

**THE INTEGRATION OF ENVIRONMENTAL EDUCATION IN THE CENTRAL
BOARD OF SECONDARY EDUCATION'S CURRICULUM IN SCHOOLS OF
DELHI NCR, INDIA**

An Abstract of the Thesis by

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This thesis explores the integration of Environmental Education (EE) in the Central Board of Secondary Education's (CBSE) curriculum for classes VI to X in Delhi NCR (National Capital Region), India and its connection to children's rights. It examines how teachers deliver EE, their awareness of environmental topics, and the importance of EE on students' understanding of environmental issues. Through qualitative interviews with eight teachers, the study uses thematic analysis to assess the effectiveness of curriculum in the context of EE. Findings reveal that while EE is incorporated into Social Sciences and Science subjects, there is a lack of emphasis on children's rights concerning the environment. Teachers show significant efforts in promoting environmental awareness, but inconsistencies in implementation highlight the need for enhanced teacher training and policy support. The study concludes that the integration of EE aligning with children's rights is essential to promoting environmental responsibility among students.