



## LIVE DEMO AS EFFECTIVE PEDAGOGY FOR SCIENCE TEACHING FOR MIDDLE SCHOOL STUDENTS

DR. PARAS JAIN

<sup>1</sup> DIRECTOR, SILICOBYTE KATNI DEGREE COLLEGE, DIKSHABHUMI CAMPUS, ADHARKAP, KATNI (M.P).

### ABSTRACT

*In teaching of science subjects, sometimes students have a hard time connecting theories to actual practice then students are unable to understand application of theories. Live demonstration helps to understand basic concepts. In teaching through live demonstration, students are set up to potentially conceptualize class material more effectively. Present study is focused on finding impact of live demonstration teaching pedagogy on rural and urban students.*

**Keywords:** Pedagogy, Conceptualize, Demonstration.

### Introduction:

Live demonstration pedagogy involves teaching through showing process by reason or proof, explaining and making clear by use of experiments. Demonstration can be applied by simple observation and communication through pointing to an object, area, and place. Then basic definitions of words emerge. These definitions allow to communicate, interact, plan, and co-ordinate in ways that help us to build cities, large buildings, technology, gain knowledge successfully. Further, basic concepts centered on time, space, and mathematics are first required to demonstrate and teach probable theories that accurately describe universal phenomenon such as nature, planets, species, and the world around us. Pictures, working models can show or demonstrate various types of actions and consequences. Specimens, live plants, objects and working models are useful as live models.

Its teacher's personal responsibility that students may learn and they need different types of pedagogy based on different subject and topic. Live demonstration is one of the most powerful methods that increase students' confidence, improve communication skills, and provide better understanding of procedures than didactic teaching. Research shows that live demo methodology is appropriate to develop and support students' learning experiences. Videotaped demonstrations can be as effective as live demonstrations in transmitting knowledge and skills to students.

### Objective of Study:

- Finding of impact of live demo pedagogy for science teaching of middle school students of rural area
- Finding of impact of live demo pedagogy for science teaching of middle school students of urban area

### Hypothesis:

1. There is no significant impact of live demo

pedagogy for science teaching of middle school students of rural area.

2. There is no significant impact of live demo pedagogy for science teaching of middle school students of urban area.

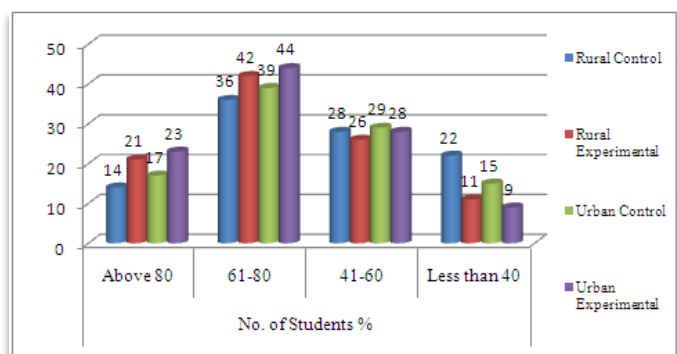
### Methodology:

Descriptive survey method was used for present study. 100 rural male, 100 rural female, 100 urban male and 100 urban female students of middle school classes were randomly selected as sample. 2 groups in equal ratio were prepared as control group and experimental group. Control group was taught using conventional teaching method while experimental group was taught using live demo method. After teaching they were tested for learning using self prepared test paper. Learning was measured as above 80, 61-80, 41-60 and less than 40 points. Collected data was tabulated and comparatively analyzed using percentile as statistical tools.

### Finding and Analysis:

**Table: Impact of Live Demo Pedagogy on Learning of Students**

Localit y	Study Group Score → ↓	No. of Students %			
		Abo ve 80	61-8 0	41-6 0	Less than 40
Rural	Control	14	36	28	22
	Experimenta l	21	42	26	11
Urban	Control	17	39	29	15
	Experimenta l	23	44	28	9



**Chart: Impact of Live Demo Pedagogy on Learning of Students**

Data shows that among rural control students, 14% got above 80 points, 36% got 61-80 points, 28% scored 41-60 points and 22% scored less than 40 points. On the other hand, among experimental group students 21% found above 80 points, 42% reached up to 61-80, 26% scored 41-60 points and 11% got less than 40 points. Thus hypothesis 1, there is no significant impact of live demo pedagogy for science teaching of middle school students of rural area is rejected.

Data related to urban student's shows that among control group students 17 % scored above 80, 39% obtained 61-80, 29% reached up to 41-60 and 15% less than 40 points. Among group of experiment, 23% found above 80 points, 44% got 61-80 and 28% reached up to 41-60 points. Hence hypothesis 2, there is no significant impact of live demo pedagogy for science teaching of middle school students of urban area is rejected.

### Conclusion:

At middle school level, application of this teaching pedagogy gives effective result. It helps in involving various senses to make learning permanent. It develops interest in the learners and motivates them for their active participation and helps in achieving psychomotor objectives. Any simple or complex concept becomes easy to understand. For implementation of this technology the teacher should be skilled person, he should himself search the objects as demo models and prepare the working models according to requirement for demonstrations and encourage the learners too. To make teaching more effective, result oriented and easy learnable live demonstration should be followed by discussions.

### REFERENCES

1. Farooq, U., *Demonstration Method of Teaching Meaning, Advantages & Disadvantages*, <http://www.studylecturenotes.com>, 18 Nov. 2013.
2. Alqahtani, N.D., Al-Jewair, T., AL-Moammar, K., Albarakati, S.F. and Alkofide, E.A., *Live demonstration versus procedural video: a comparison of two methods for teaching an orthodontic laboratory procedure*, *BMC Medical Education* 2015.

3. Ekeyi, N., *Effect of Demonstration Method of Teaching on Students' Achievement in Agricultural Science World Journal of Education*, Vol 3, No. 6, 2013.