

A STUDY ON THE EFFECTIVENESS OF BRAIN-BASED- LEARNING OF STUDENTS OF SECONDARY LEVEL ON THEIR ACADEMIC ACHIEVEMENT IN BIOLOGY, STUDY HABITS AND STRESS

MARY GEORGE VARGHESE¹ & SHEFALI PANDYA²

¹MES Pillai College of Education & Research, India

²Department of Education, University of Mumbai, India

ABSTRACT

The challenges of the millennium teachers across the globe are numerous. To address them teachers need to be well equipped and should have special tools in her covets. The broad aim of this paper is to deliberate upon innovative teaching methodology i.e., brain-based learning to the academic community and give insights on how an innovative approach can address the global educational challenges and how the classrooms can be converted into interactive challenging learning environments. This study focused on effectiveness of brain-based learning on academic achievement, study habits and stress of students at the secondary level. The researcher used Quasi- Experimental method and the design adopted is factorial design- the pre-test, post test quasi-experimental design. The research asserts that brain- based learning as self-perpetuating neurocognitive approaches towards, unadulterated joys of learning which results in ‘learning celebrations’. Hence the researcher recommends the intensive application of this approach for the effective classroom transactions. Further, the researcher advocates the academicians and educators to familiarize this approach across the globe for the betterment of the learner community.

KEYWORDS: Brain-Based- Learning, Academic Achievement, Study Habits & Stress