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Topic of Research: **Development of a Module to Inculcate Environmental Values Among Secondary School Students**

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Findings

The environment is a centre of consideration at the international, national, and regional levels. Undoubtedly, it is one of the most urgent issues these days. Mankind must take urgent action to stop the ongoing depletion and somehow restore the natural environment for a more sustainable future due to the alarming rate at which it is deteriorating. The world's environmental issues require immediate attention and resolution.

The National Education Policy (NEP) 2020 emphasises the need for appropriate incorporation of environmental awareness and sensitivity to its conservation and sustainable development in the school curriculum. Some suggestions of NEP 2020 are that environmental education should be an integral part of the school curriculum and include environmental awareness, water, and resource conservation, be introduced as a contemporary subject at an appropriate level, incorporate Indian traditional knowledge systems with regard to the environment, inculcate respect for the environment, etc. Through this study, an effort has been made to influence secondary school students behaviour in a

pro-environmental direction and inculcate environmental values in them. This study tried to add some new ways to impart environmental education to the existing ones.

The research strongly suggests that this type of modular intervention is beneficial for teaching environmental values to schoolchildren, changing their behaviour to encourage purposeful use of environmental resources, and promoting sustainable development. The results support modular interventions for environmental education and environmental value inculcation.

The findings revealed a broad shift in environmental attitudes among students and an increase in ecological awareness after the post-course intervention. Students developed more ecocentric perspectives, and there were signs of a shift in public attitudes towards the environmental crisis. However, due to the limitations of the current research, the results are suggestive rather than conclusive. To conclude, there is a need to include strategies that are activity-based and interactive in the curriculum of environmental education.