in the scheme of work, must appear on the weekly plan for that week. The lesson plan will then have to cover what had to be done during the week. This can vary, depending on the number of periods per week per class. The paper also identifies the reason for planning and components of a good lesson plan. There is no perfect lesson but a lesson plan that is in line with class, topic and grade of the class. The aim remains that learning has taken place. A well prepared teacher with his plan on paper makes him more confident in his own delivery of the lesson and transmit this confidence to the students. Planning offers the opportunity to identify in advance the obstacles, on the topic taught. The key elements that a lesson plan must contain are explained within the paper such as the class, roll, subject, topic of the day, aims, objectives and assessment among some.

**KEYWORDS:** Lesson planning, scheme of work, weekly plan, syllabus, education

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## I. INTRODUCTION

Time management is the coordination of tasks and activities to maximize the effectiveness of an individual's efforts. The purpose of time management is to enable people to get more and better work done in less time. Time management is the process of organizing and planning how to divide your time between different activities. Planning helps an individual to know what all he needs to do urgently and what all can be done a little later. To plan things better, employees should prepare a plan of work where he can jot down tasks against the time slots assigned to each activity. High priority activities must come on top followed by the ones which do not require immediate attention. Time management is the process of planning and controlling how much time to spend on specific activities. Good time management enables an individual to complete more in a shorter period of time, lowers stress, and leads to career success. In the field of education, time management comes with good lesson planning. Time periods are allocated for each lesson. So the lesson plan must fit for that time frame of either one or two periods allocated for the lesson on that day.

## II. LITERATURE REVIEW

A lesson plan is a teacher's detailed description of the course of instruction for the topic of the day. A daily lesson plan is developed by a teacher to guide the learners in covering the learners' needs. The lesson plan, which is a detailed description of an instructor's course of instruction for an individual lesson intended to help learners achieve a particular learning objective and help the instructors create a smooth instructional flow and scaffold instruction for learners (Barroso & Pon, 2005). Lesson planning is an important tool that focuses both the teacher and the learner on the lesson's goal, and if this lesson plan is carefully constructed and followed, the learners will meet their goals. Apart from managing time effectively, lesson planning helps ensure that classroom instruction aligns with curriculum goals and objectives and therefore enables students to demonstrate their successful learning during unit or curricular assessment. Planning ahead to identify a course of action that can effectively reach goals and objectives is an important first step in any process, and education is no exception. In education, the planning tool is the lesson plan, which is a detailed description of an instructor's course of instruction for an individual lesson intended to help learners achieve a particular learning objective. Lesson plans communicate to learners what they will learn and how they will be assessed, and they help instructors organize content, materials, time, instructional strategies, and assistance in the classroom.

Before the actual delivery of a lesson in class, teachers engage in a planning process. During this process, they determine the lesson topic, sub topic, methodologies strategies among some elements. From the topic derive the

lesson aim and objective learners are expected to develop and the specific knowledge and skills that learners are expected to acquire and use at the end of the lesson. The aim is brief , normally of a line. The Objectives are critical to effective instruction, because they help instructors plan the instructional strategies and activities they will use, including the materials and resources to support learning. It is essential that the objective be clear and describe the intended learning outcome. Objectives can communicate to learners what is expected of them—but only if they are shared with learners in an accessible manner. Instructional objectives must be specific, outcome-based, and measurable, and they must describe learner behavior. Heinich et al. (2001) refer to the ABCD's of writing objectives: 1) Audience – learners for whom the objective is written. 2) Behavior – the verb that describes what the audience will be able to do (e.g, identify, describe, explain, locate, synthesize, argue, communicate), 3) Condition – the circumstances under which the audience will perform the behavior.4) Degree – acceptable performance of the behavior (i.e., how well the learner performs the behavior). According to Okai (2010), a lesson plan is useful for the following reasons: the teacher follows correct steps and procedures in teaching; time is not wasted in the class since the period of one lesson must be used to cover the day's lesson topic; meaningful objectives are pursued in the lesson; activities are related to the content and objective; instructional materials are adequately selected and utilised; proper evaluation procedures and tools are used.

### III. DISCUSSION

Okai (2010), the term syllabus refers to an outline or list of topics students are supposed study in a given year or specified period of learning. Syllabi are therefore brief outlines of lessons, or aspects of the curriculum that list topics to be taught in a given course or programme. Khwaja, et al (2014), curriculum can refer to any level of an educational experience, from that of a particular area within a course, to the course itself, to a broader programme of study that comprises a number of different courses around a particular content area. The scheme of work is aimed at serving the following purposes: guide to the teacher, organisational convenience; and keeping records of what is taught and what ought to be taught (Okai, 2010). The syllabus is mostly of what the students need to be taught in terms of subject wise. The scheme of work represent the portion of the syllabus that the teacher will teach during the term. Syllabus are for an academic year. For SC and HSC the syllabus is over two years but still for SC , some parts are for grade 10 and a part for grade 11. Same for HSC, some part of the syllabus are covered during grade 12 and the rest in grade 13. Scheme of work is made term wise. Every term a new scheme of work is made and the previous term is taken into consideration for the 2<sup>nd</sup> and 3<sup>rd</sup> term scheme of work. The scheme of work also is based on the number of weeks per term. It can vary between 10 to 13 weeks. After the scheme there is the weekly plan that spread over one week. The lesson plan is written for each grade, and each lesson and covers the topic to be taught on the day. Good practice recommends that the syllabus, scheme, weekly and lesson plan tallying with each other so that what was planned for a specific week, is represented over on the weekly plan and scheme. If there is a gap then there is either a mismanagement of time or that the lesson was wrongly planned. Milkova (2012) described that a lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before planning the lesson, the teacher first needs to identify the learning objectives for the class meeting. Then, he can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components: 1) Objectives for student learning, 2) Teaching/learning activities and 3) Strategies to check student understanding.

### IV. FINDINGS

These Six adapted steps (Milkova,2012) can be used to guide a teacher when creating lesson plans. Each step is accompanied by a set of questions meant to prompt reflection and aid in designing the teaching and learning activities.

**(1) Outline learning objectives.** The first step is to determine what the teacher want students to learn and be able to do at the end of class. These questions can be useful to guide the teacher. What is the topic of the lesson? What do I want students to learn? What do I want them to understand and be able to do at the end of class? What do I want them to take away from this particular lesson? The learning objectives are ranked in terms of their importance. This step will prepare the teacher for managing class time and accomplishing the more important learning objectives in case the teacher are pressed for time. Some guiding questions can be What are the most important concepts, ideas, or skills I want students to be able to grasp and apply? Why are they important? If I ran out of time, which ones could not be omitted? And conversely, which ones could I skip if pressed for time?

**(2) Develop the introduction.** Now that the teacher has his learning objectives in order of their importance, design the specific activities the teacher will use to get students to understand and apply what they have learned. Because the teacher will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic. That is why the teacher might start with a question or activity to gauge students' knowledge of the subject or possibly, their preconceived notions about it. The teacher needs to develop a creative

introduction to the topic to stimulate interest and encourage thinking. A variety of approaches can be used to engage students (e.g., personal anecdote, historical event, thought-provoking dilemma, real-world example, short video clip, practical application, probing question, etc.). These questions can be considered when planning the introduction: How will I check whether students know anything about the topic or have any preconceived notions about it? What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with or might espouse? What will I do to introduce the topic?

**(3) Plan the specific learning activities (the main body of the lesson):** The teacher needs to prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles. As he plans the examples and activities, estimate how much time he will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. These questions would be helpful to design the learning activities the teacher will use: What will I do to explain the topic? What will I do to illustrate the topic in a different way? How can I engage students in the topic? What are some relevant real-life examples, analogies, or situations that can help students understand the topic? What will students need to do to help them understand the topic better?

**(4) Plan to check for understanding:** Now that the teacher has explained the topic and illustrated it with different examples, he needs to check for student understanding – how will he know that students are learning? The teacher needs to think about specific questions he can ask students in order to check for understanding. These questions need to be written down, and then paraphrase them so that he is prepared to ask the questions in different ways and at different situations. An important strategy that will also help with time management is to anticipate students' questions. When planning your lesson, decide what kinds of questions will be productive for discussion and what questions might sidetrack the class.

**(5) Develop a conclusion and a preview:** The teacher needs to go over the material covered in class by summarizing the main points of the lesson. He can state the main points himself, or can ask a student to help you summarize them, or he can even ask all students to write down what they think were the main points of the lesson. The lesson is concluded not only by summarizing the main points, but also by previewing the next lesson.

**(6) Planning for home work:** During the lesson itself, a class work can be provided to the students to do in class and corrected immediately. This will consume much of the limited time allocated for a lesson. The lesson must end by giving a home work to the students. Home work do not always mean a series of questions to answer. Reading of a future topic, on a subtopic, chapter is also home work.

**Key elements of the lesson plan:** Some key elements of a lesson plan are the (i) name of the school (ii) name of educator (iii) grade of the class (iv) Allocated time periods (v) duration in minutes (vi) subject being taught (vii) topic, sub topic (viii) Aim, objectives (ix) prior knowledge requisites (x) teaching aids (xi) the procedure step wise (xii) Assessment, classwork, home work. All these must be already planned verified before that the lesson begins, before that the teacher comes to class. The teacher needs to prepare himself to be confident in front of class.

**Procedure element :** The procedure is important to that the teacher set a list of steps to know in what direction the class will go. This can begin by simple matters like greeting the students, verifying roll and noting attendance, reminding the rules. Breaking the ice with some ongoing news topic like the weather, incoming sports day music day. A recap is done of the previous lesson. Questions can be asked to some students. If some homework was given, they can be verified and corrected. Otherwise students informed their copybooks will be collected after class for correction. A teacher needs to be mobile in class and move around and see what the students are doing, whether everyone has their copybooks and books. The lesson begins by introducing the topic of the day. In some cases daily examples can be taken where this topic can be useful. The lesson proceeds with explanation, time given to copy notes and some questioning to verify if learning is taking place.

**Last element (xiii)** The last element is filled after the lesson. A self reflection, a self assessment needs to be done by the teacher on himself so that he finds what can did not work, what can be improved and what could have been done better.

## V. CONCLUSION

As Taruvinga (2000) pointed out, a lesson plan supplies guidance and feelings of confidence to the teacher in the art of teaching. If lessons are pre-planned, both learning and teaching becomes simplified. Lesson planning can also vary from subject to subject and topic to topic. A Science lesson and a language lesson will not have the same type of lesson planning. A Science lesson plan will need cater for list of apparatus; materials needed whereas a language class will need to provide time for students to read a passage. It all depends on the need of the lesson and delivery of the class that the teacher will need to manage. Lastly lesson plan is not the ultimate solution. It can happen that the class is interrupted by some students misbehaving and the lesson plan thus did not work. This should be into the last part, self-reflection section, what did not work, how it can be improved for next lesson and how it can be prevented.

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