3.1.1 Major Findings

1) The descriptive statistics showed that, mean score of the Northern Plains was almost higher and Gangetic Delta's mean score was lowest among all six regions. In case of gender (boys and girls) the difference of mean scores was very negligible and in case of locality (rural and urban), there revealed a difference in their mean values.
2) The table showed that, the 't' value between secondary boys and secondary girls in Pro-environmental behavior was insignificant. It was found that, there was no significant difference between secondary boys and secondary girls in relation to their Pro-environmental behavior. Thus, it was proved that Gender was no way a predictor of pro-environmental behavior. This result contradicts with the previous findings of Chenyang Xiao and Aaron M. McCright (2012).
3) By the detail study of 't' value between rural secondary school students and urban secondary students in respect to their Pro-environmental behavior, it was established that, there existed a significant difference between rural secondary school students and urban secondary school students regarding to their Pro-environmental behavior. Locality was established as a factor of pro-environmental behavior. The result of the study corroborates the findings of Hines et al (1986) because the situational factors was explained as contributing factors to pro-environmental behavior in the Model of Hines et al.
4) By analysis of ANOVA table, it was concluded that there exists a significant differences among the students belonging to various topographical zones regarding to their pro-environmental behaviour. Hence, the topographical region is a factor of pro-environmental behaviour. This supported the view of Kollmuss and Agyeman (2002) as they gave emphasis on external factors in pro-environmental behavior and also supported the Ecological Paradigm of Stern, *et al*. (1999). Thus, on the basis of findings of present study and previous studies, researchers considered the external factors like topographical status and localities contribute in pro-environmental behavior.

4. Implications

On the basis of above discussions, some suggestions to implement the findings may be stated. The secondary students differed themselves significantly with respect to their Pro-environmental behaviour. The locality and topographical position where the individual reside are responsible for such variation. Such factors might be taken into consideration in developing as well as measuring the said above personality traits. It was also revealed that, out of many factors the geographical region or topographical zones might be a great factor in pro-environmental behaviour. So in setting the educational situations like framing the curriculum, developing strategies and methods, formulating goals, forming the policies or programmes, the factors like localities and topographical position might be considered. Lastly but not least, the effort should be done from all sides to change the students more in attitudinal level than in cognitive level. Hence following points would be worthwhile in case of developing pro-environmental behaviour among adolescence students studying in school level:-

- Enhancing the collective actions where school, community, government, NGOs, teachers, students and guardians might work cooperatively.
- Establishment of Eco-Club by the Students at each topographical zone.
- Inclusion of Disaster Management, Waste Management and process of Recycling, Soil and Water preservation, etc. in the school curriculum.
- Inclusion of local, national and global issues in curriculum.
- Provision of the Nature study.
- Observation of Environment Day and other Environment related Days.
- Comprising the sufficient and authentic information on environmental issues.
- Literature on Environmental issues.
- Conducting the Project Work by students on regional and global issues.
- Increasing Pro-social values.
- Conducting Eco-team Programme taking the students of various zones. .
- Employing the Value based methods.
- Conducting various action oriented programmes like Swachha Bharat Abhiyan, Clining Drives, Deforestation, etc. By the students.
- Both Nature and Value Talk.
- Conducting environment literacy programmes.
- Field study and eco tour programme at various topographical zones.

5. Conclusion

According Kothari Commission (1964-66), "the destiny of India is made in her class- room." In the present study, researchers viewed that; "the environmentally responsible nation is made in class room". Hence, in grass root level, particularly from school level, the educational system should be designed in such a manner that can create the environmentally responsible citizens as the present students are the future protector and preserver of this earth. For this purpose, over a period of time, environmental studies as a compulsory subject in school curriculum at secondary level has been included aiming to providing right kind of knowledge and available information about the environment for enhancing the sustainable eco-friendly behaviour and attitudes among adolescent students.

6. Future Recommendation

In the light of present study the following suggestions were recommended for further researches:

The prediction of pro-environmental behaviour may be explained elaborated in relation to factors like parental attitude, cognitive style, psycho- social constraints, curriculum practice, level of education, social processes, and socio-economic status. The study needs to be made on a larger sample of educational organization for various strata such us:- Nursery, Primary, Middle schools, Colleges and

other educational institutions, so as to get a more reliable and comparable results. The study needs to be made on larger cross sections of populations like illiterate, literates, educated and high educated to have a broad generalization. To draw the better conclusion it may be suggested to study on such variables in case of variations of professions such as students, teachers, administrators, common people etc. The investigation of the same type may be conducted at different regions of the country to make a comparative study. Cross-cultural studies of these variables among students in India and some foreign countries may be attempted.

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