

## ABSTRACT

This research involves the analysis of students' knowledge about renewable energy and explores the differences in student cases from different lower secondary (6-8) education systems in Sindh. However, most education courses in developing countries have little content on renewable energy. Determining attitudes related to renewable energy is the task of the entire society, and for students of different ages, it is recognized through school education. It is for this reason that this research set out to determine the contribution of the curriculum to improving the awareness of RET among the learners of the Sindh lower secondary (6-8) education system Sindh.

The research had three goals, which included to determine the key areas of RET addressed by the existing lower secondary (6-8) education system in Sindh, other one was to determine the extent to which the implementation of the curriculum will help improve teachers and students' awareness of RET, and third one was to evaluate the level of curriculum developers in integrating RET content into the lower secondary education system in Sindh Effectiveness.

The study targeted students from grades 6th (N=67), 7th (N=68), and 8th (N=65) in lower secondary schools in Hyderabad, using a sample of 50 students from each of the schools totaling 200. Teachers were chosen at random from each of the schools in Hyderabad, four respondents were chosen from the Directorate of Curriculum, Assessment, and Research (DCAR) and. For each category, different questionnaires were used to collect data from teachers and students. Directorate of Curriculum, Assessment & Research, and data were collected using an interview guide. Results indicate that the students' awareness of RE sources in public schools was at an intermediate level than private schools. A statistical test established that the ANOVA value was significant, that is .000. Analyzed data established poor and less stable knowledge in the case of class 6<sup>th</sup> then 7<sup>th</sup> and 8<sup>th</sup> class. The knowledge structure of the classes is dissimilar; however, the effect of gender between students is not significant, with a value of .644. A conclusion was made that RE content in the public school was inadequate. On the relationship between implementation of curriculum and knowledge among teachers, the results shows that teachers have some knowledge about RET however teaching material seems limited. Finally the study established the effectiveness of curriculum developers in infusing RET content into the curriculum.

The study found out that DCAR has met the required standard. Officers from DCAR themselves rated the aids of change of curriculum (Aids = 7.2) and barriers for change in curriculum (Barriers = 8.4). Further DCAR emphasis the willingness for infusing RET content into the curriculum. The study, therefore, makes to improve policy on education to address RET.

**Keywords** – RET Awareness, RET knowledge, School Curriculum.