



REVIEWER'S REPORT

Manuscript No.: IJAR-50341

Date: 21-02-2025

Title: A COMPARATIVE STUDY OF EFFECTIVENESS OF TWO DIFFERENT TEACHING METHODS SEMINAR & A MODIFIED FORM OF GROUP DISCUSSION (JIGSAW TECHNIQUE)

Recommendation:

- Accept as it is.....**YES**.....
- Accept after minor revision.....
- Accept after major revision
- Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality	√			
Techn. Quality		√		
Clarity		√		
Significance			√	

Reviewer's Name: Shafiya Akhter

Reviewer's Decision about Paper: **Recommended for Publication.**

Comments (*Use additional pages, if required*)

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Reviewer's Comment / Report

Overall Assessment

The study provides an insightful comparison of two commonly used teaching methodologies— Seminar and the Jigsaw Technique of Group Discussion. The research highlights the limitations of traditional seminars in fostering active participation and demonstrates the effectiveness of the Jigsaw technique, which incorporates peer teaching to enhance learning outcomes. The study is well-structured and methodologically sound, making it a valuable contribution to the field of education.

Strengths

1. **Relevant Research Topic:** The study addresses an important issue in education, focusing on improving student engagement and learning outcomes.

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2. **Clear Objective:** The study clearly states its aim to compare the effectiveness of Seminar and Jigsaw Group Discussion.
3. **Well-Defined Methodology:** The use of a quasi-experimental design with pre-test and post-test assessments enhances the validity of findings.
4. **Significant Results:** The statistical analysis using SPSS-20 and the highly significant p-value (<0.001) reinforce the reliability of the study's conclusions.
5. **Comprehensive Background Section:** The discussion on small group learning and its theoretical underpinnings provides a strong foundation for the study.
6. **Practical Implications:** The research suggests a feasible alternative to traditional seminar-based learning, advocating for a more interactive and student-centered approach.

Final Remarks

This study makes a significant contribution to understanding effective teaching methodologies in small group learning. With minor refinements in clarity, discussion depth, and data presentation, it has the potential to serve as a valuable resource for educators seeking to enhance student engagement and learning outcomes.
