

EFFECTIVENESS OF “TEACHERS’ GUIDE LESSON PLANS” FOR TEACHING IN PRIMARY SCHOOLS OF PUNJAB

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Abstract

Effectiveness of teacher guide lesson plans for teaching in primary schools of Punjab”. The objectives of the research study were to know; the extent to what Teachers’ Guide Lesson Plans are implemented in classroom teachings in Punjab at Primary level. To analyze the perceptions of head teachers and teachers about Teachers’ Guide Lesson Plans in Punjab at Primary level. To explore the factors affecting the reflection of teachers’ guide lesson plans in teachings in Punjab at Primary level. To investigate the difference between monthly assessment results of students by District Teacher Educators, Pre and Post issuance of “teachers guide lesson plans” in Punjab at Primary level.

To investigate the implementation, factor affecting and perception level of teacher guide lesson plan in classroom teachings questioners for head teachers and teachers were disseminated, and their opinion sought. To explore the effectiveness of teacher guide lesson plan, Punjab examination commission results in the subject of English and district teacher educator monthly results, pre and post issuance of teacher guide lesson plan were analyzed.

To know the usability, implementation, analyze in decrease/ increase in professional abilities of teachers their pedagogical skills after using lesson plan guides. To investigate either teacher guide lesson plan cover all the students learning out comes or not. To compare the teacher guide lesson plan with text book . To know the understanding of difficult concepts in students by using teacher guide lesson plans. To investigate either teacher guide lesson plan helps teacher to elaborate the concepts effectively, and arises science processing skills in students. To know either teacher guide lesson plan helps teacher to increase mathematical logical, linguistic and communication skills. To analyzed either teacher guide covers whole content given in books or not. To investigate either teacher guide covers all types of teaching methods or teachers apply these in their teachings or not. To know and analyzed that either methods given in teacher guide lesson plan are practically applicable in class room or not, Perceptions and reflections of teachers about teacher guide lesson plans, questioners for head teachers were developed. Item wise received responses from head teachers are analyzed below.

Analysis of DTEs Monthly assessment results reveals that DTEs Monthly Assessments results gradually increased after issuance of teacher guide lesson plans. PEC results for the subject of English before and after issuance of teacher guide lesson plans were analyzed.

INTRODUCTION

Lesson is an amount of teaching given at one time or it is a period of learning or teaching. Plan is a detailed proposal, for doing or achieving something. Thus a lesson plan is a teacher's detailed description, about the course of instructions for one class.

Lesson planning is a gate way for effective teaching. All activities of classroom start from it. It is a vital tool of teaching and learning process, and provides many benefits to both teachers and students. Its benefits to teachers are tremendous. When teachers are able to create their own plans, it means they have taken a giant step toward "owning" the content they teach and the methods they use (Kizlik, 2010). It is teacher's road map, of what students need to learn and how it was done effectively during the class time.

1.1 STATEMENT OF THE PROBLEM

Lesson plan, which is road map of a teacher, plays a vital role in enhancing teaching learning activities.

1.1.1 Rational of Study

Study dealt with different questions about lesson plans and Teachers' guide: lesson plans, either it increases productivity of teachers, and helps teachers in enhancing different activities during teaching, Moreover teachers guide lesson plans assists teachers to promote activity based teaching learning practices in classrooms or not. SLOs given in teachers guide lesson plans covers all sorts of SLOs given in textbook or not. Study unfurled linkage between national curriculum, textbook and teachers guide lesson plans. Spread out proficiency of teachers for developing items by using teachers guide lesson plans.

1.2 OBJECTIVES OF THE STUDY

The objectives of the research are as under:-

1. To what extant Teachers' Guide: Lesson Plans is implemented in classroom teachings practices for primary schools teaching in Punjab.
2. To analyze the perceptions of head teachers and teachers about Teachers' Guide: Lesson Plans for primary schools teaching in Punjab.
3. To investigate the difference between monthly assessment results of students by District Teacher Educators, Pre and Post issuance of "teachers guide lesson plans" for primary schools teaching in Punjab.

1.3 SIGNIFICANCE OF THE STUDY

By focusing the importance of lesson plans, it was observed that lessons were delivered without any specific planning because teachers have an ample time to consume in learning of students. In current education system various taxonomies have been introduced regarding assessment of student's e.g., *Bloom and Solo* taxonomy. Students have been given a specific time for learning and they are assessed in stipulated period.

1.4 RESEARCH QUESTIONS

1. Is there difference between monthly assessment results of students before and after issuance of “teachers’ guide: lesson plans” for primary schools teaching in Punjab?

1.5 DELIMITATIONS OF THE STUDY

Keeping in view the research priorities and restriction of time and resources on part of the researcher the study was delimited to a reasonable area.

The study was delimited to 18 districts 9 most populated districts From all Division of Punjab. Rahimyar Khan, Muzaffargarh, Faisalabad, Gujranwalla, Lahore, Multan, Rawalpindi, Okara and Sargodha, and 9 least populated districts from all division of Punjab, Bahawalnagar, Rajanpur, Chiniot, Hafizabad, Nankanasahib, Vehari, Jhelum, Pakpattan and Khushab from all divisions of Punjab.

1.6 METHODOLOGY OF THE STUDY

The main purpose of existing study was to examine the significant contribution of teachers’ guide: lesson plan for enhancing the quality of teaching for primary schools teaching in Punjab.

1.7 POPULATION

The Population of study comprised on following two categories:-

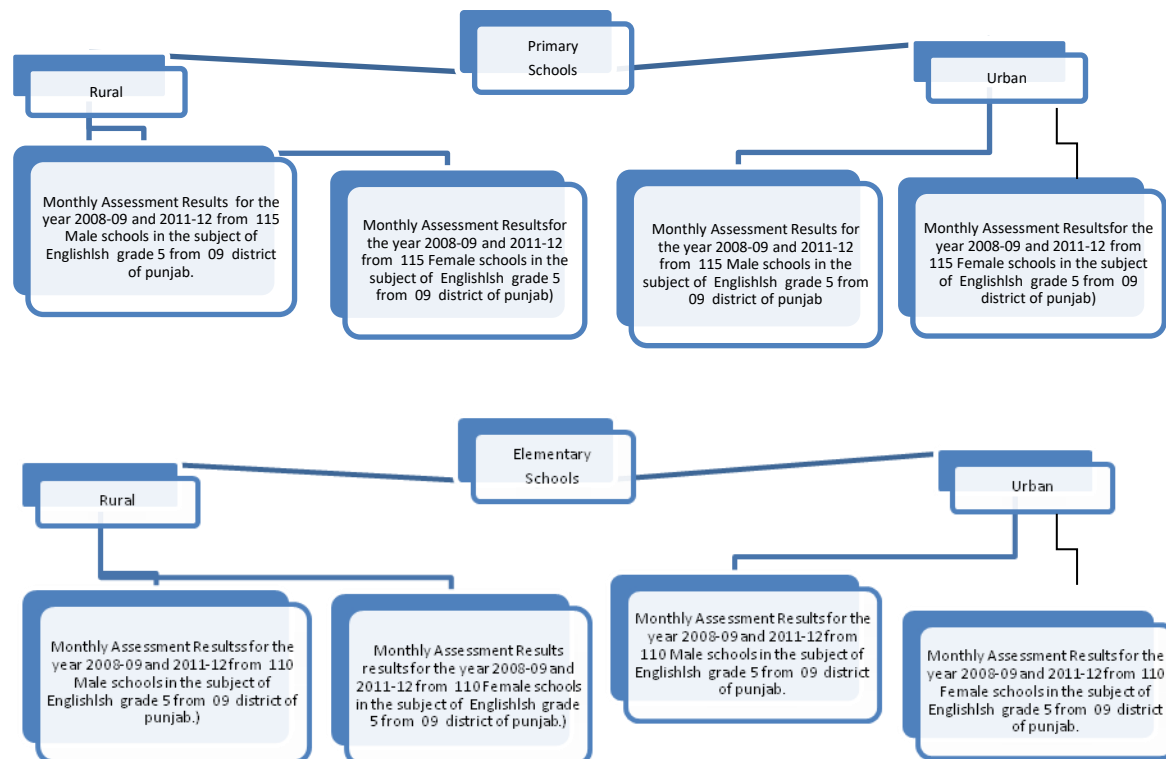
(a) Universal Population of the study were included to the entire district (36) from Punjab. All Male and Female Primary schools teachers from 8204 Elementary Schools, (3519 Male and 4685 Female) and 36859 Model primary and Primary Schools (17789 Male and 19070 Female).

(b) Target Population of the study included 18 Districts, 9 most Populated districts, from all Divisions of Punjab. Rahimyar Khan, Muzaffargarh, Faisalabad, Gujranwalla, Lahore, Multan, Rawalpindi, Okara and Sargodha, and 9 least populated districts from all division of Punjab, Bahawalnagar, Rajanpur, Chiniot, Hafizabad, Nankanasahib, Vehari, Jhelum, Pakpattan and Khushab

1.7.1 Sample of Study

Multi stage stratified sampling techniques, were observed, at first stage, 9 districts ,Rahimyar Khan, Muzaffargarh, Faisalabad, Gujranwalla, Lahore, Multan, Rawalpindi, Okara and Sargodha of Punjab, one most populated district from each zone, and 9 least populated districts Bahawalnagar, Rajanpur, Chiniot, Hafizabad, Nankanasahib, Vehari, Jhelum, Pakpattan and Khushab from each zone of Punjab, wasselected. At second stage 1800 schools were selected randomly, 50 elementary and 50 Primary schools from each district, Sample of study for questionnaires.

Sample frame for monthly assessment results of students by District Teacher Educator is presented as follow:-



1.7.2 Research Tools

A descriptive research methodology was used for this study. Observations were made on observational schedule, consists on following major components-

- i) Availability, conditions and reflections of Teachers' guide: Lesson Plans for primary schools teaching in Punjab.
- ii) Use of lesson plans according to Taleemi Calendar for primary schools teaching in Punjab.
- iii) Reflection of lesson plans on Teachers' Diaries for primary schools teaching in Punjab.
- iv) Reflection of lesson plans on Homework Copies of students.
- v) Questionnaires were used as an instrument for data collection of this study.
- vi) Perceptions of Head Teachers and Teacher about of Teachers' guide: Lesson Plan.
- vii) Benefits of lesson plan guide to the head teachers and teachers.
- viii) Difficulties felt by the teachers for implementations of Teachers' guide: Lesson Plan.
- ix) Need of further training to the teachers, for lesson plan guide.

- x) Self designed form was used as an instrument for collection of data of this study.
- xi) Annual results of Punjab examination commission for grade 5 in the subject of English.
- xii) Monthly assessment results for grade 5 in the subject of English.

The type of questionnaire was closed ended, with open ended last question. Five points likert style was applied with options like strongly-agree, agree, undecided, disagree and strongly disagree.

Data for analyzing Punjab examination commission results for the year 2011-12 and 2012-13 were collected from 900 elementary, and primary schools, from public schools of Punjab from 9 most populated districts from each zone of Punjab for the subject of English grade 5.

Data for analyzing monthly assessment results by District Teacher Educators were collected from 900 elementary and primary schools, from public schools of Punjab from 9 most populated districts from each zone of Punjab.

1.8 ANALYSIS OF DATA

Descriptive statistics techniques were used for the interpretations of data. It was a descriptive nature of research. A survey technique was adopted for collection of information and data through a self-developed check list and questionnaires.

REVIEW OF LITERATURE

Teaching is an art, yet teachers need lesson plans as they add significant value to their teaching activity. Lesson plans help teachers, especially new or inexperienced teachers, to organize their teaching. Teaching plans encompass a number of elements such as content, materials, and assessment - and these items need to be tailored to accommodate particular classroom situations, such as diverse abilities, learning styles and student motivation.

Although teachers might teach the same subject for different classes, each class should be prepared according to the student's profile. Other factors like classroom layout, number of students, and available technologies and materials are also important in constructing suitable lesson plans for a particular class

Lesson plans are written notes which specify the method of delivery, the specific goals and timelines which are associated with the delivery of lesson content. Another purpose of a lesson plan is to help teachers in structuring the teaching and learning activities. Planning is essential to ensure that the objectives of lessons achieved. The details of a lesson plan might be different from one teacher to another. However, it normally follows the same format. Lesson planning can be undertaken for different timeframes, i.e., daily, weekly, fortnightly, and monthly.

2.1 TOOLS OF RESEARCH

The researcher reviewed the official records for provision and use of Teachers' guide: Lesson Plans from schools. It also helped to validate perceptual assessment, thus minimizing bias. Available documents such as Teachers' guide: lesson plans official records, circulars, brochures, manuals, pamphlets, Grade 5 results and DTEs Monthly assessment results, students report monthly result report cards and DTEs Mentoring Visit Form were scrutinized by the researcher as added information.

2.2 DTEs Monthly Assessment Results

DTEs Monthly assessment results for the years 2011, 2012, 2013 were collected.

2.3 POPULATION

All the Public Schools Punjab constituted the population of this study

3.4.1 The summary of the target population as per Punjab Statistics(Census 2013)

School Level	School		Total	Enrolment		Teachers	
	F	M		F	M	F	F
H.Sec.	322	337	659	385297	278860	10720	10590
High	3329	2714	6043	2126239	1547093	64911	53016
Middle	3519	4685	8204	1104013	1158040	31969	45105
MPS	449	1931	2380	194721	182409	4843	5768
Primary	17340	17139	34479	2066694	1732797	45720	48993
Mosque	1223	15	1238	53958	23118	1483	99
Total	26182	26821	53003	5930922	4922317	159646	163571

2.4 Population-III

18 Districts of Punjab, for DTEs Monthly Assessment results, for the year 2011, 2012 and 2013.

2.5 Sample

Rahimyar Khan, Muzaffargarh, Faisalabad, Gujranwalla, Lahore, Multan, Rawalpindi, Okara, Sargodha, Bahawalnagar, Rajanpur, Chiniot, Hafizabad, Nankanasahib, Vehari, Jhelum, Pakpattan and Khushab, one most populated and one least populated district from each zone of Punjab.

2.6 PROCEDURE FOR COLLECTION OF DATA

The researcher personally visited all the schools and their concerned officers to administer and collect the questionnaires. 80% questionnaires were collected during the visits, whereas 20% were received by mail. However only one school head teacher did not respond in spite of reminder and visits. DTEs assessment results for the year 2012 were collected from schools.

METHODOLOGY

DTEs monthly assessment results from 09 most populated districts from all subject pre and post issuance of Teacher guide lesson plans were collected and analyzed

ANALYSIS OF THE DATA

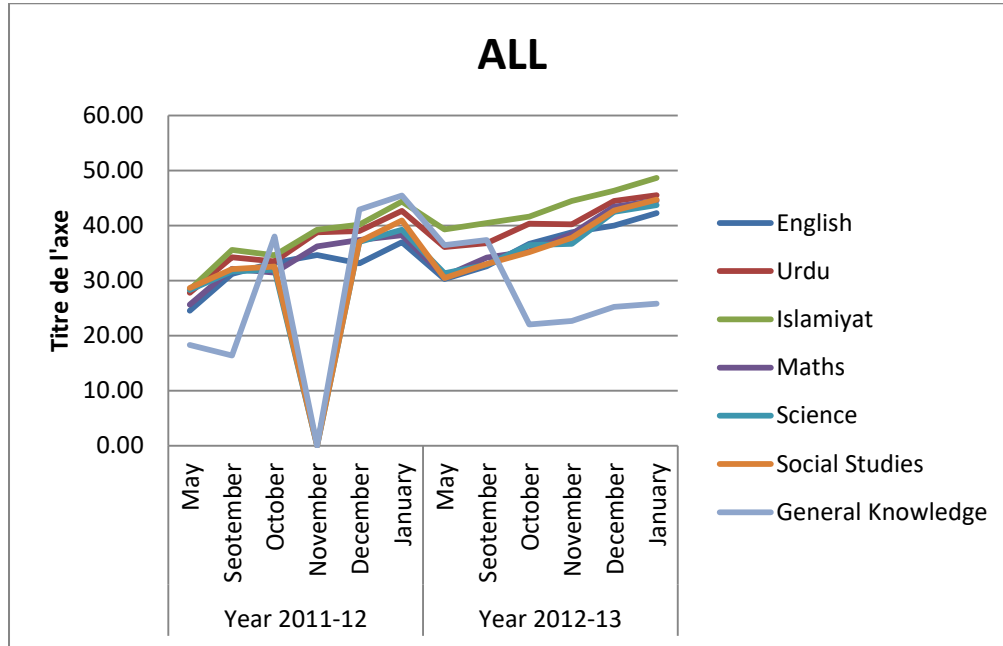
The topic of research was Effectiveness of “teachers’ guide: lesson plans” for primary schools of Punjab. Following tools were used for collection of data:-

1. DTEs Monthly Assessment result for the year 2011-2012-2013.

DTEs Monthly Assessment results for the year 2011-12 and 2012-13 were collected from 18 districts, 9 most populated and 9 least populated districts from each zone of Punjab.

4.4.1 (D) *DTE Assessment Results Of The District Vehari*

		Year 2011-12						
		May	Sept.	Oct	Nov	Dec	Jan	
ALL	English	24.54	31.23	33.23	34.63	33.15	37.00	
	Urdu	27.78	34.25	33.49	38.79	39.03	42.70	
	Islamiyat	28.37	35.60	34.57	39.26	40.19	44.35	
	Maths	25.65	32.16	31.48	36.23	37.39	38.27	
	Science	28.33	31.68	32.01	0.00	37.05	39.23	
	Social Studies	28.70	32.12	32.56	0.00	37.09	40.93	
	General Knowledge	18.32	16.41	38.00	0.00	42.88	45.46	
		Year 2012-13						Difference in %
		May	Sept.	Oct	Nov	Dec	Jan	
ALL	English	30.32	32.65	36.70	38.78	40.02	42.27	5.27
	Urdu	36.10	36.84	40.35	40.23	44.49	45.52	2.82
	Islamiyat	39.31	40.45	41.64	44.50	46.32	48.66	4.31
	Maths	30.83	34.22	35.36	38.47	43.42	44.55	6.28
	Science	31.33	32.90	36.43	36.70	42.50	43.70	4.47
	Social Studies	30.48	33.01	35.20	37.82	42.72	44.70	3.77
	General Knowledge	36.43	37.37	22.03	22.68	25.23	25.82	-19.64



4.4.1 Table Reveals that 5.27 % increase in the Subject of English, 6.28% increase Math's and 4.47% increase in Science took place, whereas increase in Urdu only 2.82%. Islamiyat 4.31% , social studies 3.77% and 19.64% decrease in General Knowledge was there.

Analysis reveal that Teachers' guide: lesson plans have been issued for Science, Maths and English for these subject a reason able increase in results is there whereas for humanities group subject which are deemed easier less increase in results took place.

If we analyze the subject of English then:

Vehari		May	Sept.	Oct	Nov	Dec	Jan
2011-12	English	24.54	31.23	33.23	34.63	33.15	37.00
2012-13	English	30.32	32.65	36.70	38.78	40.02	42.27
Increase	English	5.79	1.42	3.46	4.14	6.88	5.27

5.4.2 DTE Assessment result of the District Rajanpur

		Year 2011-12					
		May	Sept.	Oct	Nov	Dec	Jan
ALL	English	26.00	37.70	40.76	38.43	38.78	39.52
	Urdu	30.29	45.82	49.43	46.32	46.79	48.00
	Islamiyat	31.27	47.34	49.75	46.85	47.65	49.82

Maths	28.08	42.81	45.03	43.12	44.10	44.72	
Science	38.35	41.49	45.71	29.62	42.95	44.87	
Social Studies	39.47	44.14	46.83	31.69	45.88	46.91	
General Knowledge	22.74	26.38	58.02	29.52	61.31	61.82	
Year 2012-13							
	May	Sept.	Oct	Nov	Dec	Jan	Difference in %
English	37.54	44.93	44.06	46.16	49.01	52.39	12.88
Urdu	42.99	52.31	51.27	52.35	55.30	58.24	10.24
ALL Islamiyat	44.64	53.87	51.83	52.97	55.86	59.62	9.80
Maths	40.06	48.98	49.22	49.87	53.52	56.96	12.24
Science	39.85	47.66	47.10	48.46	51.45	55.45	10.58
Social Studies	41.51	50.30	48.99	50.41	53.07	57.23	10.32
General Knowledge	56.03	66.69	32.36	34.29	37.57	40.53	-21.29

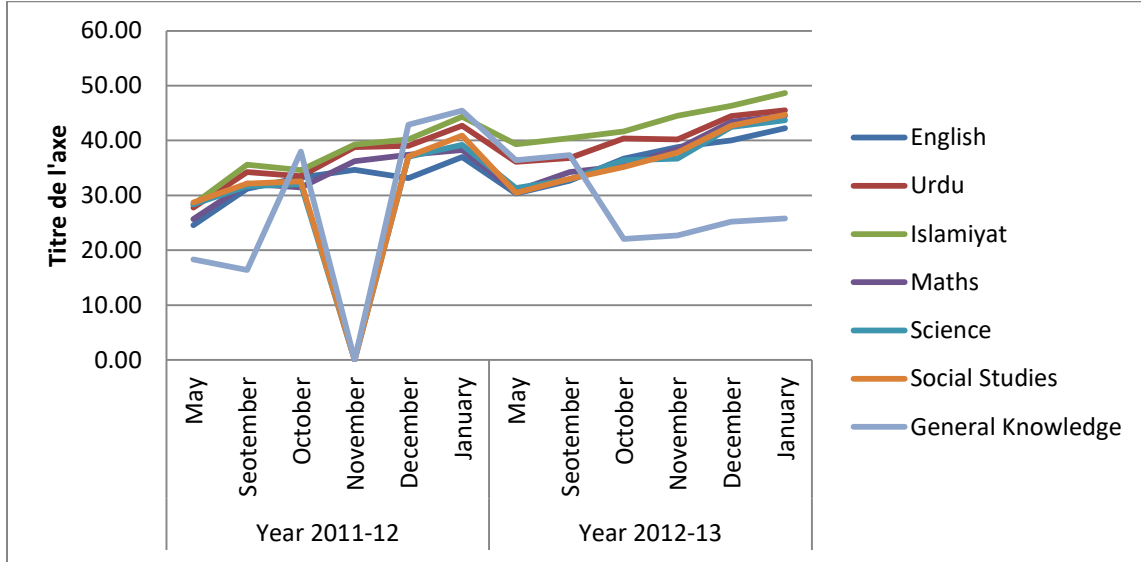


Table 4.4.2 Analysis of the table Reveals that, 12.88% increase in the Subject of English, 12.24% increase Math's and 10.58% increase in Science took place, whereas increase in Urdu 10.24%, Islamiyat 9.80%, social studies 10.32% and 21.29% decrease in General Knowledge was there.

Analysis reveal that Teachers' guide: lesson plans have been issued for Science, Math's and English for these subject a reason able increase in results is there whereas for humanities group subject which are deemed easier less increase in results took place.

Rajanpur	Subject	May	Sept.	Oct	Nov	Dec	Jan
2011-12	English	26.00	37.70	40.76	38.43	38.78	39.52
2012-13	English	39.52	37.54	44.93	44.06	46.16	49.01
Difference	English	11.54	7.22	3.31	7.73	10.24	12.88

4.4.3 DTE Assessment Results Of District Hafizabad

		Year 2011-12					
		May	Sept.	Oct	Nov	Dec	Jan
ALL	English	14.82	23.27	22.27	28.45	34.67	37.38
	Urdu	17.37	27.33	25.79	35.63	39.62	40.36
	Islamiyat	19.31	29.03	26.45	36.06	41.10	45.75
	Maths	14.81	24.44	21.98	30.16	37.41	39.65

Science	23.45	24.53	22.32	30.81	35.17	38.65
Social Studies	21.79	25.76	23.75	30.36	38.62	40.98
General Knowledge	10.90	15.46	30.40	32.05	52.63	54.25

	Year 2012-13						Difference in %
	May	Sept.	Oct	Nov	Dec	Jan	
English	28.99	34.04	37.51	40.28	45.07	51.97	14.59
Urdu	33.65	39.25	42.06	46.78	50.37	54.48	14.12
ALL Islamiyat	34.48	41.70	43.21	47.40	51.38	57.15	11.40
Maths	29.94	34.80	38.37	40.90	45.65	53.11	13.46
Science	28.21	33.24	37.71	38.94	46.88	52.11	13.46
Social Studies	28.51	35.23	37.25	41.16	47.38	53.41	12.44
General Knowledge	37.88	48.83	28.34	29.68	31.14	38.96	-15.29

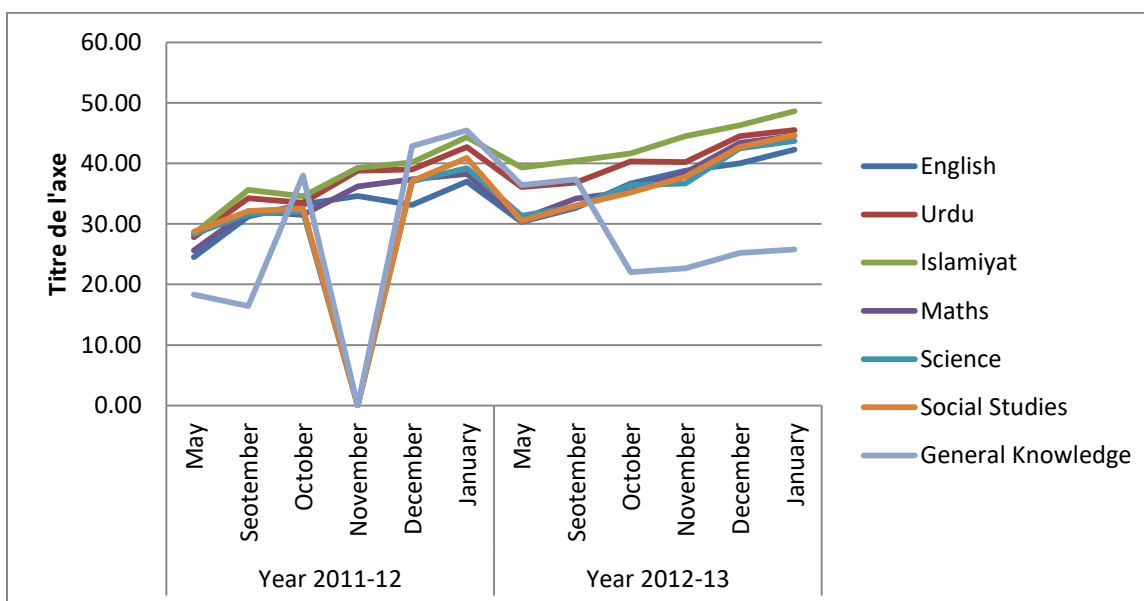


Table 4.4.3 Analysis of the table Reveals that , 14.59% was increase in the Subject of English, 13.46% increase in Maths and 13.46% increase in Science took place, whereas increase in Urdu 10.24%. Islamiyat 11.40% , social studies 12.44% and 15.29% decrease in General Knowledge was there.

Analysis reveal that Teachers' guide: lesson plans have been issued for Science, Math's and English for these subject a reason able increase in results is there whereas for humanities group subject which are deemed easier less increase in results took place. If we take only the subject of English then the analysis reveals as

Hafizabad	May	Sept.	Oct	Nov	Dec	Jan
2011-12	9.25	21.37	20.45	27.40	32.91	36.12
2012-13	27.63	32.97	35.32	38.78	43.41	48.96
Increase	18.38	11.60	14.88	11.38	10.50	12.84

Reveals that DTEs Assessment results in District Hafizabad , Month wise May 2011-12 9.25, 2012-12 27.63 increase in results 18.38, September 2011-12 20.45 , 2012-13 38.78 increase in results 11.60, October 2011-12 20.45, 2012-13 35.32 increase in results 14.88, November 2011-12 27.40, 2012-13 38.78 increase in results 10.50, December 2011-12 32.91, 2012-13 43.41 increase 10.50. January, 2011-12 36.12, 2012-13 48.96 increase in results 12.84.

4.4.4 (A) DTE Assessment Results District Jhelum

	Year 2011-12						Difference in %
	May	Sept.	Oct	Nov	Dec	Jan	
English	21.79	20.67	26.31	30.60	36.33	34.46	
Urdu	23.54	24.39	27.77	35.25	39.00	39.60	
ALL Islamiyat	29.35	28.45	28.23	36.31	42.95	42.09	
Maths	21.13	20.67	23.39	30.61	34.14	35.40	
Science	19.91	22.89	24.72	38.79	34.40	33.94	
Social Studies	19.87	24.74	23.97	41.61	36.21	40.09	
General Knowledge	15.78	7.26	23.78	58.75	33.75	30.80	
ALL	Year 2012-13						

	May	Sept.	Oct	Nov	Dec	Jan	
English	23.27	32.27	38.33	44.04	51.18	51.07	16.61
Urdu	31.76	33.95	37.63	45.25	51.35	53.68	14.08
Islamiyat	34.08	37.03	40.25	45.35	50.95	54.43	12.34
Maths	22.47	32.80	34.65	43.59	50.53	48.06	12.66
Science	24.39	30.61	31.17	42.76	48.67	48.40	14.46
Social Studies	23.98	31.59	37.68	40.62	46.42	50.83	10.74
General Knowledge	19.18	26.64	15.68	18.73	24.85	24.55	-6.25

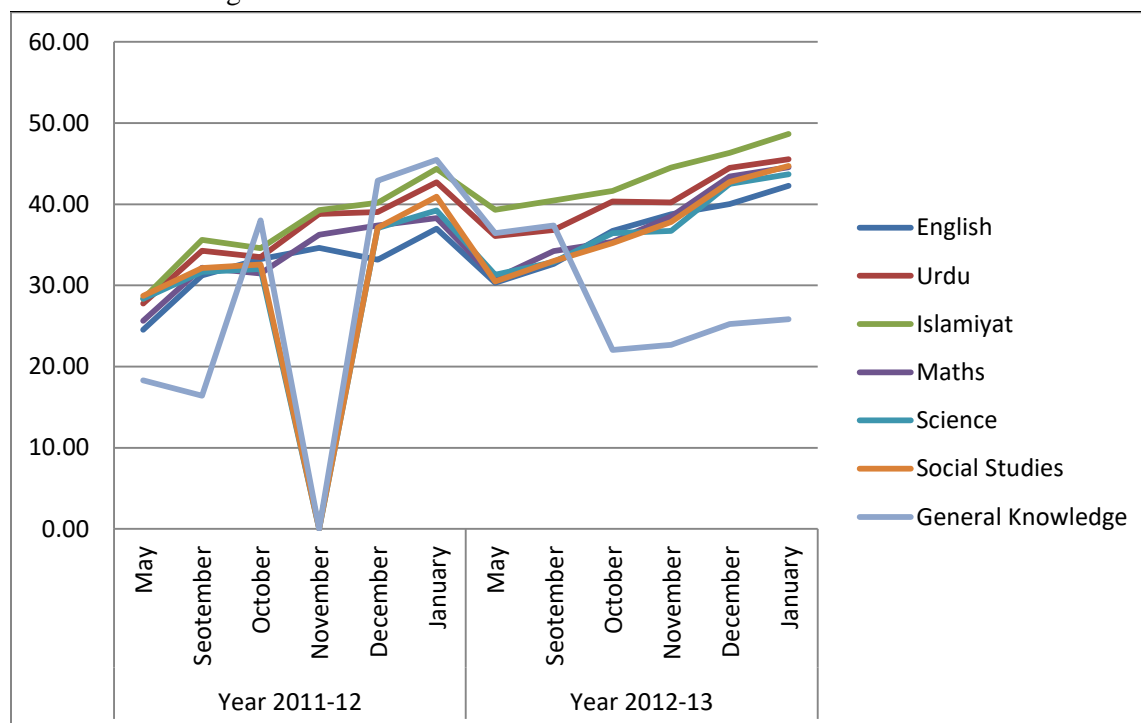


Table 4.4.4 Analysis of the table Reveals that, 16.61% increase in the Subject of English, 12.66% increase Math's and 14.46% increase in Science took place, whereas increase in Urdu 10.24%, Islamiyat 12.34%, social studies 10.74% and 10.74% increase in General Knowledge was there.

Analysis reveal that Teachers' guide: lesson plans have been issued for Science, Math's and English for these subject a reason able increase in results is there whereas for humanities group subject

which are deemed easier less increase in results took place. If we take only the subject of English then the analysis reveals as

Jhelum	May	Sept.	Oct	Nov	Dec	Jan
2011-12	19.94	19.95	23.86	27.16	32.55	32.51
2012-13	23.51	29.56	35.86	43.04	56.21	49.68
Increase	3.56	9.60	12.00	15.88	23.66	17.17

Reveals that DTEs Assessment results in District Jhelum , Month wise May 2011-12 19.94, 2012-13 23.51 increase in results 3.56 , September 2011-12 19.95 , 2012-13 29.56 increase in results 9.60, October 2011-12 23.86, 2012-13 35.86 increase in results 12.00, November 2011-12 27.16, 2012-13 43.04 increase in results 15.88, December 2011-12 32.55, 2012-13 56.21 increase 23.66. January, 2011-12 32.51, 2012-13 49.68 increase in results 17.17

4.4.5 DTE Assessment Result Of District NankanaSahiB

		Year 2011-12						
		May	Sept.	Oct	Nov	Dec	Jan	
	English	9.77	13.55	10.86	15.71	18.50	19.96	
	Urdu	27.02	35.94	43.84	48.56	54.00	54.08	
ALL	Islamiyat	28.94	37.92	44.66	49.58	54.25	56.01	
	Maths	24.78	35.31	40.13	45.81	50.99	52.24	
	Science	34.62	34.48	41.55	32.44	49.46	52.32	
	Social Studies	0.00	#N/A	#N/A	#N/A	#N/A	#N/A	
	General Knowledge	22.68	25.63	61.19	32.61	77.98	80.54	
		Year 2012-13						Difference in %
		May	Sept.	Oct	Nov	Dec	Jan	
	English	22.22	26.92	28.97	38.48	31.97	34.29	14.33
	Urdu	51.26	50.11	52.02	45.65	58.78	60.73	6.65
ALL	Islamiyat	54.24	53.06	51.92	45.99	59.63	62.51	6.49
	Maths	48.70	49.20	48.04	43.30	56.62	59.95	7.72
	Science	47.24	47.25	48.31	41.79	56.28	59.55	7.23
	Social Studies	#N/A	20.66	27.20	45.54	36.40	41.20	#N/A
	General Knowledge	73.77	69.94	38.95	22.10	45.67	47.89	-32.65

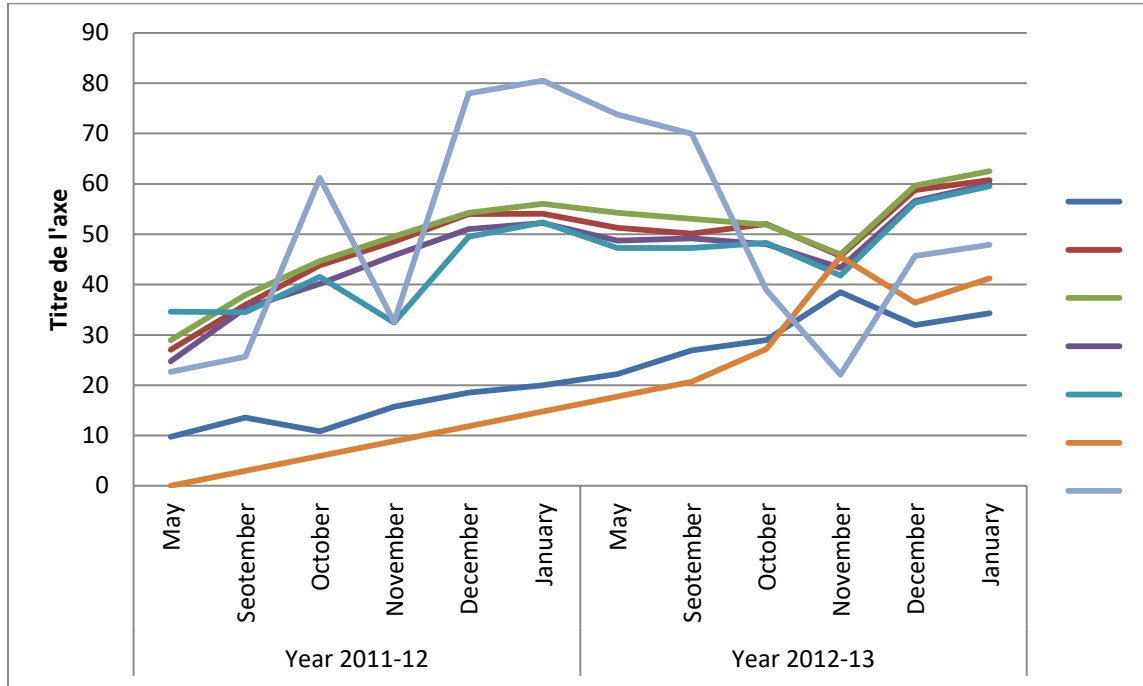


Table 4.4.5 Analysis of the table Reveals that, 14.33% increase in the Subject of English, 6.49% increase Math's and 7.23% increase in Science took place, whereas increase in Urdu 6.65%. Islamiyat 6.49%, and 32.65% decrease in General Knowledge was there.

Analysis reveal that Teachers' guide: lesson plans have been issued for Science, Math's and English for these subject a reason able increase in results is there whereas for humanities group subject which are deemed easier less increase in results took place. If we take only the subject of English then the analysis reveals as:

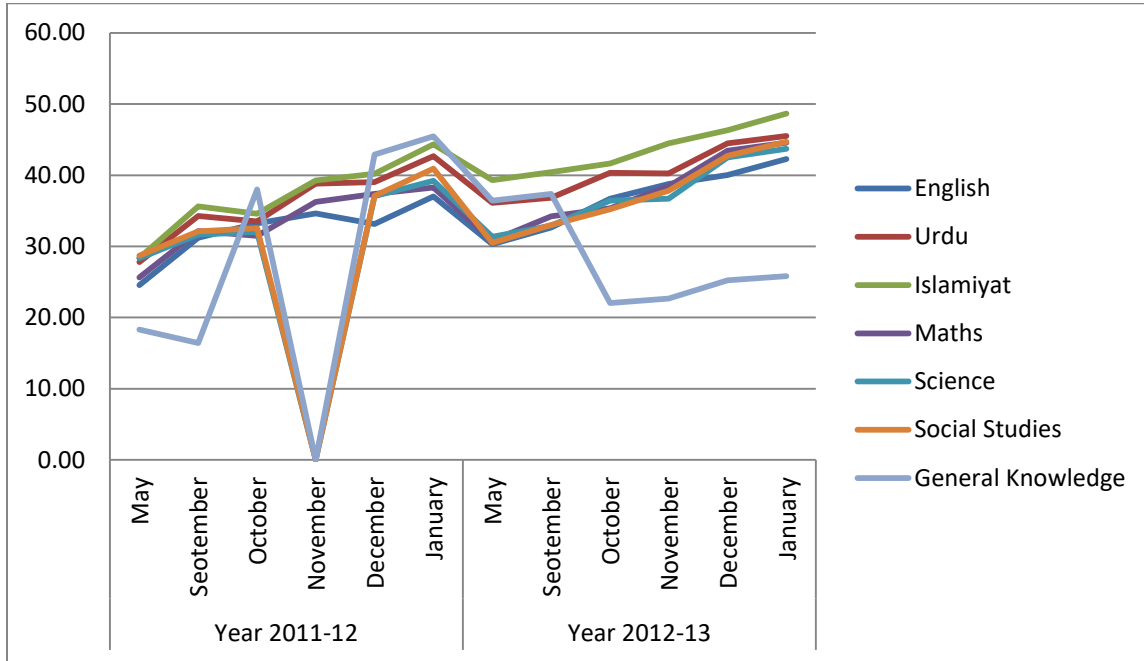
NankanaSb	SUBJECT	May	Sept.	Oct	Nov	Dec	Jan
2011-12	English	7.88	16.54	19.08	22.85	24.27	28.96
2012-13	English	24.60	30.82	34.60	39.00	46.07	54.10
In/decreased	English	16.72	14.28	15.52	16.15	21.80	25.14

Reveals that DTEs Assessment results in District Nankana Sahib , Month wise May 2011-12 7,88, 2012-13 24.66 increase in results 16.72, September 2011-12 16.54, 2012-13 14.28increase in results , October 2011-12 19.08, 2012-13 34.60increase in results 15.52, November 2011-12 22.85, 2012-13 39.00 increase in results. 16.15, December 2011-12, 24.27, 2012-13 46.07increase 21.80. January, 2011-12 28.96, 2012-13 54.10increase in results 25.14.

4.4.6 DTE Assessment Result Of The District Rajanpur

		Year 2011-12					
		May	Sept.	Oct	Nov	Dec	Jan
ALL	English	26.00	37.70	40.76	38.43	38.78	39.52
	Urdu	30.29	45.82	49.43	46.32	46.79	48.00
	Islamiyat	31.27	47.34	49.75	46.85	47.65	49.82
	Maths	28.08	42.81	45.03	43.12	44.10	44.72
	Science	38.35	41.49	45.71	29.62	42.95	44.87
	Social Studies	39.47	44.14	46.83	31.69	45.88	46.91
	General Knowledge	22.74	26.38	58.02	29.52	61.31	61.82

		Year 2012-13						Difference
		May	Sept.	Oct	Nov	Dec	Jan	in %
ALL	English	37.54	44.93	44.06	46.16	49.01	52.39	12.88
	Urdu	42.99	52.31	51.27	52.35	55.30	58.24	10.24
	Islamiyat	44.64	53.87	51.83	52.97	55.86	59.62	9.80
	Maths	40.06	48.98	49.22	49.87	53.52	56.96	12.24
	Science	39.85	47.66	47.10	48.46	51.45	55.45	10.58
	Social Studies	41.51	50.30	48.99	50.41	53.07	57.23	10.32
	General Knowledge	56.03	66.69	32.36	34.29	37.57	40.53	-21.29



4.4.6 Table Reveals that 12.88 % increase in the Subject of English, 12.24% increase Math’s and 10.58% increase in Science took place, whereas increase in Urdu 10.24 %. Islamiyat 9.80%, social studies 10.32% and 21.29 % decrease in General Knowledge was there.

Analysis reveal that Teachers’ guide: lesson plans have been issued for Science, Maths and English for these subject a reason able increase in results is there whereas for humanities group subject which are deemed easier less increase in results took place.

If we analyze the subject of English then

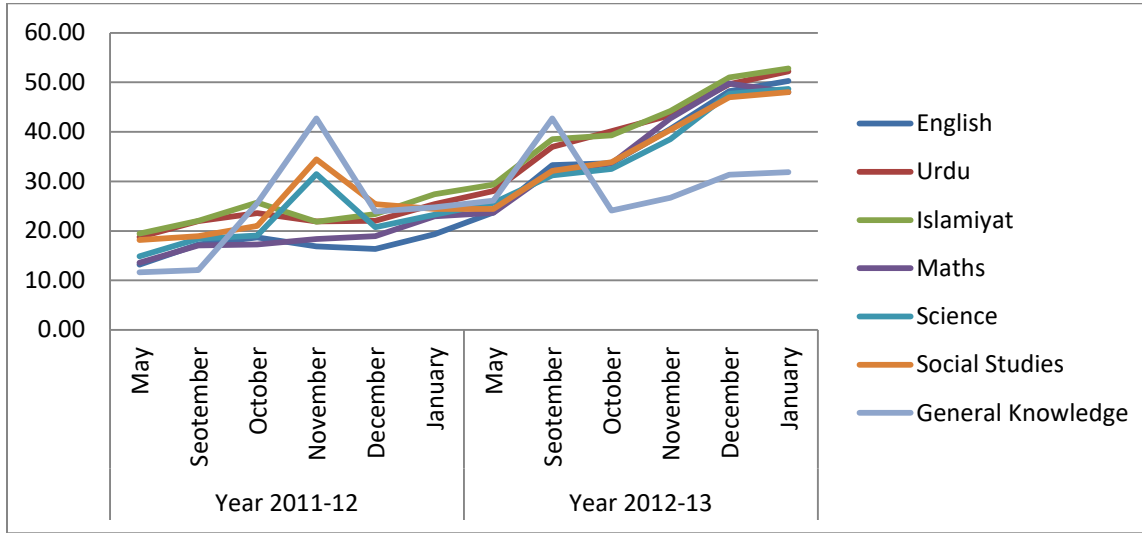
Rajanpur	Subject	May	Sept.	Oct	Nov	Dec	Jan
2011-12	English	26.00	37.70	40.76	38.43	38.78	39.52
2012-13	English	39.52	37.54	44.93	44.06	46.16	49.01
Difference	English	11.54	7.22	3.31	7.73	10.24	12.88

4.4.7 DTE assessment result of the district Pak Pattan

	Year 2011-12					
	May	Sept.	Oct	Nov	Dec	Jan
ALL						
English	13.21	17.28	18.66	16.86	16.33	19.33
Urdu	18.75	21.98	23.60	21.89	22.01	25.38

Islamiyat	19.43	22.06	25.73	21.85	23.38	27.41
Maths	13.57	17.06	17.23	18.32	18.92	22.95
Science	14.86	18.44	19.08	31.45	20.77	23.27
Social Studies	18.18	18.94	20.99	34.48	25.40	24.40
General Knowledge	11.63	12.08	25.57	42.74	23.91	24.73

	Year 2012-13						Difference in %
	May	Sept.	Oct	Nov	Dec	Jan	
English	23.71	33.31	33.66	40.57	48.23	50.27	30.93
Urdu	28.02	36.94	40.17	43.35	49.67	52.21	26.83
ALL Islamiyat	29.35	38.53	39.33	44.19	50.97	52.81	25.40
Maths	23.66	32.12	33.62	42.70	49.79	48.03	25.09
Science	25.63	31.19	32.54	38.50	47.68	48.69	25.42
Social Studies	24.45	32.10	33.87	40.40	46.98	48.03	23.63
General Knowledge	26.08	42.72	24.08	26.72	31.34	31.88	7.15



4.4.7 Table Reveals that 30.93 % increase in the Subject of English, 25.09 % increase Math's and 25.42 % increase in Science took place, whereas increase in Urdu 26.83 %. Islamiyat 25.40%, social studies 23.63% and 7.15 % increase in General Knowledge was there.

Analysis reveal that Teachers' guide: lesson plans have been issued for Science, Maths and English for these subject a reason able increase in results is there whereas for humanities group subject which are deemed easier less increase in results took place.

If we analyze the subject of English then

PakPattan	Subject	May	Sept.	Oct	Nov	Dec	Jan
2011-12	English	13.21	17.28	18.66	16.86	16.33	19.33
2011-12	English	23.71	33.31	33.66	40.57	48.23	50.27
2012-13	English	10.50	16.03	15.00	23.71	31.90	30.93

Table 4.4.8 DTE Assessment Result Of The District Hafizabad

		Year 2011-12					
		May	Sept.	Oct	Nov	Dec	Jan
ALL	English	13.21	17.28	18.66	16.86	16.33	19.33
	Urdu	18.75	21.98	23.60	21.89	22.01	25.38
	Islamiyat	19.43	22.06	25.73	21.85	23.38	27.41
	Maths	13.57	17.06	17.23	18.32	18.92	22.95

Science	14.86	18.44	19.08	31.45	20.77	23.27		
Social Studies	18.18	18.94	20.99	34.48	25.40	24.40		
General Knowledge	11.63	12.08	25.57	42.74	23.91	24.73		
							Difference	
							in %	
							Year 2012-13	
	May	Sept.	Oct	Nov	Dec	Jan		
ALL	English	23.71	33.31	33.66	40.57	48.23	50.27	30.93
	Urdu	28.02	36.94	40.17	43.35	49.67	52.21	26.83
	Islamiyat	29.35	38.53	39.33	44.19	50.97	52.81	25.40
	Maths	23.66	32.12	33.62	42.70	49.79	48.03	25.09
	Science	25.63	31.19	32.54	38.50	47.68	48.69	25.42
	Social Studies	24.45	32.10	33.87	40.40	46.98	48.03	23.63
	General Knowledge	26.08	42.72	24.08	26.72	31.34	31.88	7.15

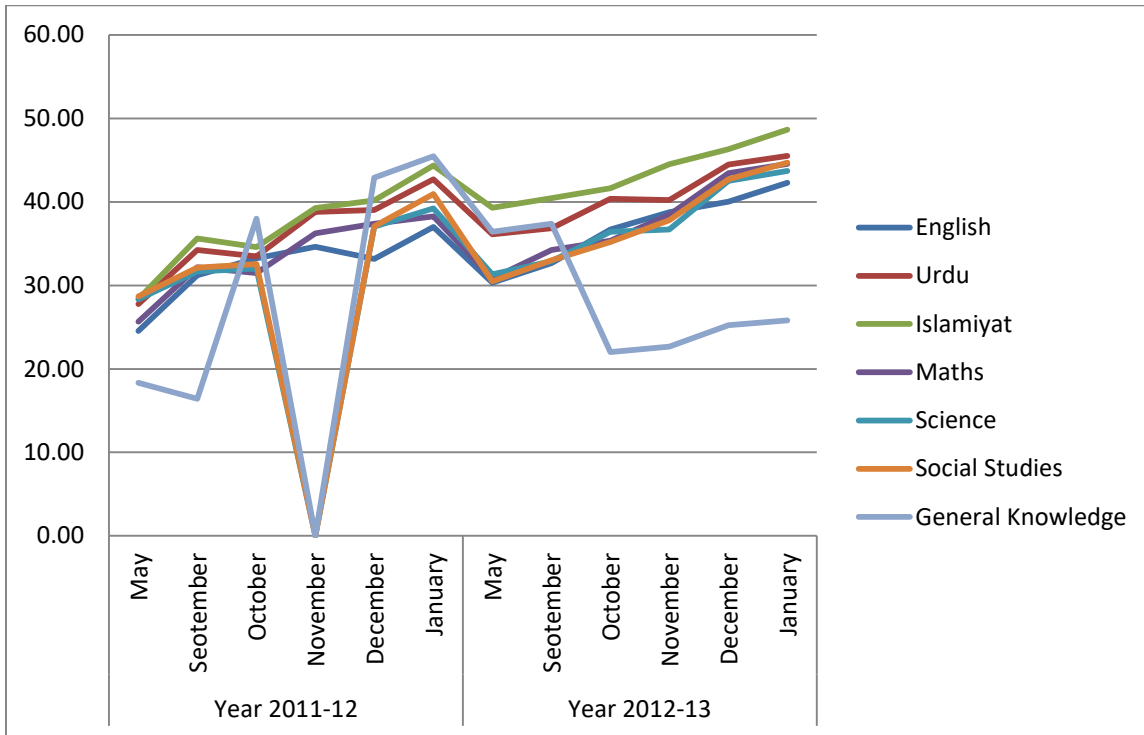


Table 4.4.8 reveals that 30.93 % increase in the Subject of English, 25.09 % increase Math's and 25.42 % increase in Science took place, whereas increase in Urdu 26.83 %. Islamiyat 25.40%, social studies 23.63% and 7.15 % increase in General Knowledge was there.

Analysis reveal that Teachers' guide: lesson plans have been issued for Science, Maths and English for this subject a reason able increase in results is there whereas for humanities group subject which are deemed easier less increase in results took place.

Hafizabad	May	Sept.	Oct	Nov	Dec	Jan
2011-12	9.25	21.37	20.45	27.40	32.91	36.12
2012-13	27.63	32.97	35.32	38.78	43.41	48.96
Increase	18.38	11.60	14.88	11.38	10.50	12.84

Reveals that DTEs Assessment results in District Hafizabad , Month wise May 2011-12 9.25, 2012-12. 27.63 increases in results 18.38, September 2011-12, 20.45, 2012-13, 38.78 increase in results 11.60, October 2011-12, 20.45, 2012-13, 35.32 increase in results 14.88, November 2011-12, 27.40. 2012-13, 38.78 increase in results 10.50, December 2011-12, 32.91, 2012-13 43.41 increase 10.50. January, 2011-12 36.12, 2012-13 48.96 increase in results 12.84.

Table 4.4.9 DTE Assessment Result Of The District Bahawalnagar

Year 2012-13							Difference in %
May	Sept.	Oct	Nov	Dec	Jan		

#N/A	20.83	23.42	30.06	35.95	38.58	#N/A
#N/A	21.96	26.98	30.51	35.99	39.67	#N/A
#N/A	25.53	26.93	31.61	37.81	41.09	#N/A
#N/A	19.15	21.84	28.56	34.80	37.08	#N/A
#N/A	18.27	21.42	25.20	35.50	37.13	#N/A
#N/A	18.73	23.10	27.11	34.42	36.71	#N/A
#N/A	25.91	17.64	22.14	25.14	28.14	#N/A

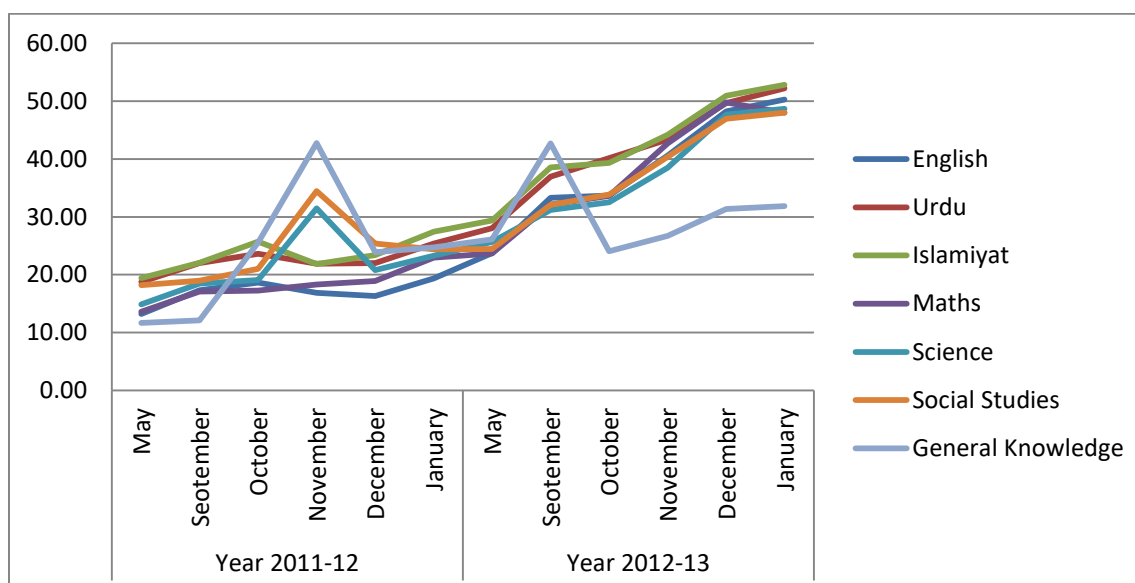


Table 4.5.1 (E) Punjab Examination Commission Results In The Subject Of English Grade -5 For The Year 2011-12 And 2012-13 District Rahim Yar Khan

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The research study was designed to evaluate the effectiveness of teachers' guide: lesson plans for primary school of Punjab. Lesson plans has a specific importance for successful delivery and communication of teaching.

5.2 FINDINGS

5.2.4 Findings of DTES Assessments Results

The findings are related to the DTES Assessments' results are:

1. DTES monthly assessment results In the district of Bahawalnagarduring the month of September,2012-13 assessment in the subject of English was 20.83%, during the month of October,2012-13 23.42% increased 2.59% as compared to previous month, in November,2012-13 30.06% which increase 6.64% as compared to the previous month, in December 2012-13 35.95% which increase 5.89% as compared to previous month, in January,2012-13 results it was 38.58% which increased 2.63%. (4.4.1).
2. DTES Assessment results in District Bahawalpur, Month wise May 2011-12 13.77 2012-13 42.15 increase in results 26.39, September 2011-12 30.12 , 2012-13 41.53 increase in results 11.40, October 2011-12 29.53, 2012-13 41.95 increase in results 12.42, November 2011-12 35.39, 2012-13 47.84 increase in results 12.04, December 2011-12 41.33, 2012-13 55.24 increase 12.31, (4.4.2).
3. 12.45 % in the results of May,2011-12 to May,2012-13, increased in 13,37% in the results of September, 2011-12 and September 2012-13, increased in 18.11% in the results of October, 2011-12 and October 2012-13 , increased results 17.04% in November,2011-12 and November 2012.13, an increased in 13-46% in the results of December,2011-12 and December 2012-13 and an increased in 14.33% in the results of January,2011-12 and January 2012-13.
4. DTES Assessment results in District Hafizabad , Month wise May 2011-12 9.25, 2012-12 27.63 increase in results 18.38, September 2011-12 20.45 , 2012-13 38.78 increase in results 11.60, October 2011-12 20.45, 2012-13 35.32 increase in results 14.88, November 2011-12 27.40, 2012-13 38.78 increase in results 10.50, December 2011-12 32.91, 2012-13 43.41 increase 10.50. January, 2011-12 36.12, 2012-13 48.96 increase in results 12.84 (4.4.3).
5. DTES Assessment results in District Jhelum , Month wise May 2011-12 19.94, 2012-13 23.51 increase in results 3.56 , September 2011-12 19.95 , 2012-13 29.56 increase in results 9.60, October 2011-12 23.86, 2012-13 35.86 increase in results 12.00, November 2011-12 27.16, 2012-13 43.04 increase in results 15.88, December 2011-12 32.55, 2012-13 56.21 increase 23.66. January, 2011-12 32.51, 2012-13 49.68 increase in results 17.17 (4.4.4).

5.3 DISCUSSION

Lesson plan is the road map for teachers, all teaching learning activities moves round it. Success of learning and achievements of teaching goals depends upon lesson plan. Increase in results by Punjab examination commission, DTEs monthly assessments, before and after issuance of teachers' guide lesson plan witnesses the effectiveness of teacher guide lesson plans.

Keeping in view the factors affecting the lesson plans, the government of Punjab issued teachers guide lesson plans which are being used only in formal schools of Punjab. In these lesson plan structured lesson plan based on activity based teaching covering the text were prepared, so that teacher may directly use, implement and develop their own content lesson plan.

The research study was designed to evaluate the effectiveness of teachers' guide: lesson plans for primary school of Punjab. Lesson plan has a specific importance for successful delivery of teaching. Teachers' guide: lesson plan issued by government of Punjab, to all primary school teachers, the effectiveness of teachers' guide: lesson plan was evaluated by collecting data on questionnaires from primary school teacher and head teachers from primary and elementary schools where primary school teachers are teaching.

5.4 CONCLUSION

Lesson plans are very important for effective teaching learning environment; it is road map for the teachers, the relationship between teacher, lesson plan and teaching is absolutely necessary.

Conclusion of the study is as under:

1. Teachers' Guide Lesson Plans are being implemented in classroom teachings in Punjab at Primary level to great extent. Primary School Teachers have been enriching their teachings by using lesson plan guides.
2. Lesson Plan guide are being used by the teachers but difficulty level for teachers cannot be ignored. There have been lot of gradual changes in District Teacher Educators Monthly results in schools, and Punjab Examination Commission results, which is attributed to teachers' guide: lesson plan.
3. Lesson plan and teachers' guide: lesson plan creates activity based, teaching learning environment in schools, child centered activities are attributed to it in schools. It was observed that while following teachers guide lesson plans teachers were sharing their knowledge with students rather thrusting it. Nevertheless it revealed that sometimes teachers felt difficulties while executing activities properly. At few places teachers failed to perform all activities mentioned in teacher guide lesson plans. During group work activities teacher role is to facilitate the teaching learning process, at few places it was observed that teachers, were dominating in group work activities rather than facilitating it.
4. Lesson plan and teachers' guide: lesson plan helps the teachers for time management while conducting their sessions, thus all components of the lessons are covered and delivered during speculated time given in lesson plan. Despite this it was observed during on site observations on observational schedule that few teacher failed to manage time while conducting their session, according the teacher guide lesson plans.
5. Teachers' guide: lesson enables teachers to arrange all teaching aids mentioned in teachers' guide: lesson plan well in time. It helps teachers to establish different subjects' corners, consisting

on low cost no cost models, and teaching aids. Nevertheless while observing session it was observed that few teachers failed to manage all teaching material given in teacher guide lesson plans during their session due to non availability in local environment and in school and classroom context.

6. Teachers' guide: lesson plans enables teachers to keep and use all teaching aids/no cost low cost material to enrich their teachings and clear the content and concepts of lesson. When teacher follows Teachers' guide: lesson plan, he creates a joy full learning environment in classroom getting the full involvement and receptive ears of students. While observing on site sessions. While conducting on site observations on observational schedule it was observed at few places that material given in teachers guide lesson plans was not according to interest, age and local context of students.
7. Teachers' guide: lesson plan enables teacher to impart their teaching effectively. Teachers' guide: lesson plan enables to teacher to clear the concept of lesson and concrete lifelong learning in students, teacher involved students while conducting their sessions. While conducting on site observations on observational schedule it was observed that teacher did not follow all steps mentioned in lesson plan as a result failed to achieve required learning outcomes.
8. Teachers' guide: lesson plans are a great source for effective teachings and enhances students performance. Teachers' guide: lesson plan provide a great source for improving quality of education in schools. Brain storming, creativity and innovative arises in students when teachers follows teachers' guide: lesson plans in their teachings. Teachers' guide: lesson plans enables teachers to adopt such actives which involve all type of students in teaching learning thus students involvements in teaching learning process increases. While observing on site observations it was observed that few teachers during their professional play concentrated only a group of students, as a result rest of the students lost their concentrations.

5.5 RECOMMENDATIONS

The objectives of study were examined the dynamics, strengths, weaknesses and effectiveness of teachers' guide: lesson plans for primary schools of Punjab. On the basis of research study, following recommendations are made:

1. Analysis reveals that teachers' guide: lesson plans are not available only with all teachers in schools, after analyzing the statement, it revealed that teachers' guide: lesson plans were issued only once, in first step, later enrolment during the year 2012 and 2014 of new elementary schools educators took place, and during their induction level trainings teachers' guide: lesson plans were not issued to them, it is recommended that to keep the teachers' guide: lesson plans available with all teacher, these may provided during their induction level training, and also may issued to the elementary school educator who have not been provided.
2. While considering the coverage of all SLOs in teachers' guide: lesson plans, it revealed that all SLOs of textbook are not covered in teachers' guide: lesson plans, it is recommended that all SLOs given in textbook may covered in teachers' guide: lesson plans and revised addition of lesson plan guides: may promulgated.
3. While evaluating the difficulty level, it revealed that teachers' guide: lesson plans don't facilitate all teachers from different academic back ground, it is recommended that revised addition of

teachers' guide: lesson plan may issued having easy language according to the academic level of those teachers who are least qualified or having High or Higher Secondary certificates.

4. While discussing the difficulty level of teachers' guide: lesson plan, is revealed that few teachers were having difficulty to perceive teachers' guide: lesson plans, it is recommended that teachers' guide: lesson plans in schools having their medium of instruction Urdu may provided in Urdu medium.
5. Teachers' guide: lesson plans have not been provided for the subject of Urdu, Pakistan studies and Islamiyat, it is recommended that teachers' guide: lesson plans may issued in all subjects.
6. Analysis revealed that different format of lesson plan are being taught to B.Ed and M Ed students, it is recommended that lesson plan format which has been given in teachers' guide: lesson plan, promote activity based teaching environment in classrooms and concentrates child centered teaching activities, may taught in all teacher training colleges and universities.

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