**Steps in Lesson Planning**

**Herbertian Approach**

This approach generally known as Herbartian five steps approach in the procedure of the Herbartian School of propagated by ***J.F.Herbart*** (1776-1841) and his followers.

The formal steps involved in the approach as below

1. Introduction / Preparation
2. Presentation
3. Comparison and association
4. Generalization
5. Application
6. Recapitulation
7. **Introduction / Preparation**

            This step is concerned with the task of preparing the students for receiving new knowledge. In preparation, nothing new is taught to students. Relevant to the topic in hand he teacher should make himself sure of what the pupils already know, by putting a few questions, based on the pupils previous knowledge. In general, with the help of this step, the teacher can check the students entering behavior before he starts teaching the lesson. Thus, testing previous knowledge, developing interest in the minds of students and maintaining curiosity of the students can be achieved with the help of this step.

The following activities involved in this step

 The assumption about the previous knowledge of the students in relevance to the lesson

* The testing of the previous knowledge
* Utilizing the previous knowledge for introducing the lesson
* Motivating the students for studying the present lesson

1. **Presentation**

            It is the key step and only through which the actual process of teaching is going to take place. Here the aims of the lesson should be stated clearly and the heading should be written on the blackboard. We have to provide situation for both the teacher and the students to participate in the process of teaching and learning. Our ultimate aim of the presentation is to make the concepts understandable to the students. Therefore simple language is used. Appropriate and specific examples and illustrations of the concepts will make the understanding better. The interest of the students on the subject matter should be maintained continuously by the way of asking questions from time to time in this stage. The teacher should carefully and skillfully arrange his material so that his pupils may clearly and readily grasp it. The teacher should make proper use of questions, charts, graphs, pictures, models and other illustrative for demonstration and explanation.

            At the end of each section a few questions concerning that section only should be asked to whether the pupils are now ready for the acquisition of new knowledge.

1. **Comparison of Association**

            More importance should be given in this stage to compare the facts observed by the students with another concept by way of giving examples. By making use of this comparison, the students can derive definitions or theories. The students are encouraged to give new suitable examples for the concept instead of the examples given in the book to make them think in an innovative manner.

1. **Generalization**

            This step is concerned with arriving at some general ideas or drawing out the necessary conclusions by the students on the basis of the different comparisons, contracts and associated observed in the learning material present by the teacher. As far as possible the task of formulation should be left to students. The teacher at this stage should try to remain in the background for providing only necessary guidance and correction.

1. **Application**

            In this stage, the teacher makes the students to use the understood knowledge in an unfamiliar situation. Unless the knowledge of science is applied in new situations or in our day-to-day life, the study of science will become meaningless. This application of scientific principles will strengthen learning and will make the learning permanent.

1. **Recapitulation**

            This stage is meant for the teachers to know whether students have grasped by reviewing a lesson or by giving assignments to the students. Only through this step achieving closure (in teaching) is possible.