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Title of Research   :   STUDY OF EFFECTIVENESS OF
                                            INFORMATION PROCESSING MODELS
                                            OF TEACHING IN ENHANCING
                                            ENVIRONMENTAL EDUCATION
                                            AMONG SECONDARY LEVEL
                                            STUDENTS

Findings of the Study

On the basis of data analyzed by employing statistical techniques, the findings of the study are discussed below:

(i)   Most of teachers on an average of 76.25% use lecture method for delivering the environment related content at secondary level.

(ii)   20% of teachers use lecture cum demonstration method for teaching the environmental content.

(iii)   The teaching methods like experimental , project method were rarely adopted by the sample of teachers which was less than 2 % on average.

(iv)   Majority of teachers (mean = 69.2%) used only chalk & Black Board for teaching the same contents.

(v)   The other teaching aids like charts , models are used by only 21% of the teachers.

(vi)   Less than 4% of teachers use CALM to teach environmental contents.

(vii)   The impact of integrated information processing models (CAM & ITM) with use of CALM was found more effective as compare to the conventional method (Lecture Method) as the value of F - ratio = 44.173was found significant at .001 level (Table 5.4). it shows that the experimental and control group have a significant difference when taken as a whole.

(viii)   The F- ratio value =4.153 for the interaction between school & group is found significant at 0.05 level.

(ix)   The adjusted mean score on post test score for experimental group (mean = 31.19) was higher than the mean score of control group (mean =26.93) the value of t – ratio = $\sqrt{F}$ = 7.2 (table 5.5) was also found significant at .001 level that is experimental treatment was more effective for understanding environmental content.

(x)   The t – ratio value for school A (t= 7.79 , table 5.4) , for school B (t = 2.46, table 5.4) & for school C (t = 7.16, table 5.4) were found to be significant at .001 level , .05 level and .001 level respectively .