

Exploring Environmental Values in World Cinema: A Content Analysis for Educational Practice

Md Faridul Ahasan Shourav
(Research Scholar)

Department of Education, University of Kerala
Email: mdfaridulahsanshourav_25@keralauniversity.ac.in
faridulahasanshourav@gmail.com
Mobile: +91 9890243893

1. Introduction

Environmental problems have become one of the greatest challenges of the 21st century. Climate change, biodiversity loss, deforestation, pollution and the overuse of natural resources are affecting both human life and the natural environment. These problems are increasing across the world. They demand immediate action from governments, educational institutions and communities. Protecting the environment is now a shared responsibility. It also requires changes in people's knowledge, attitudes and behaviour.

Environmental education plays an important role in developing environmental awareness and responsible behaviour. It helps learners understand environmental issues, make responsible decisions and adopt sustainable lifestyles. Environmental education is not limited to textbooks or classroom lectures. It includes different teaching methods that help students connect environmental concepts with real life situations. Learning through experience and reflection can make environmental education more meaningful and effective.

Cinema has become an important educational resource in recent years. It presents ideas through stories, emotions, characters and visual images. They help learners understand complex social and environmental issues in an interesting way. Unlike traditional teaching methods, films can create emotional connections with audiences. They encourage discussion, critical thinking and reflection. For this reason, many educators have started using films to support teaching and learning in different subjects, including environmental education.

World cinema offers valuable opportunities for environmental learning. Films from different countries present diverse environmental problems and cultural responses. They show the relationship between people and nature from different social and geographical contexts. These stories help learners understand that environmental issues are global concerns that require collective action. They also encourage empathy towards people, animals and ecosystems. Such experiences can strengthen environmental values and responsible citizenship among students.

Several films have successfully highlighted important environmental themes. *The Lorax* (2012) raises awareness about deforestation, consumerism and the importance of protecting forests. *Nausicaä of the Valley of the Wind* (1984) presents ecological balance and peaceful coexistence between humans and nature. *Okja* (2017) focuses on animal welfare, industrial farming and environmental ethics. *The Elephant Whisperers* (2022) portrays wildlife conservation and the close relationship between humans and animals. *Before the Flood* (2016) explains the causes and impacts of climate change through real world examples. Together these films present different dimensions of environmental responsibility.

Many studies have discussed environmental education and the educational use of films. Other studies have examined environmental messages in individual films. However fewer studies have analysed environmental values across different global films from an educational perspective. There is also limited research that explores how these films can be used together as teaching resources for environmental education. This creates a need for a focused content analysis that connects environmental themes with educational practice.

To address this gap, the present study analyses environmental values in five selected renowned films through qualitative content analysis. It focuses on biodiversity conservation, environmental stewardship, climate change, ecological justice, sustainable living and human–nature relationships.

This study is also relevant to current educational and national priorities. The National Education Policy (NEP) 2020 encourages experiential learning, value-based education and the effective use of multimedia resources in teaching. Mission LiFE (Lifestyle for Environment) promotes environmentally responsible behaviour through everyday actions. The study also supports the Sustainable Development Goals (SDGs), especially Goal 4 (Quality Education), Goal 13 (Climate Action) and Goal 15 (Life on Land). These initiatives aim to build environmentally aware and responsible citizens. In this way, the study also contributes to the broader vision of Viksit Bharat 2047, which promotes sustainable development through education, innovation and responsible citizenship. The findings are expected to support educators, teacher educators, curriculum developers and policymakers in integrating meaningful films into environmental education.

2. Review of Related Literature

2.1 Environmental Education

Environmental education has become an important part of modern education. It helps learners understand the relationship between humans and nature. It also develops environmental knowledge, values and responsible behaviour. According to Palmer (1998) environmental education encourages learners to respect nature and participate in solving environmental problems. UNESCO (2021) also stated that environmental education should prepare learners to respond to climate change, biodiversity loss and other environmental challenges through knowledge and action.

Environmental education is closely connected with sustainable development. The United Nations (2015) recognised education as an important tool for achieving the Sustainable Development Goals (SDGs). In India the National Education Policy

(Ministry of Education, 2020) also encourages experiential learning, value-based education and environmental awareness.

2.2 Cinema as a Pedagogical Tool

Cinema has become an effective teaching resource in many educational settings. Films communicate ideas through stories, emotions and visual experiences. They make learning more interesting and meaningful. Champoux (1999) explained that films improve learning by presenting complex ideas in a simple and visual form. Also Giroux (2002) argued that cinema shapes learners' understanding of society, culture and values.

Recent studies support the educational use of films. Marcus, Metzger, Paxton and Stoddard (2018) found that films encourage discussion, critical thinking and active learning in classrooms. These findings suggest that cinema can be an effective tool for environmental education.

2.3 World Cinema and Environmental Values

World cinema presents environmental issues from different cultural and geographical contexts. Many films focus on climate change, wildlife conservation, pollution, biodiversity and sustainable living. These films help audiences understand environmental problems from different perspectives. They also encourage empathy towards nature and environmental responsibility.

Rust, Monani and Cubitt (2013) described eco-cinema as an important medium for promoting environmental awareness through storytelling. Ivakhiv (2013) argued that environmental films influence viewers' understanding of the relationship between humans and nature. More recently UNESCO (2021) highlighted the importance of using creative educational resources to improve environmental learning. These studies suggest that films can support environmental education beyond traditional classroom methods.

2.4 Environmental Policies and Educational Frameworks

Several international and national policies support environmental education. The United Nations (2015) emphasised the importance of education for sustainable development through the Sustainable Development Goals. Goal 4 promotes quality education while Goal 13 focuses on climate action and Goal 15 supports biodiversity conservation.

In India the National Education Policy (Ministry of Education, 2020) promotes experiential learning and multidisciplinary education. It also encourages the use of innovative teaching methods to improve learning outcomes. Mission LiFE introduced by the Government of India promotes environmentally responsible behaviour through simple everyday actions (NITI Aayog, 2023). These initiatives show that environmental education should combine knowledge with responsible practice. Cinema can support these goals by making environmental learning more engaging and meaningful.

2.5 Research Gap

Some researchers have studied environmental education and the educational use of films. Other studies have analysed environmental themes in individual fiction films and documentaries. However few studies have examined environmental values across different world cinema through qualitative content analysis. Limited attention has also

been given to the educational use of films from different countries within a single analytical framework.

The present study attempts to address this gap. It analyses five internationally recognised films that represent different environmental issues. The study also examines the educational significance of these films for environmental education. The findings are expected to contribute to environmental education, eco-pedagogy and media-based learning.

3. Objectives / Research Questions

The review of previous studies shows that world cinema has significant educational potential for promoting environmental awareness and values. The present study was undertaken to explore the educational value of selected films from an environmental perspective. The following objectives and research questions guide the study.

3.1 Objectives

The present study aims to:

1. **Identify** the environmental values presented in the selected world cinema.
2. **Analyse** how environmental values are communicated through stories, characters and visual narratives.
3. **Examine** the educational relevance of these films for environmental education.
4. **Explore** the potential of world cinema as a pedagogical tool for promoting environmental values among learners.

3.2 Research Questions

The study seeks to answer the following research questions:

1. What environmental values are presented in the selected global cinema?
2. How are these environmental values communicated through the narratives and visual elements of the films?
3. How can these films contribute to environmental education and value-based learning?
4. In what ways can world cinema be used as a pedagogical resource for educational practice?

4. Methodology / Approach

The study adopted a qualitative content analysis approach. The study examined environmental values represented in selected global cinema. The analysis was supported by relevant literature on environmental education, eco-cinema and media pedagogy. This approach helped to understand how films can promote environmental values and support educational practice.

Five internationally recognised films were selected for the study. The selected films were *The Lorax* (2012), *Nausicaä of the Valley of the Wind* (1984), *Okja* (2017), *The Elephant Whisperers* (2022) and *Before the Flood* (2016). These films were selected through purposive sampling. The selection was based on five criteria. First the films focused on major environmental issues. Second, they represented different countries and cultures. Third they received critical recognition and wide public attention. Fourth they presented strong educational value. Finally sufficient academic literature and supporting resources were available for analysis.

The conceptual framework was based on environmental education, eco-pedagogy, experiential learning and value-based education. These perspectives helped to examine how films encourage environmental awareness, critical reflection and responsible behaviour among learners.

The data consisted of these films and relevant academic literature. Each film was viewed at least three times to identify recurring environmental themes and symbolic representations. Books, newspaper film reviews, journal articles, policy documents and reports were also reviewed to support the interpretation of the findings. The analysis followed the thematic content analysis approach proposed by Braun and Clarke (2006). The themes included biodiversity conservation, environmental stewardship, climate change, human–nature relationships, ecological justice, sustainable living and environmental responsibility.

Table 1
Coding Framework Used for Thematic Content Analysis

Code	Theme	Coding Indicators
T1	Biodiversity Conservation	Forests, wildlife, species protection, habitat conservation
T2	Climate Change	Global warming, carbon emissions, environmental degradation
T3	Human–Nature Relationship	Harmony with nature, empathy, coexistence
T4	Environmental Stewardship	Conservation efforts, environmental care, community participation
T5	Ecological Justice	Corporate exploitation, environmental ethics, social justice
T6	Sustainable Living	Responsible consumption, renewable resources, eco-friendly lifestyle
T7	Environmental Responsibility	Individual action, collective responsibility, environmental awareness

The coding framework (T1–T7) guided the thematic analysis of all five films. Each scene, dialogue and visual element related to environmental values was examined according to these seven codes. This systematic coding process helped identify common environmental themes and compare their representation across the selected films.

The findings were organised according to these themes. Similar ideas from different films were compared and interpreted from an educational perspective. The analysis focused on the environmental messages presented through narratives, characters, visual storytelling and symbolic representations.

The study used only publicly available films and published literature. So, no human participants were involved and formal ethical approval was not required. All secondary sources were properly acknowledged and cited following APA 7th edition guidelines.

5. Results and Discussion

The thematic content analysis identified seven major environmental themes across the five selected world cinema. Although each film presents environmental issues from a different cultural and narrative perspective they share several common environmental values. The themes were identified through repeated viewing of the films and supported by relevant literature. Table 2 presents the major themes identified in the analysed films. The findings are discussed under each theme and interpreted from the perspective of environmental education and educational practice.

Table 2
Environmental Themes Identified in the Selected Films

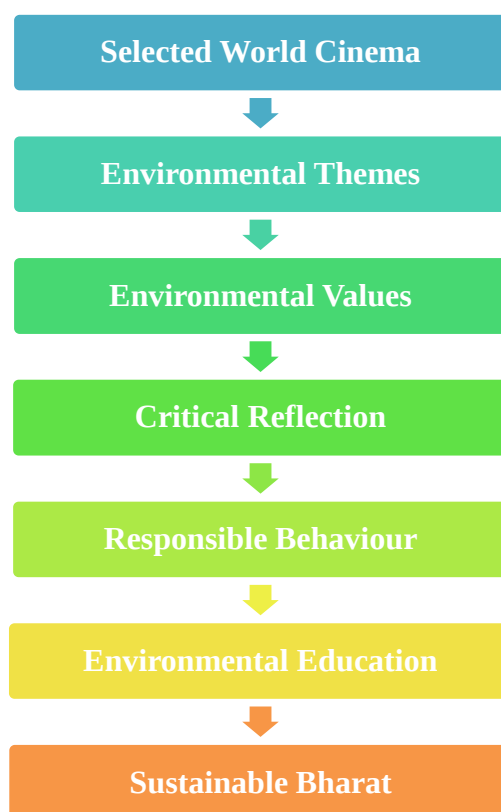
Theme	Main Environmental Focus	Educational Value
Biodiversity Conservation	Forests, wildlife, ecosystems	Conservation education
Climate Change	Global warming, pollution	Climate awareness
Human–Nature Relationship	Respect and coexistence	Environmental ethics
Environmental Stewardship	Conservation actions	Responsible citizenship
Ecological Justice	Fair use of resources	Ethical thinking
Sustainable Living	Sustainable behaviour	Lifestyle education
Environmental Responsibility	Individual and community action	Active citizenship

Table 3
Comparative Analysis of Environmental Themes in the Selected Films

Film	Biodiversity	Climate	Human–Nature	Stewardship	Justice	Sustainable Living	Responsibility
<i>The Lorax</i>	High	Moderate	High	High	Moderate	High	High
<i>Nausicaä of the Valley of the Wind</i>	High	Moderate	High	High	High	High	High
<i>Okja</i>	High	High	High	Moderate	High	Moderate	High
<i>The Elephant Whisperers</i>	High	Moderate	High	High	Moderate	High	High
<i>Before the Flood</i>	High	High	High	High	High	High	High

Table 3 shows that biodiversity conservation, human–nature relationship and environmental responsibility were strongly represented in all five films. But each film gives greater emphasis to different environmental themes. *The Lorax* focuses on forest conservation, *Nausicaä of the Valley of the Wind* highlights ecological balance, *Okja* emphasises ecological justice through the exploitation of animals, *The Elephant Whisperers* promotes wildlife conservation and *Before the Flood* gives the greatest attention to climate change. Together these films provide diverse perspectives on environmental education and sustainability.

Figure 1
Conceptual Framework of Environmental Values in World Cinema



5.1 Biodiversity Conservation

Biodiversity conservation emerged as one of the strongest themes in the selected films. Each film highlights the importance of protecting plants animals and natural ecosystems. However the approach differs according to the story and cultural context. *The Lorax* focuses on forest conservation and the harmful effects of deforestation. The destruction of the Truffula Trees symbolises unsustainable industrial development and biodiversity loss. The film shows how excessive exploitation of natural resources can destroy entire ecosystems. *Nausicaä of the Valley of the Wind* presents ecological balance between humans and nature. The Toxic Jungle represents ecological recovery despite human destruction. It reminds viewers that nature has the ability to heal when it is protected. *Okja* emphasises species protection by showing the exploitation of genetically modified animals. The Mirando Corporation symbolises corporate exploitation of animals for commercial profit. The film raises important questions about animal welfare and environmental ethics. *The Elephant Whisperers* promotes wildlife conservation through the relationship between humans and elephants. The relationship between Bomman, Bellie and Raghu demonstrates compassion and peaceful coexistence with wildlife. It shows that conservation also depends on care and emotional connection. *Before the Flood* presents biodiversity loss as a global environmental issue caused by human activities. The documentary

highlights the destruction of forests for palm oil production and its impact on wildlife habitats in different parts of the world.

Although the films use different narratives they share a common message about protecting biodiversity. Animated films communicate these ideas through symbolic storytelling while documentaries present real environmental challenges.

From an educational perspective teachers can use these films for classroom discussions, reflective writing, poster preparation and project-based learning. These activities help learners connect environmental concepts with real environmental problems. They also support Sustainable Development Goal 15 by encouraging biodiversity conservation and environmental responsibility.

5.2 Climate Change

Climate change was another important theme identified in the analysed films. The films portray climate change from different perspectives but they all highlight the impact of human activities on the environment. *Before the Flood* explains global warming through scientific evidence, melting glaciers, rising sea levels, fossil fuel dependence and palm oil plantations. These examples help learners understand the global impact of human activities. *The Lorax* links environmental destruction with industrial development and excessive resource use. The disappearance of the Truffula Forest shows how uncontrolled industrial growth can damage the environment and increase climate-related problems. *Nausicaä of the Valley of the Wind* presents a future world affected by environmental degradation. The polluted environment and the Toxic Jungle illustrate the long-term consequences of environmental destruction caused by humans. *Okja* indirectly shows the environmental effects of industrial farming while *The Elephant Whisperers* illustrates how environmental changes influence wildlife habitats.

The comparison shows that documentaries present climate change through facts and real events while fictional films communicate the same message through stories and emotional experiences. Climate education is an important part of environmental education. These films help students understand climate issues through both real and fictional examples. Teachers can use these films for case studies, classroom discussions and project work.

5.3 Human–Nature Relationship

The relationship between humans and nature is a central theme throughout the analysed films. The films demonstrate that humans are closely connected with the natural environment and that this relationship should be based on respect care and responsibility. *Nausicaä of the Valley of the Wind* presents peaceful coexistence between humans and ecosystems. *The Elephant Whisperers* highlights compassion and emotional attachment between people and elephants. The close relationship between Bomman, Bellie and Raghu demonstrates that humans and wildlife can live together with care, trust and mutual respect. *Okja* explores friendship between humans and animals while *The Lorax* shows the consequences of exploiting nature. The relationship between Mija and Okja shows empathy, kindness and responsibility towards animals despite commercial pressures. *Before the Flood* explains that human well-being depends on healthy ecosystems.

The analysis shows that a strong relationship between humans and nature is important for environmental education. These films encourage empathy towards animals and ecosystems through meaningful stories. Teachers can use reflective writing, storytelling, role play and group discussions after film screening. These learning activities help students develop environmental values and responsible attitudes towards nature.

5.4 Environmental Stewardship

Environmental stewardship is an important theme in all five films. The films encourage individuals and communities to protect natural resources through responsible actions. *The Lorax* promotes forest conservation. The Once-ler's actions demonstrate how irresponsible resource use can destroy forests, while the Lorax encourages environmental stewardship through conservation. *The Elephant Whisperers* demonstrates dedicated wildlife care. The daily care provided to orphaned elephants shows that conservation requires long-term commitment and responsibility. *Nausicaä of the Valley of the Wind* encourages ecological restoration and peaceful coexistence. *Before the Flood* calls for collective environmental action while *Okja* promotes ethical responsibility towards animals and nature.

Although the stories differ all five films encourage environmental responsibility through positive actions rather than passive awareness. They demonstrate that protecting the environment requires commitment from both individuals and society. From an educational perspective these findings encourage learners to protect nature through responsible actions. These films show that every individual can contribute to environmental conservation. Teachers can connect these films with tree plantation programmes, eco-clubs, environmental campaigns and community activities.

5.5 Ecological Justice

Ecological justice is another important theme identified in the selected films. The films question the unfair exploitation of natural resources animals and ecosystems. *Okja* strongly criticises industrial farming and corporate exploitation of animals. The Mirando Corporation represents how commercial interests can ignore animal welfare and environmental ethics for economic profit. *Before the Flood* highlights global environmental inequality and the unequal effects of climate change. *The Lorax* presents the consequences of corporate greed and uncontrolled industrialisation. The Once-ler's business expansion demonstrates how economic gain without environmental responsibility leads to ecological damage. *Nausicaä of the Valley of the Wind* shows how human conflict damages ecosystems while *The Elephant Whisperers* promotes ethical treatment of wildlife.

The comparison shows that environmental problems are often linked with social and ethical issues. The films encourage viewers to think about fairness responsibility and justice while making environmental decisions. The analysis also agrees with previous studies on eco-cinema which suggest that films promote ethical thinking and environmental awareness (Rust et al., 2013). The analysed films encourage learners to think about fairness, responsibility and the wise use of natural resources. Teachers can organise classroom debates, ethical discussions and case study activities based on these films. Such learning experiences help students

understand the connection between environmental protection, social justice and sustainable development.

5.6 Sustainable Living

These films also promote sustainable living through different environmental messages. They encourage viewers to adopt responsible lifestyles and reduce activities that harm the environment. *The Lorax* discourages excessive consumption and environmental exploitation. The film encourages viewers to value nature instead of unlimited production and consumption. *Before the Flood* promotes sustainable development and responsible energy use. It encourages the use of renewable energy and sustainable policies to reduce the effects of climate change. *Nausicaä of the Valley of the Wind* shows a balanced relationship between humans and nature. *The Elephant Whisperers* shows sustainable coexistence with wildlife while *Okja* encourages ethical food choices and responsible consumption.

Although the films present different environmental situations they all encourage sustainable behaviour. They show that small individual actions can contribute to long-term environmental protection.

The analysed films promote simple and sustainable lifestyles. Teachers can use these films to discuss waste management, recycling, energy conservation and responsible consumption. Students can also reflect on their daily habits and identify ways to reduce their impact on the environment.

5.7 Environmental Responsibility

Environmental responsibility was evident across all five films. Every film encourages individuals to take responsibility for protecting nature and supporting environmental sustainability. Although the stories are different they all show that positive environmental change begins with individual actions and collective responsibility. This message is especially relevant for environmental education and value-based learning. The films also highlight the importance of community participation policy support and environmental awareness. They show that environmental protection is a shared responsibility rather than the duty of a single individual or organisation.

The comparison indicates that storytelling can influence environmental attitudes and inspire positive action. By presenting real and fictional environmental challenges the films encourage viewers to reflect on their own responsibilities towards nature.

Environmental responsibility is one of the most important values identified in this study. The discussed films encourage learners to become active participants in environmental protection instead of passive observers. Teachers can organise awareness programmes, group projects, film discussions and community activities after film screening. These experiences help students develop responsible citizenship and lifelong environmental values.

5.8 Overall Comparative Findings

The comparative analysis showed that human–nature relationship and environmental responsibility appeared strongly in all five films. These themes were presented through different stories and characters. They encouraged viewers to respect nature and understand their role in protecting the environment. Biodiversity conservation was also a major theme in all five films. But it was presented in different ways. *The*

Lorax focused on forest conservation. *Nausicaä of the Valley of the Wind* highlighted ecological balance. *Okja* promoted animal welfare and species protection. *The Elephant Whisperers* focused on elephant conservation while *Before the Flood* discussed global biodiversity loss.

Among the selected films *Before the Flood* gave the strongest attention to climate change. It explained global warming through real examples and scientific evidence. *The Lorax* and *Nausicaä of the Valley of the Wind* also discussed environmental destruction but through fictional stories. *Okja* linked climate issues with industrial farming while *The Elephant Whisperers* showed how environmental changes affect wildlife.

The analysis also suggests that different films are suitable for different educational levels. *The Lorax* and *The Elephant Whisperers* are more suitable for secondary school students because of their simple stories and emotional appeal. *Nausicaä of the Valley of the Wind* can be used at both secondary and higher education levels. *Okja* and *Before the Flood* are more suitable for higher education because they present complex environmental and ethical issues.

Teachers can use group discussions, classroom debates, reflective writing, case studies and project-based learning after film screening. These activities encourage students to think critically and express their ideas. Overall, all films provide valuable learning resources for environmental education. They help learners develop environmental awareness, critical thinking, empathy and responsible behaviour. Therefore world cinema can become an effective pedagogical tool for promoting environmental values in schools and higher education institutions.

Table 4
Educational Applications of Selected Films

Film	Educational Level	Teaching Strategy	Learning Outcome
<i>The Lorax</i>	Secondary	Group discussion and poster making	Forest conservation awareness
<i>Nausicaä</i>	Secondary and Higher	Reflective discussion	Ecological thinking
<i>Okja</i>	Higher	Debate and case study	Environmental ethics
<i>The Elephant Whisperers</i>	Secondary	Documentary reflection	Wildlife conservation
<i>Before the Flood</i>	Higher	Seminar and project work	Climate change awareness

5.9 Delimitations of the Study

The present study is delimited to a qualitative content analysis of five selected world cinema films: *The Lorax* (2012), *Nausicaä of the Valley of the Wind* (1984), *Okja* (2017), *The Elephant Whisperers* (2022) and *Before the Flood* (2016). The analysis is based on the environmental themes and values presented in these films and relevant secondary literature. No classroom intervention, survey or interview was conducted to

examine learners' responses or educational outcomes. Therefore the findings are delimited to thematic interpretation and educational discussion. Future researchers may conduct empirical studies involving teachers and students to examine the effectiveness of cinema-based environmental education in real classroom settings.

6. Educational / Environmental Implications

The findings of this study show that global cinema can be used as an effective pedagogical resource for eco-pedagogy. These films present environmental issues in a simple and engaging manner. They help learners understand complex concepts through stories, characters and visual experiences. This approach can improve environmental awareness and encourage meaningful classroom discussions.

These findings also have important implications for teacher education. Teacher educators can use these films to promote value-based learning and environmental ethics. Films can support experiential learning by connecting theoretical concepts with real-life environmental issues. They can also encourage critical thinking, empathy and responsible decision-making among future teachers.

Educational institutions can integrate environmental films into classroom teaching, seminars, film clubs and environmental awareness programmes. Such activities can increase students' interest in environmental education and promote active participation in sustainability initiatives. Schools and universities can also organise guided film discussions to strengthen environmental values and responsible behaviour.

The study also contributes to community awareness. Environmental films can reach audiences beyond educational institutions. Community screenings and public discussions can encourage people to understand environmental problems and adopt sustainable lifestyles. This approach can strengthen public participation in environmental conservation and wildlife protection.

The study is equally relevant for educational policy and sustainability governance. The use of environmental films supports the goals of the National Education Policy 2020 by promoting experiential learning and value-based education (Ministry of Education, 2020). It also complements Mission LiFE by encouraging environmentally responsible behaviour through everyday actions (NITI Aayog, 2023). Furthermore the findings support the Sustainable Development Goals, particularly Goal 4, Goal 13 and Goal 15, by promoting environmental literacy through education (United Nations, 2015). So, integrating world cinema into eco-pedagogy can contribute to developing environmentally responsible citizens and support sustainable development through innovative teaching practices.

7. Conclusion and Recommendations

This study explored environmental values in five selected films through qualitative content analysis. The findings showed that the films promote important environmental values such as biodiversity conservation, climate change awareness, human–nature relationship, environmental stewardship, ecological justice, sustainable living and environmental responsibility. Although each film presents these themes differently, they all encourage learners to understand environmental problems and develop

responsible attitudes towards nature. These findings also demonstrate that world cinema can be an effective pedagogical resource for sustainability education. The study contributes to the growing field of eco-pedagogy by demonstrating how films can support value-based learning through visual storytelling and emotional engagement.

Based on the findings, teachers are encouraged to use carefully selected environmental films as part of classroom teaching. Film screening can be followed by group discussions, reflective writing, debates and project-based learning to improve students' understanding of environmental issues. Curriculum developers may also consider integrating suitable world cinema into environmental learning and value education programmes to make learning more engaging and meaningful.

Future researchers may analyse more films from different countries, categories and genres. They may also conduct classroom-based studies to examine how cinema influences students' environmental knowledge, attitudes and behaviour. Such research will strengthen the use of world cinema as an effective pedagogical tool for environmental education and sustainable development.

References

- [1] Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- [2] Bong, J. (Director). (2017). *Okja* [Film]. Lewis Pictures, Plan B Entertainment, & Kate Street Picture Company.
- [3] Champoux, J. E. (1999). Film as a teaching resource. *Journal of Management Inquiry*, 8(2), 206–217. <https://doi.org/10.1177/105649269982016>
- [4] Giroux, H. A. (2002). *Breaking into the Movies: Film and the Culture of Politics*. Blackwell Publishers.
- [5] Gonsalves, K. (Director). (2022). *The Elephant Whisperers* [Film]. Sikhya Entertainment.
- [6] Ivakhiv, A. J. (2013). *Ecologies of the Moving Image: Cinema, Affect, Nature*. Wilfrid Laurier University Press.
- [7] Ministry of Education. (2020). *National Education Policy 2020*. Government of India.
- [8] Miyazaki, H. (Director). (1984). *Nausicaä of the Valley of the Wind* [Film]. Topcraft.
- [9] Palmer, J. A. (1998). *Environmental Education in the 21st Century: Theory, Practice, Progress and Promise*. Routledge.
- [10] Renaud, C., & Balda, K. (Directors). (2012). *The Lorax* [Film]. Universal Pictures.
- [11] Rust, S., Monani, S., & Cubitt, S. (Eds.). (2013). *Ecocinema Theory and Practice*. Routledge.

- [12] Stevens, F. (Director). (2016). *Before the Flood* [Film]. Appian Way Productions, RatPac Documentary Films, & National Geographic Documentary Films.
- [13] UNESCO. (2021). *Learn for Our Planet: A Global Review of How Environmental Issues Are Integrated in Education*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000377362>
- [14] United Nations. (2015). *Transforming Our World: The 2030 Agenda for Sustainable Development*. <https://sdgs.un.org/2030agenda>