

## Notice for the PhD Viva Voce Examination

Ms Sreeja Gopinath (Registration Number: 1750085), PhD scholar at the School of Psychological Sciences, CHRIST (Deemed to be University), Bangalore will defend her PhD thesis at the public viva-voce examination on Wednesday, 7 August 2024 at 9.00 am in Room No. 044, Ground Floor, R & D Block, CHRIST (Deemed to be University), Bengaluru - 560029.

- Title of the Thesis** : **A Self-Reflective and Empathy Based Environmental Education Intervention to Enhance Environmental Values and Knowledge of Preadolescents**
- Discipline** : **Psychology**
- External Examiner - I** : **Dr Sahaya G Selvam**  
Associate Professor  
Marist International University College  
Nairobi  
South Africa
- External Examiner - II** : **Dr Azizuddin Khan**  
Professor  
Department of Humanities and Social Sciences  
Indian Institute of Technology Bombay  
Powai, Mumbai - 400076  
Maharashtra
- Supervisor** : **Dr Aneesh Kumar P**  
Assistant Professor  
School of Psychological Sciences  
CHRIST (Deemed to be University)  
Bengaluru - 560029  
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The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

**Place:** Bengaluru  
**Date:** 30 July 2024



**Registrar**

## ABSTRACT

Environmental degradation and climate change have become common phenomena and they are attributable to human actions focusing solely on economic growth. Therefore, it is necessary to fetch drastic changes in the lifestyles of majority of the public and to acquire the collective capacity of ecological intelligence. The accumulation of ecological intelligence results in environmental knowledge, values, and skills to deal effectively with the environment. The present study is an attempt to develop and apply a self-reflection and empathy-based Environmental Education module for 11-12 years old children to enhance their environmental values and knowledge. The study utilized a pre-test post-test quasi experimental design for which two existing sixth grade classes from different schools, selected through purposive sampling formed the sample. A pre-test and a post-test were conducted on the participants' environmental values, attitude, knowledge, behaviour, self-reflection and insight before and after the intervention.

The self-reflective and empathy-based Environmental Education intervention was administered for the class selected as the study group in between the pre and post-tests. The researcher observed the intervention's effectiveness on environmental values with the help of the attitude scale of the Children's Environmental Attitude and Knowledge Scale (CHEAKS) and through the content analysis of student workbooks. The positive impact of the intervention on environmental knowledge was understood from the analysis of the knowledge scale of the Children's Environmental Attitude and Knowledge Scale (CHEAKS). Additionally, there is an improvement in the study group's reflective thinking ability when assessed through Self-Reflection and Insight Scale for Youth. The study has implications for the designing of Environmental Education in general and environmental values education in particular. The study also provides insights into the assessment of environmental values.

*Keywords: Environmental Education, Environmental Values, Environmental Knowledge, Reflective thinking*

### **Publications:**

1. **Sreeja Gopinath, Aneesh Kumar**- The effect of an environmental education program based on empathy and reflective thinking on preadolescents' environmental values and knowledge, *International Research in Geographical and Environmental Education*, Taylor & Francis, 2024.
2. **Sreeja Gopinath, Aneesh Kumar**-Environmental Decision-Making Models: A Scoping Review, *The International Journal of Indian Psychology*, 2024.
3. **Sreeja Gopinath, Aneesh Kumar**- A Critical Review of Environmental Education Programs through the Lens of Reflective Thinking, *International Journal of Education and Management Studies*, 14(1), 2024.