

Impact of Students Achievement by Innovative Way of Implementing Environmental Education

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Abstract- *Environment-based learning is a mandatory area of study to develop a responsible citizenry and making capable of applying knowledge of ecological, economic, and socio-cultural systems in the schools to meet current and future needs. Environmental Education is a support and also an instruction about conservation of natural resources and provides an interdisciplinary manner of learning many of the aspects such as sciences, mathematics, social studies, the humanities, and many other appropriate areas. The present paper intends to design, analyze and interpret the students' response towards environment and its importance. The study was experimental which had Pretest and Post-test that included Students Achievement test and the sample of the study was the students of eighth grade (girls and boys). The present study revealed that there should be requirement of introducing innovative ways of implementing environmental education along with activities in their school and day to day life. Thus, making importance of environment and education in student's life with their future, finally making future of the country, indirectly leading for the development of the nation.*

I. INTRODUCTION

Education plays a crucial role in making, shaping and raising awareness on environment creating challenges and shaping the behaviours and attitudes that can make a difference. Education encourages individuals to protect the environment and people with more education tend not only to be more concerned about the environment, but also to engage in actions that promote and support political decisions that protect the environment. Such pressure is a vital way of pushing governments towards the type of binding agreement which is needed to reduce greenhouse gases and control emission levels. Not only have environmental scientists agreed that humans are contributing to environmental change, but recent evidence also points

out that the rate of warming is happening much faster now than it ever has before.

- **Making a Difference:**

First, directly formal schooling will be a primary way individuals acquire knowledge, skills, and competencies that can influence their mitigation practices and adaptation efforts. The Schooling provides a unique environment to engage in cognitive activities such as learning to read, write, and use numbers.

Secondly, many empirical studies have shown that the people with more years of education have access to more sources and types of information. The level of education is not only highly correlated with access to weather forecasts and warnings but the more educated are better able to understand complex environmental issues such as environmental change than less educated counterparts.

- **Significance of the Study:**

When we have become environmentally aware we can begin teaching those around us. A good course of action which ensures our continued participation as a global citizen and to pick an environmental issue that strikes us as most urgent. The amount of environmental issue seems limitless and while they are all important it is best to initially focus on one cause. We will soon see that all environmental issues are intertwined and will find our niche of interest. It is the peak time to decide and understand to explain the importance and urgency to our community, friends, and family, create beneficial communal projects, and find more causes to become a part of environmental education. At the individual level, barriers to the adoption of mitigation and adaptation measures include a lack of awareness and understanding of environmental change risk, doubt about efficacy of one's action, lack of knowledge on how to change behaviour and lack of financial resources to implement

changes. Accordingly, there are many sound reasons to assume that different education strategies can help overcome these barriers both in direct and indirect manners.

• Objective of the Study:

To study the impact of innovative way of implementing environmental education teaching technique with regular teaching practices.

• Hypotheses of the Study:

1. The null hypothesis states that there is no significant improvement in the students even after innovative teaching method.
2. The alternative hypothesis states that there is significant improvement in the students after innovative teaching method.

II. METHODOLOGY OF THE STUDY

• Research design:

The study was experimental in nature, aiming at obtaining as much information possible, about understanding children on environmental education.

• Population of the Study:

The population of the present study was the students of eighth grade of Osmania University Model School, Sithaphalmandi, Secunderabad during the academic year 2017 as target population.

• Sample of the Study:

In the present study, a sample of ten students of eighth grade of Osmania University Model School, Sithaphalmandi, Secunderabad during the academic year 2017 was selected.

• Sampling:

The researcher personally visited the school and selected the 10 students of five girls and five boys who scored moderate marks in their whole academic year.

• Tools Used:

Students Achievement test was administered in a chapter Different Ecosystem belonging to Eight Standard consisting of 30 items which was before and after (Pretest and Post test) teaching innovative

method with regular teaching practices was used as the tool.

• Data Collection:

The researcher personally visited the school and selected the student's sample of five girls and five boys who scored moderate marks in their whole academic year for the study. The students were given the Achievement test tool before and after (Pretest and Post test) providing innovative method with regular teaching practices teaching methods. Achievement test consisted of items of chapter Different Ecosystem belonging to Eight Standard which consisted 30 items. The researcher used power point presentation and You-tube videos, messages of cartoons for this chapter Different Ecosystem as innovative method of teaching.

• Analysis and Interpretation of the Data:

The scores obtained by the students were as follows:

S.No	Scores obtained for Regular Teaching	Scores obtained by Innovative Teaching	D = X ₁ - X ₂	D ²
1	52	60	-8	64
2	62	64	-2	4
3	43	50	-7	49
4	50	65	-15	225
5	57	73	-16	256
6	68	72	-4	16
7	44	62	-18	324
8	70	75	-5	25
9	48	44	4	16
10	30	42	12	144
			∑D = -83	∑D ² = 1123

The standard deviation was 6.94, standard error was 2.196. Therefore, the calculated value of t was 3.77, while the table value (from table) of t at df = 9 and P, 0.05 is 2.26. Hence, the null hypothesis was rejected. This implies that there was a considerable improvement among the students after providing innovative way of teaching technique.

III. DISCUSSIONS

Education provides us the skills to adapt and respond to environmental change. Higher education plays a key role in developing and sharing technological advances, and school and community education in behavioural change.

- It's time to join hands for change.

Multiple goals in the new sustainable development agenda link back to energy, the environment, consumption, lifestyles and ecosystems. Environment and Education making the case for better integrated development planning. We should provide an innovative guide in creating and implementing a new type of environmental education which combines standards-based lessons on regional languages, English, arts, mathematics, history, and science with community investigations and service-learning projects. These will intern connect academic content with environmental study. Later on, leading to local investigations and becoming not only simple but also schedule in engaging students in a thought-provoking context for learning multiple subjects.

The projects make students' understanding of the way human and natural "systems" interact locally and globally, and provide the next generation with the knowledge necessary for making decisions that will be critical to their future—and ours. The environment is a hot topic in the press and classrooms across the world and much has been said about the need for action to protect our planet. If current trends in environmental change continue, temperatures could increase between 3 and 6 degrees Celsius by 2050. Such large temperature increases would lead to water shortages for billions of people, reduce agricultural yields, increase malnutrition related deaths by millions and lead to the extinction of a large part of animal species.

CONCLUSION

Environmental education is a mandatory area of study where children and young people learn best when their time in the classroom is augmented by experiences in the wider community. School should be more than a polite form of incarceration; it should be a portal to a wider world. An environmental caring society could only be established if this habit is cultivated at young

age. One obvious method to nurture environmentally friendly practices is through education for primary school children. The present study revealed that there is necessity for introducing innovative techniques for teaching the young minds and their contribution for the society indirectly helping nature. Education plays a crucial role in raising awareness of environmental challenges and shaping the attitudes and behaviours that can make a difference. A recently released Trends Shaping Education Spotlight looks at the role of education in both preparing and providing our citizens with the skills needed for a sustainable and productive future. A first step in addressing the issue is raising awareness. Many classrooms already discuss important issues like recycling or sustainable consumption. Students at this proficiency level were aware of environmental issues and understood their complexity, which suggests that they have an adequate understanding of the challenges that environmental change presents. Thus, the results prove that there is a necessity for making classrooms ready for innovative teaching strategies like power point presentation, YouTube lectures, message through cartoon should be taught at school.

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