BRAINSTORMING: A PATH OF IMPROVING PSYCHO SOCIAL BONDING WITH BETTER LEARNING OUTCOME

Arun Kumar Sharma*

ABSTRACT

Education is the essential ingredient of human capital formation in any economy, therefore to impart knowledge in right direction and in right way is the foundation stone in building of economy. For achieving this goal, time to time various experiments and researches are done, one of them is brainstorming technique. This technique helps teachers to improve teaching learning process and aims to abstract greater results with high degree of inculcation of basic concepts. It helps in formation of knowledge from their surroundings and improve a psycho-social bonding among teachers and learners.

_____

Keywords: *Brainstorming, Psycho-Social Bonding, Learning, Free Thinking, Creative Thinking.*

_____

Introduction

Education has been changing dynamically now a days. Initially due to globalization, changing technology, multiple streams and now due to COVID era it has been changing drastically. Due to remain sit at home in front of computer and taking all classes, the creativity and interaction between students and teachers declines. Study environment becomes monotonous and students are lacking behind from actual knowledge.

It is commonly agreed that education should aim at 'holistic development' of the individual. Further, such development should be in harmony with the society and the nature.

"At first, children must gather knowledge through their life because children are in love with their life, and it is their first love. – Rabindranath Tagore

So, to understand this love for life they need an illuminator who helps them to walk on the right path of life. Here the role teacher arises and the responsibility of teacher also.

As teaching-learning process is a tri-polar (i.e. teacher, learner and the learnable) process, the coordination between all three poles is essential for good learning.

Learner----------------learnable
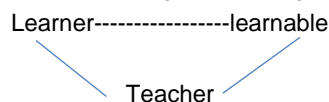
Teacher

Teacher and learner both should comfortable with the learnable for teaching and learning and have comfortable in regard to integration with each other. This bond between learners and teacher affects the leaning outcomes.

For this purpose, the psycho-social bonding should be constructed between them so that maximum outcome can be derived from teaching-learning process. The psycho-social bonding explains the inclusion of psychological theories for solving social concerns arises during teaching learning process.

---

*   Research Scholar, SKD University, Hanumangarh, Rajasthan, India.

Brainstorming is a method design teams use to generate ideas to solve clearly defined design problems. In controlled conditions and free-thinking environment, team approach a problem by such means as "How Might We" questions. They produce a vast array of ideas and draw links between them to find potential solutions.

Around the world, so many studies are undertaken to study the impact of brainstorming on creative thinking and better results of teaching learning process. In the present article, the researcher has made all the thorough study of all the previous studies done related to the problem. Although various innovative techniques have been used for teaching different subjects but not much work has been done on brainstorming as a tool used by teachers to bring out hidden potentials of students through innovating techniques and to build a psycho-social boning between learners and teacher during teaching learning process.

Brainstorming is a technique which opens the mind of students and helps students to acquaint with the practical application of the knowledge acquired. As students are passive learner and there is a need to inculcate creativity and habit of leaning from their surroundings and they better learn in the practical situation and in a competitive spirit, but no such studies were found which serves this purpose. Therefore, the researcher has taken the Brainstorming Technique using it an application tool by teachers to see its impact on the achievement of students, express themselves in all type of situations and paves the way to solve them.

In addition to this, researcher wish to establish a separate theory for urban and rural areas as they differ in life style, working conditions, customs and traditions.

For the purpose of establishing this theory, a small experiment is done with 20 students of class-9 of a government school of Bikaner district in Rajasthan, India. The reason behind taking this school, the researcher came into contact of a science teacher of this school who discussed various issues related to students like less participation of students in class, monotonicity of teacher for teaching the same topic again and again in years, no answering even in question answer session, very low score in exams, students are lacking interest in the subject.

Then researcher suggested her to do this small research and observe the results if there has been any changed.

Process

Step 1   An evaluation test on all 20 students has been taken first for the **chapter–Why do we fall ill** on objective type questions (20 questions of one mark each) (keeping in mind the COVID protocols and online testing)

Step 2   This group of 20 students divide in between two groups of 10 students   each i.e., one is control group and another is experimental group.

Step 3   The control group has been taught by traditional classroom lecture method. Simultaneously, the experimental group has been taught by brainstorming technique

Step 4   Compare the score of pre-tests with post test score of control &experimental group.

Step 5   Establish the importance of brainstorming technique in psycho-social bonding with better learning outcomes.

Findings

Average of Pre-Test Score:	7
Average of Post-Test Score:	
Control group	7.1
Experimental group	16.5

It can be observed that the pre-test score was very low i.e., only 7 marks. When the same topic repeated in the class by traditional method with one group and by brainstorming technique with another group. For brainstorming technique teacher divide the whole class in small groups of 4 students and assign them different tasks to them related to topic. By this way students interact with each other as well for doubts clearing in achieving the desired task with teacher as well. It inculcated the feeling of belongingness and relatability within the students and miracle happens which can be seems in the results very clearly. The average of control group increases very slightly i.e., from 7 to 7.1 whereas the average of experimental group increases sharply i.e. from 7 to 16.5, which is more the double of previous one.

In addition, the part which was missing earlier and even was not recognized by teacher as well as the students i.e., psycho social bonding. After this activity, not only the learning outcomes are better but also their psycho-social bonding between students and with teacher also improves and all the problems of teacher has now been solved.

Now students are waiting for science class and everyone is playing their own part in the class very well. The boredom class now converted into a charming class.

Further this technique was adopted by different classes, sections and teachers and the monotonous class of COVID era becomes the most interactive classes and now students do not sleep in front of computer screen, rather they eagerly wait for their class.

This incident encourages researcher to do further studies and experiments for the same topic and now this study is taking the shape of a big research, which is soon presented by the researcher.

The thought of Rabindranath Tagore also become true in the given experiment that students got their love with life by gathering knowledge. Students are now more participative and curious to know more about the subject and its application in their real life.

"The highest education is that which does not merely give us information, but makes our life in harmony with all existence"   *– Rabindranath Tagore*

Conclusion

So, it can be concluded that an innovative approach not only enhances the interest of students in the subject but also helps them to involve in the subject and teacher psychologically. Students start applying the acquired knowledge in their routine life and feel free to discuss their academic as well as psychological problems with the teacher. As teacher is the best source of knowledge and solving their problems academically. Therefore, brainstorming helps to achieve two-fold aspects of students' life, one improves their academic knowledge and another their psycho-social bonding for better learning outcome. Brainstorming is a problem-solving activity where students build on or develop higher order thinking skills. It encourages creative thought. Brainstorming activities encourage the students to think creatively, encouraging all students to share their ideas, no matter how far "out there" they may seem. It also supports learning in a relaxed environment. The students are able to collaborate in a relaxed, informal learning environment.

References

1.   Cooper, Donald R and Schindler, Pamela S, "Business Research Methods" (2010), 9th Edition, Tata McGraw Hill Education Private Limited

2.   Creswell, "Educational Research" (2012), PHL Learning Private Limited

3.   Sharma, R.A., "Technological Foundation of Education" (2010), R. Lall Book Depot

4.   Sharma, R.A., "Educational Research (Design of Research & Report Writing)" (2010), R. Lall Book Depot

5.   Kothari, C. R. and Garg, Gaurav, "Research Methodology" (2015), New Age International Publishers

6.   https://www.qualtrics.com/au/experience-management/research/determine-sample-size/

7.   https://destinationinfinity.org/2011/05/08/selected-quotes-of-rabindranath-tagore-on-education/

8.   https://www.niu.edu/citl/resources/guides/instructional-guide/   brainstorming. shtml#:~:text=Brainstorming%20is%20a%20problem%2Dsolving,out%20there%E2%80%9D%20they%20may%20seem.

9.   Elkenberry, K. (2007). *Brainstorming strategies: Seven questions that spur better solutions.* http://www.sideroad.com/Meetings/brainstorming-strategies.html.

□〇□