



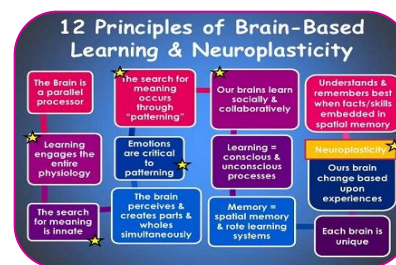
## TO STUDY THE EFFECTIVENESS OF THE PROGRAM DEVELOPED FOR STD. IV<sup>TH</sup> ENGLISH SUBJECT BASED ON THE PRINCIPLE OF BRAIN-BASED LEARNING.

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### ❖ INTRODUCTION: -

Pedagogy involves a variety of modern thought processes. It includes co-operative, cognitive, multi-faceted intelligence, brain-based cognition. This is an important part of the brain-based study. The interrelationships between education and learning are dependent on brain development. Epistemology emerged from brain-based learning. In this way students acquire their own knowledge. That is why researchers have decided to study the effectiveness of brain-based study for the IV<sup>th</sup> grade English subject.



### ❖ BRAIN AND EDUCATION:

1. Primary level students should be taught through action.
2. Observing, acting, listening to various movements, asking questions, making maximum use of various sentences these activities are very important for brain development.
3. Pre-primary and primary school children need to be given a hands-on experience for sensory development.
4. Give as much experience as possible and maximum experience in these years children learn languages easily.
5. Teacher help to students for drawing the figure. Therefore, for a good education, such an emotional environment is required.
6. Make full use of language, ask questions, discuss, work together, speak in front of people, debate, express ideas, keep in touch with people.
7. In order to maximize the left and right brain, various activities like exhibitions, stories, music, cultural programs, painting, work experience should be implemented in schools.
8. In order for the student to be constantly involved in the study, there should be continuous evaluation and activities should be given to him.

### ❖ Title of the research problem:

**To study the effectiveness of the program developed for std. IV<sup>th</sup> English subject based on the principle of brain-based learning.**

### ❖ Research Objectives -

1. To analyze the textbook of the std. IV<sup>th</sup> English subject according to the principle of brain-based study.
2. To develop a brain-based study program for the study of English subject.
2. To study the effectiveness of the developed brain-based study program.

### ❖ Hypothesis :

There is no significant difference between the mean achievement test scores of experimental group and control group after experimentation.

### ❖ Sample: -

A Zilla Parishad school selected from Solapur district, 30 students of IV<sup>th</sup> standard have been selected on purposeful sampling method.

### ❖ Research Methodology: -

Experiment method have been used in the present research. One group was taught traditional methods and the other group was taught brain-based action programs and tested the answers, and finally found differences in the performance of the students in both groups. A test of English constructed and validated by the investigator. Researcher taught the topic for 4 hours on control & experiment group. After the treatment period, post-test was administered for evaluating & to see effectiveness of action plan.

### ❖ Techniques :

The following brain-based techniques were performed.

1. Cooperative learning
2. Concept mapping
3. Project based learning
4. Drawing and Artwork
5. Visualization and Guided Imagery
6. Semantic Maps
7. Role Plays
8. Reflective writing
9. Problem based learning
10. Music / Rhythm Rhyme
11. Brain teasing games
12. Word webs and puzzles
13. Collaborative learning

### ❖ Interpretation:

	Experimental group	Control group
N	30	30
Mean	13.440	12.240
S.D.	1.96	2.02
't' value	<b>2.64</b>	

Achieved t - (2.64) 0.05 is higher than the set t - value (2.14) in the table for the degree of independence (df = 14) at the significance level. So the obtained t - value is 0.05 more than the significance level. Brain-based learning activities developed for understanding English language topics effected on students' progress. We have to accept the hypothesis that the mean coefficient varies due to the brain-based learning.

Hence, we can say that the Brain-based learning activities increased the achievement of the students.

### ❖ CONCLUSION:

The results of this study reveal that Brain-based learning activities has an impact in teaching English to Std. IV<sup>th</sup> students as compare to other method.

❖ **RECOMMENDATIONS:**

1. Teachers should undertake various activities for teaching English subject.
2. Students should find out the difficulties in understanding English subject.
3. Emphasis should be placed on field visits and use of modern technology.
4. Give different projects to the students.
5. Emphasis should be placed on the projects of knowledge acquired by the students.
6. Give them the opportunity to take action, undertake, project.
7. Emphasis should be placed on self-determination.
8. There should be activities that will allow the brain of the students to move.

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