



## EFFECTIVENESS OF LESSON PLANNING IN COMPARATIVE STUDY OF B.ED ELEMENTARY OFFERED IN GCETS AND B.ED SECONDARY OFFERED IN PUBLIC SECTOR UNIVERSITIES IN PUNJAB

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**Abstract-** Lesson plan is the instructor's roadmap of what student need to learn and how it will be done effectively during the class time. Objectives of the study were, 1.To investigate the effectiveness of lesson planning in teaching. 2. To find the student's access in developing lesson plan. 3. To facilitate the students in developing lesson plan. B.Ed students of Government College for elementary college Kot Addu, B.Ed Students of Government College for Elementary Teachers D.G Khan, B.Ed students of Government College for Elementary Teachers Bosan Road Multan, B.Ed students of GC university Faisalabad, B.Ed Students of University of Sargodha, B.Ed students of Islamia University Bahawalpur Comprised the population of Study. A sample of the study were 50 Students which were selected randomly. A questionnaire consist of 10 items. Questionnaire was distributed to the responders. 76 % B.Ed Elementary responders, 68 % Secondary Responders opined that they were able to prepare lesson plane of each subject. 98% B.Ed Elementary responders, 100% B.Ed Secondary responders said that effective method of teaching will be adopted through lesson planning. Finding reflects that effective teaching will be made through lesson planning.

**Keywords:** GCETS, B.Ed, lesson planning

### I. INTRODUCTION

Lesson strategy of the trainer's road map for that what students' requirement to study and how it will be completed efficiently throughout the class period. Earlier you design your lesson plan, your initial prerequisite to recognize the learning points for the class consultation. Formerly, you can design suitable learning actions and develop strategies to acquire response on student education. A positive lesson strategy discourses and contributes three main mechanisms: (a) Aims for student knowledge (b) Training/learning activities (c) Tactics to checked student learning Postulating existing purposes for student knowledge will support you to understand the kinds of teaching and learning activities you will use in class. A lesson plan is a draft of teacher activity for the delivering the content. Teacher daily prepare lesson plans to promote class learning. Description of the lesson plan depends upon the tutor's competence, nature of the subject and requirements of the students. A lesson plan is the teacher's guide for consecutively a certain lesson, and it comprises the area how the goal will be gotten, technique and a way of determining how well the goal was reached.

Herbartian: John Fedrick Herbert (1776-1841) 1. Preparation: It refers to the preparation of the students for learning the lesson. For knowing the previous knowledge of the students some questions are asked and then topic of the lesson is announced. 2. Presentation/Development: (a) Principle of selection: it is up to the teacher that how much he may deliver and how many students he may involve in the phenomenon (b) Principle of sequence: teacher should deliver the subject matter in successive sequence. (c) Principle of absorption and integration: for understanding the whole parts or combined. 3. Association comparison: In this step new ideas are associated with daily life situation and examples. Comparison are made with related concepts 4. Generalizing: Comparison and contrast followed generalization. Students draw conclusion which arose their thinking, reflection and experience 5. Application: At this step learner think and apply the knowledge in daily life situation 6. This is the last step, in which teacher assess either all students learn the concept equally by asking questions for knowing the student performance at the end of the lesson

### II. RESEARCH METHODOLOGY

For the purpose of finding the effectiveness of lesson planning in relative study of B.Ed elementary presented in Government College for Elementary Teacher in Punjab and B.Ed secondary can be obtained in Public Division institutions/universities. Survey is a type of the research was conducted. Questionnaire was

developed and directed to the sample. Populace for the education was Students of B.Ed Elementary registered in GCETs in Punjab where students of Public Sector Universities in Punjab were responders of B.Ed secondary enrolled in session 2015-16 and B.Ed Elementary registered in session 2015-2016. The Study was delimited to 3 GCETs GCET D.G Khan, (GCET kot Adu, GCET Multan) and three Universities (The University of Sargodha, The Islamia University Bahawalpur and GC University Faisalabad.) 50 responders were selected as sample randomly from the population. Questionnaire was developed on Likert scale where responses were strongly agree (SA), Agreed (A), Uncertain (UC), Disagree (DA), strongly disagree (SDA). Responses were interpreted through percentage.

### III. RESEARCH ANALYSIS

**Table No. 1**

Statement	Grade	Frequency		Percentage	
		B.Ed Elementary	Result for B.Ed Secondary	B.Ed Elementary	Result for B.Ed Secondary
1. I do prepare lesson plan of each Subject	SA	20	15	40	30
	A	18	19	36	38
	UC	2	1	4	2
	DA	6	9	12	18
	SDA	4	6	8	12

There is 68% Result for B.Ed Secondary responder other 76% of B.Ed elementary responder favored the statement. 2% Result for B.Ed Secondary responder other 4% B.Ed elementary responder existed in intermediate section as compare to this 30% Result for B.Ed Secondary responder other 20% B.ED responder were unable to synchronize with the given statement as described in table in table 1.

**Table No. 2**

Statement	Grade	Frequency		Percentage	
		B.Ed Elementary	Result for B.Ed Secondary	B.Ed Elementary	Result for B.Ed Secondary
2. Teachers deliver their contents with the help of lesson plan.	SA	16	14	32	28
	A	27	23	54	46
	UC	0	0	0	0
	DA	5	4	10	8
	SDA	2	9	4	18

There is 74% Result for B.Ed Secondary responder other 86% of B.Ed elementary responder favored in the students. 2% Result for B.Ed Secondary responder other 4% B.Ed elementary responder existed in intermediate section as compare to this 26% Result for B.Ed Secondary responder other 14% B.ED elementary responder were unable to synchronize with the given statement as described in table in table 2.

**Table No. 3**

Statement	Grade	Frequency		Percentage	
		B.Ed Elementary	Result for B.Ed Secondary	B.Ed Elementary	Result for B.Ed Secondary
3. Teachers are bound to deliver the contents with the help of lesson plan	SA	01	04	02	08
	A	06	0	12	0
	UC	02	01	04	2
	DA	24	25	48	50
	SDA	17	20	34	40

There is 8% Result for B.Ed Secondary responder other 4% of B.Ed elementary responder favored in the statement. 2% Result for B.Ed Secondary responder other 4% B.Ed elementary responder established uncertain condition as compare to this 90% Result for B.Ed Secondary responder other 82% B.ED

elementary responder were unable to synchronize with the given statement as described in table in table 3.

**Table No. 4**

Statement	Grade	Frequency		Percentage	
		B.Ed Elementary	Result for B.Ed Secondary	B.Ed Elementary	Result for B.Ed Secondary
4. My lesson plan was daily checked by the supervisor during teaching practice.	SA	5	10	10	20
	A	5	11	10	22
	UC	0	0	0	0
	DA	19	16	38	32
	SDA	21	13	42	26

The table demonstrates that 20% of B.Ed elementary responder, 42% Result for B.Ed Secondary responder were agreeable to the announcements. 80% B.Ed elementary responder, 58% of Result for B.Ed Secondary responder was not concur with the Statement.

**Table No. 5**

Number Statement	Grade	Frequency		Percentage	
		B.Ed Elementary	Result for B.Ed Secondary	B.Ed Elementary	Result for B.Ed Secondary
5. I do prepare activity based lesson plan	SA	24	21	48	42
	A	20	26	40	52
	UC	0	0	0	0
	DA	5	3	10	6
	SDA	1	0	2	0

88% of B.Ed elementary responder, 94% Result for B.Ed Secondary responder were supportive of the announcements while 12% of B.Ed elementary responder, 6% Result for B.Ed Secondary responder were not agreed with the announcement as shown in table 5

**Table No. 6**

Number Statement	Grade	Frequency		Percentage	
		B.Ed Elementary	Result for B.Ed Secondary	B.Ed Elementary	Result for B.Ed Secondary
6. lesson planning is a wastage of time	SA	0	1	0	2
	A	5	3	10	6
	UC	2	0	4	0
	DA	25	24	50	48
	SDA	18	22	36	44

10% of B.Ed elementary responder, 8% of Result for B.Ed Secondary responder were supportive of the announcements. 4% of B.Ed elementary responder were unsure, 86% B.Ed elementary responder, 92% of Result for B.Ed Secondary responder were against the announcement as described in table 6

**Table No. 7**

Statement	Grade	Frequency		Percentage	
		B.Ed Elementary	Result for B.Ed Secondary	B.Ed Elementary	Result for B.Ed Secondary
7. Effective method of teaching is adopted through lesson planning	SA	25	27	50	54
	A	24	23	48	46
	UC	1	0	2	0
	DA	0	0	0	0
	SDA	0	0	0	0

98% of B.Ed elementary responder, 100% Result for B.Ed Secondary responder were agreeable to the announcements. None of them opposed the announcement. 98% of B.Ed elementary responder, 100% Result for B.Ed Secondary responder were supportive of the announcements. No one of them opposed the announcement appeared table 7.

**Table No. 8**

Statement	Grade	Frequency		Percentage	
		B.Ed Elementary	Result for B.Ed Secondary	B.Ed Elementary	Result for B.Ed Secondary
8. Students are involved in activities through lesson planning	SA	28	30	56	60
	A	22	20	44	40
	UC	0	0	0	0
	DA	0	0	0	0
	SDA	0	0	0	0

100% of B.Ed elementary responder, 100% Result for B.Ed Secondary responder were agreeable to the announcements. No one of them opposed the announcement. As described in table 8.

**Table No. 9**

Number Statement	Grade	Frequency		Percentage	
		B.Ed Elementary	Result for B.Ed Secondary	B.Ed Elementary	Result for B.Ed Secondary
9. Teaching Practice is a best opportunity for learning lesson Plan	SA	21	19	42	38
	A	27	30	54	60
	UC	2	1	4	2
	DA	0	0	0	0
	SDA	0	0	0	0

96% of B.Ed elementary responder, 98% Result for B.Ed Secondary responder were agreeable to the announcements. While 4% B.Ed Elementary responder, 2% Result for B.Ed Secondary responder were dubious. None of them apposed the announcement. As stated in table 9.

**Table No. 10**

Statement	Grade	Frequency		Percentage	
		B.Ed Elementary	Result for B.Ed Secondary	B.Ed Elementary	Result for B.Ed Secondary
10. I am well aware of different formats of lesson plans	SA	19	20	38	40
	A	24	27	48	54
	UC	2	0	4	0
	DA	5	3	10	6
	SDA	0	0	0	0

86% of B.Ed elementary responder, 94% Result for B.Ed Secondary responder were agreeable to the announcements. 4% B.Ed elementary responder were questionable. 10% B.Ed elementary responder, 6% Result for B.Ed Secondary responder were not agreed with the statement.as table 10 reveals.

#### IV. RESULTS

1. 68% Result for B.Ed Secondary respondents 76% B.Ed elementary responders, opined that they are able to prepare lesson plan of each subject (Table No 1).
2. 74% Result for B.Ed Secondary respondents and 86% B.Ed elementary responders said that teachers deliver their contents with the help of lesson plan. (Table No 2)
3. 90% Result for B.Ed Secondary responders described and 82% B.Ed elementary responders, that teachers are not bound to deliver the contents with the help of lesson plan (Table No 3).

4. 58% Result for B.Ed Secondary responders and 80% B.Ed elementary responders, claimed that lesson plan was not daily checked by the supervisor during teaching practice (Table No 4).
5. 94% Result for B.Ed Secondary responders and 88% B.Ed elementary responders, said that they are able to prepare activity based lesson plans (Table No 5).
6. 92% Result for B.Ed Secondary responders and 86% B.Ed elementary responders, viewed that lesson planning is not a wastage of time (Table No 6).
7. 100% Result for B.Ed Secondary responders and 98% B.Ed elementary responders, said that effective method of teaching adopted through lesson plans (Table No 7).
8. 100% Result for B.Ed Secondary responders and 100% B.Ed elementary responders opined that students involved in activity through lesson planning (Table No 3).
9. 98% Result for B.Ed Secondary responders and 96% B.Ed elementary responders, appealed teaching exercise is a best opportunity for learning lesson plans (Table No 9).
10. 86% B.Ed elementary responders, 94% Result for B.Ed Secondary responders described that they were well aware of different formats of lesson plans (Table No 10).

## V. DISCUSSION

In order to find the effectiveness of lesson planning in comparative of study of B.Ed elementary offered in GCET's in Punjab and B.Ed secondary offered in public sector universities in Punjab. A Questionnaire was prepared and administered to the sample and data was analyzed. 76% B.Ed elementary responders, 68% B.Ed secondary responders opined that they are able to plan lesson plans of each subject. 98% B.Ed elementary responders, 100% B.Ed secondary responders claimed that effective method of teaching adopted through lesson planning. 96% B.Ed elementary responders, 98% B.Ed secondary responders viewed that teaching practice is best opportunity for learning lesson plans. The interpreted data is evident that lesson planning is effective for the delivery of contents from the teacher to the taught. 100% B.Ed elementary responders, 100% B.Ed secondary responders said that students involved in activities through lesson planning. The study is aligned with the research conducted by Fink, (D. L./2005) that lesson plan is the instructor's roadmap of what students need to learn and how it will be done effectively during the class time

## VI. RECOMMENDATIONS

1. Teachers should teach the contents with help of lesson plans on daily bases
2. Teachers should check the lesson plan of the students on daily bases during teaching practice
3. Teaching practice should be properly organized so that the students should get the mastery over the lesson plans
4. Lesson plans should be developed for active learning
5. Maximum lesson plans should be developed during teaching practice

### Abbreviations

B.Ed	Bachelor of Education
GCET	Government College for Elementary Teacher
GC University	Government College University

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