Summary

The study was conducted to find the effect of Brain Based Instructional Strategies on achievement in Science and self esteem in relation to perception of classroom environment among elementary school students. Non-equivalent pre-test and post-test control group design was used for the study. They study was conducted on a sample of 76 students of class VII. The intact sections of class VII were randomly allocated to control and experimental groups. The control group had 37 students and experimental group had 39 students. The experiment was conducted for three months during which the control group was taught through conventional teaching strategy and experimental group was taught through brain based instructional strategies. The data was collected using self constructed Achievement test in Science, Rosenberg Self Esteem Scale (1965) and Perception of Classroom Environment Scale (2013). 2 x 2 factorial design was used and data were analysed using analysis of covariance (ANCOVA). The results revealed that there was statistically significant effect of brain based instructional strategies on scores of achievement in Science and self esteem. There was not statistically significant difference in scores of achievement in Science and self esteem of students with favourable and unfavourable perception of classroom environment. Also, there was not statistically significant interaction effect of brain based instructional strategies and classroom environment on scores of achievement in Science and self esteem of elementary school students.