



## Comparison of Lecture cum Jerk Technology and Lecture Method on the basis of Achievement in Social Science

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### Abstract

*The common observation and experience of majority of teachers, students, administrators etc. is that the classroom activities are mostly dry. Students are not at all active when teacher deliver lecture in social science. Students do not take interest in subject. For making students active and bringing their interest in content teachers can use latest technology that is Lecture cum Jerk Technology developed by Dr.D.N. Sansanwal in 1990'. Many tools like MIW, DWW, SW, DNS, USC, LIC, UMW, GME, TKM were developed by Dr.Sansanwal under Jerk Technology which can be used by trained teacher to achieve the objectives of making learning teaching effective, joyful and breaking the monotony in the classroom. It is based on low cost high yielding. It means this technology required nothing just experienced teacher of using it. No expenses are needed. As very few researches have been conducted over such an interesting technology keeping this thing in mind researchers decided to conduct study. The study was done on social science student of class VIII. The objective of the study was to compare change mean scores of Achievement of students in social science taught through lecture cum Jerk Technology and lecture Method. Total 52 students were taken. sample was selected randomly. Data were analyzed with the help of 't' test. Lecture cum Jerk Technology was found to be superior to Lecture Method.*

### Introduction

All over the globe education has been considered as one of the important components of change, modernization and development. So countries are trying to make education more effective by introducing and using the latest appropriate technology as per their capacity.

As it is difficult to provides latest technology to all school, colleges and universities. It points out that one should think of technology which can bring improvement in education, cost effective and can be used everywhere. Such a technique was proposed by Dr.D.N. Sansanwal (1990) and named as Jerk Technology.

As Lecture method does not take into consideration individual differences. Lecturing is against the principal of learning by doing. It spoon feeds the students without developing their power of reasoning. This lecture method doesn't develop interest, curiosity, scientific attitude, analytical ability,

self-study etc. so there is need to use any technique with lecture method. So Dr.D.N.Sansanwal proposed Lecture cum Jerk Technology. The objectives of the Jerk Technology were –

- Make students active learners.
- Make learning joyful.
- Create tension free atmosphere in the classroom.
- Help learner in making him aware what does he understand.
- Help learners in increasing the presence of mind in the classroom.
- Establish proper rapport between student and teacher.
- Break the monotony in the classroom.

The researcher named Shrinivasan (1999), Tourani (2001), Tourani (2006), Verma (2007), Maharana N. (2011) used Jerk Technology in teaching of different subjects and found that Jerk Technology was significantly effective in terms of



achievements of students. These studies are not sufficient enough to arrive at generalization. Jerk Technology seems to have potentiality to improve teaching learning process. As very few researches has been conducted on Lecture cum Jerk Technology hence it is thought to conduct a study related to Jerk Technology.

### Objective

The objective of this study was- To compare change mean scores of Achievement of Students in Social Science taught through Lecture cum Jerk Technology and Lecture Method.

### Hypothesis

The Hypothesis of this study was- There is no significant difference in change mean scores of Achievement of Students in Social Science taught through Lecture Cum Jerk Technology and Lecture Method.

### Methodology

The present study was experimental in nature and it was conducted in two stages namely tryout stage and field stage.

### Sample for tryout stage

The sample of this stage was comprised of about 10 students studying in a Diamond Public School Indore. The sample was represented in terms of Sex, Socio Economic Status. Their age ranged from 11 to 13 years. 5 male and 5 Female students and this sample was used to test the lesson plan with Jerk Technology.

### Sample for field study

At field stage the effectiveness of test was studied along with certain students characteristics. The sample comprised of 52 students. The sample for the field stage was different from the sample for tryout stage. 26 students were in experimental group and 26 students were in control group. There were 16 males and 10 females in Experimental Group on the other hand 14 males and 12 females in the control group, their age ranged from 11 to 13 years.

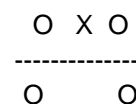
### Tool

The achievement of the students in social science was assessed with the help of Achievement Test of social science

developed by the investigator. This test was of 25 marks. This comprised of six type of items in which fill in the blanks, Match the column, Multiple choice item, One word item and long answer type items were included.

### Experimental Design

The Present study was experimental in nature. The study was designed on the basis of Non-Equivalent Control Group Design as per Campbell and Stanley(1963). The layout of this design as given under



Before starting the experiment both the groups were pretested by administering Achievement test for assessment of Achievement. The experimental group was taught through Lecture cum Jerk Technology. The Treatment was continue for 15 days at the rate of 35 min. per day. When the students of experimental group were undergoing the treatment the students of control group were taught the same topic with the help of Lecture method. At the end of the treatment both the groups post tested with the help of same achievement test that were used for pre testing.

### Procedure of data collection

The present study was conducted on school students studying in Indore. The permission from the principal of the selected school was taken. Selected students were divided into experimental and control group. The rapport was established with the students. The objectives of this study were explained to the students.

Before the treatment on students of both the groups Pre achievement test was administered which was of 25 marks. 30 minutes were given to the students for completion of test their answer sheets were collected for analysis.

Next 15 days experimental group was taught using Jerk Technology on the other hand the control was continued with the conventional way. At the end of the treatment Post-test which was parallel to pre-test was



administered on both group and answer sheets were collected for Data Analysis.

### Data Analysis

For comparing the change mean scores of Achievement of students in social science taught through Lecture cum Jerk Technology and Lecture Method data were analyzed with the help of 't' test.

### Result & Interpretation

Comparison of Change Mean Scores of Achievement of Lecture cum Jerk Technology and Lecture Method in Social Science

The objective was to compare change mean scores of achievement of students in social science taught through Lecture cum Jerk Technology and Lecture Method. The data were analysed with the help of 't' test and the result are given in table:

Table: Method wise Mean, SD and t value of change in Achievement

Method	M	SD	N	t value
Lecture	12	2.19	26	3.68**
Lecture cum Jerk Technology	19	1.57	26	

\*\* significant at 0.01 level

From the table it is evident that t value is 3.68 with df=50 which is significant at 0.01 level .It reflects that the change mean scores of achievements of students in social science taught through lecture cum Jerk Technology and lecture method differ significantly .It means that there was a significant impact of lecture cum Jerk Technology on achievement of students. The null hypothesis that there is no significant difference in change mean scores of achievement of students in social science taught through lecture cum Jerk Technology and lecture method is rejected.

Further it can be seen that the change mean scores of achievement of the students taught through lecture cum Jerk Technology is 19 which is significantly higher than those of the students taught through Lecture Method whose change mean scores of achievement is 12. It means that there was a

significant effect of Jerk Technology on achievement in social science of students. It may therefore be concluded that Lecture cum Jerk Technology is more effective than Lecture Method .It had helped students to improve their achievement.

### Discussion

In Comparison of Jerk Technology and lecture Method Jerk Technology was found to be superior to Lecture Method .This findings is supported by the finding Shrinivasan (1999), Tourani (2001), Tourani (2001), Verma(2007), Maharana.N.(2011) used Jerk Technology in researches and found that treatment provided to the students proved to be significantly superior to lecture method in terms of achievement in different subjects of students.

### Finding

The finding of this study was Lecture Cum Jerk Technology was found to be superior to Lecture Method

### References

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