

PROMOTING SUSTAINABLE LIFE IN THE CLASSROOM WITH REFERENCE TO INDIAN CULTURE

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Abstract:

This research focuses on the Promoting Sustainable life in the Classroom with reference to Indian Culture which impacted student's performance and learning . The primary purpose of this research study was to In today's environmental climate changes, society needs a sustainable focus more than ever before. It's essential to raise the next generation into self-sufficient, eco-conscious world citizens who understand the immediacy of environmental responsibility. Schools play a vital role in preparing students to meet the sustainability challenges of the future. Because we live in a world that is rapidly changing. Our students might face problems that we have not even identified.

The main intention is to analyze effectiveness of Sustainable life in the Classroom with reference to Indian Culture as an emerging concept in a pandemic situation. In this research, a methodology is recommended step by step below in the methodology section—a quantitative research method used to collect accurate and reliable results. A survey research method was used in this study. The populations of 50 respondents among higher secondary grade students of the higher secondary school in pune . were selected for data collection. Statistics, an independent-samples t-test was used for the analysis of data. The results were analyzed based on gender mean score. The significant findings from this study suggested that the Sustainable life in the Classroom with reference to Indian Culture is a practical learning approach that enhances student engagement, performance, and learning in the class. It is summed up that a large number of students favoured the Sustainable life in the Classroom with reference to Indian Culture. This study will help to further integrate this approach into higher levels of institutions by keeping in mind its effectiveness and hindrances in INDIA .

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Introduction:

Sustainable schools are a synergy of environmentally driven education and community engagement. They also foster an environment where teachers and school departments can cultivate an optimistic and progressive school culture. Thus, teachers have more opportunities to devise unique green learning opportunities and students benefit through increased participation and productivity.

"Sustainable development is development that achieves the satisfaction of human needs forever and the improvement of the quality of human life." – Robert Allen

The United Nations Environment Programme defines a sustainable lifestyle as one with a holistic approach that is embedded throughout an entire eco-system:

“Creating sustainable lifestyles means rethinking our ways of living, how we buy and what we consume but, it is not only that. It also means rethinking how we organize our daily life, altering the way we socialize, exchange,

share, educate and build identities. It is about transforming our societies towards more equity and living in balance with our natural environment.”

Need of the Study:

Sustainable education includes all subjects taught at school. It isn't all about the environment. It extends far beyond. Sustainable education gives students real-world skills which they can use to improve the planet. It provides children with the It's essential to raise the next generation into eco-conscious, self-sufficient world citizens who understand the immediacy of environmental responsibility. It also offers them a deeply engraved understanding of why a sustainable lifestyle is important for living. Sustainability or, more accurately, practices which can be considered sustainable (whether they are conscious or not) are embedded in the Indian culture. “Sustainability has always been a core component of Indian culture. Its philosophy and values have underscored a sustainable way of life.” (Pandey, 2017). There is an aversion to waste, whether it be food or materials, and the practice of recycling or giving away used or useless items to be recycled or up-cycled is extremely common.

The “harmony between humans and nature is integral to the Indian tradition and ethos.” (Dev, 2017). Not only is this supported within the Indian culture, religion and tradition but also to the Indian lifestyle. There are numerous ways in which Indian households and cultures translate this tradition and mindset of reduced waste and sustainable values into a lifestyle and culture

The goal of sustainable living is to meet the present needs of humans, without compromising the ability of future generations to enjoy an equal quality of life.

Problem Statement :

The Sustainable life in the Classroom with reference to Indian Culture has challenged the teachers, students, and other staff . That is why this study aimed to analyze the effect of The Sustainable life in the Classroom with reference to Indian Culture on students' attitudes approach. It is necessary to identify whether it is supporting students in their learning & behavioal change path or not.

Objectives : To analyze the effect of Sustainable life in the Classroom with reference to Indian Culture on students' attitudes, motivations, behavioal change & learning approach.

Hypotheses of the Study:

- 1) **Research Hypotheses :-** There is significant difference in Sustainable life in the Classroom with reference to Indian Culture on students' attitudes, motivations, behaviours & learning approach.
- 2) **Null Hypotheses :-** There is no significant difference in Sustainable life in the Classroom with reference to Indian Culture on students' attitudes, motivations, behaviours & learning approach.

Methodology :

Experimental & Survey method of research was adopted for the study. This study aimed to analyze the support and motivation gained by students, participation, and collaboration during in-class and out-of-class activities, assessment, and feedback provided to students through the Sustainable life in the Classroom with reference to Indian Culture .

Research Design :

In this regard, the quantitative research design is suitable for the targeted subject of this research study. Despite relying on a survey based on a close-ended questionnaire, the primary purpose of this study would only be quantitative. This research study demands accurate and reliable analysis to understand the experiences of secondary students regarding the Sustainable life in the Classroom with reference to Indian Culture For the data collection, three Secondary schools were chosen in warje Pune.

Population & Sampling :

According to Morgan's sampling table, from the population of 90, almost all 50 students were selected as respondents to participate in this study. The sample of this study was the students of higher secondary grades of higher secondary Warje Pune.

Three methods by which schools can promote sustainable living among students are:

1) Introduce green habits:

Sustainability shouldn't be just imposed, but instead needs to be inculcated into a child's lifestyle. These habits could be as simple as encouraging them to turn off the lights of the classroom as they leave, or put the trash in the trash can. By inculcating these habits into the everyday lives of the kids becomes a part of their lifestyle from a young age.

2) Building solutions into lessons:

Earlier generations grew up with a lot of doom and gloom about the environment. They were taught everything about the impending crisis – but weren't taught much about how to solve it. Today a lot of younger adult's report feeling helpless and ineffective when they look around and witness the ecological crisis. It should not be the same for our upcoming generations as well. Children love learning when taught through small stories and examples. Hence while teaching students about concepts related to sustainability teachers should build a small story about the issue and how a child of their age helped solve it.

3) Encouraging a positive relationship with the environment:

Sustainable values are all about caring, and it's hard to truly care about something you don't know. Learning about and within the natural world helps children establish a personal connection with the environment. . Also, occasionally they learn lessons about nature if teachers take them out to interact with nature and learn it develops a long-lasting bond.

4) Recycling as a craft exercise:

Before discarding those broken headphones or plastic bottle caps, give Pinterest or Google a quick search for creative ideas to repurpose them. Or just place these items in a craft bin, and let your pupils get creative.

5) Digital is also an option:

It will save you a lot of paper by switching to digital instead of paper notebooks, books, folders, and handouts. Most of **Coimbatore college of engineering and technology** make use of the available technologies to cut back on paper use. To make sure that people are actively reducing their paper waste, you can even set printing budget limits.

Data Collection Tool :

Keeping in mind the quantitative method, choosing an instrument with close-ended questions was necessary to keep participants’ focus in one direction and attain reliable and accurate results. The survey research method was implemented face to face to understand people’s beliefs, attitudes, motivations, and behaviours. This instrument was adapted, who conducted a study to investigate the impact of the Sustainable life in the Classroom with reference to Indian Culture on the student learning experience. The questionnaire was divided into three main sections followed by demographic information of students. The demographic data covered the respondent’s name, gender, grade, and name of the school.

DATA ANALYSIS APPROACH :

Thirty items in the questionnaire were designed to express the level of agreement and disagreement with specific items on a five-point Likert scale (i.e., strongly disagree, disagree, neutral, agree, and strongly agree). It was conducted as students experienced the the Sustainable life in the Classroom with reference to Indian Cultural programs. After taking the consent from students, questionnaires were distributed among the male and female students of secondary grades, i.e., higher secondary grade students of schools in warje , Pune, . The data were statistically analyzed from the collected questionnaires. Independent-samples *t*-test and inferential statistics were used to determine the significant difference between two unrelated groups. Independent-samples *t*-test was used to test a comparison of mean between males’ and females’ higher secondary grades to analyze students' learning attitudes towards Sustainable life in the Classroom with reference to Indian Cultural.

Aspects	strongly disagree	disagree,	neutral	agree	strongly agree
Environmental Awareness	01	03	04	29	13
Social movements and innovative initiatives are push environment	03	10	01	22	14
Waste Reduction	00	01	02	27	20
Ethical Consumerism	03	02	04	21	20
Biodiversity Preservation	00	00	03	30	17
Promoting sustainable practices	00	01	03	15	32
adopt environmentally friendly behavior	02	03	05	15	25
sum	09	20	22	108	114
Mean	0.18	0.4	0.44	2.16	2.28
S.D.	0.8	1.2	1.24	2.54	2.76
t =2.16					

Figure 1. Student ’ (n = 50) views of their own ability to address various aspects of learning attitudes towards Sustainable life

Results and Findings :

This section presents the findings of collected data and the analysis in terms of means and standard deviations of each construct. In addition, the below findings are supported by tables and figures for a comprehensive

understanding—this research study purposed to investigate the student's attitude towards Sustainable life in the Classroom with reference to Indian Cultural. The inferential statistics analysis was used to obtain the mean and standard deviation values of the dependent variable; that is, gender includes male and female. Initially, an independent-samples *t*-test was applied to test the hypothesis of the study. After analyzing the results, the decision was made based on the mean score and standard deviation whether the hypothesis will be rejected or accepted. For the first hypothesis, this study found a significant difference in the mean score of support and motivation in using Sustainable life in the Classroom with reference to Indian Cultural among male and female students because $t(50) = 2.165$ and $p = 0.034$. Similarly, the means of both groups ($M = 2.1650$, $F = 3.0000$) specified that there is a change in observation.

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