

“A STUDY TO FLOURISH SUSTAINABLE DEVELOPMENT CARE OF CLASSROOM TEACHING – LEARNING PROCESS”

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Abstract:

In the twenty-first century we are facing various challenges. One of the challenges is how sustainable development can be carried forward in the future. Sustainable development does not only involve environment development, it also includes political, economic, social issues etc. The main purpose of my research paper is how to flourish sustainable development through classroom teaching learning process and want to show what the roles are played by the teachers, classroom environment, and the inclusive classrooms. For the successful completion of this paper, I have done a qualitative study of various Articles, Journals, and Research papers. How to flourish sustainable development through Classroom environment, by teacher, and inclusive classroom that analysis and suggestions has been highlighted in this paper.

Keywords: Sustainable development, classroom environment, and inclusive classroom.

INTRODUCTION:

With the changing of times, our population is increasing day by day, and the demand of the human society is also increasing rapidly. Being Consistent with this extended population, using a consolidated natural resource, how to advance sustainable development, is a big challenge at the present time.

Sustainable development is the organizing principle for meeting human development goals, while at the same time sustaining the ability of natural systems to provide the natural resources and ecosystem services upon which the economy and society depend. The desired result is a state of society where living conditions and resource have been used continually to meet human needs without undermining the integrity and stability of the natural system. Sustainable development can be classified as development that meets the needs of the present without compromising the ability of future generations.

This research paper is discussed to flourish sustainable development, through the classroom teaching-learning process, what are the roles played by the teachers, classroom environment, and inclusive classrooms.

RELATED STUDIES:

Mathew & lowe(2011), In their on “classroom environment that foster a disposition for critical thinking” they examined the disposition for critical thinking(C.T) from three perspectives and analysis the underlying constructs of the disposition for CT, such as one’s ability, sensitivity and inclination to engage in critical, mindful through. They presented a set of empirically verified classroom practices that can help to foster a disposition for CT.

Lawrence & vimalla(2012),Done research on “school environment and academic achievement of standard ix students” they used stratified random sampling technique for selecting the sample and the sample consists of 400 students of class ix .Their finding show there was no significant relationship between school environment and academic achievement of standard ix students.

Khatoon & konwar(2014),Done a research on “school climate perceived by the pupils and its relation to their academic achievement” they done their study on 390 students from different secondary schools and their finding revealed that there is a positive significant relationship between school climate and academic achievement.

RESEARCH QUESTION:

What is the role of teacher, classroom environment & inclusive classroom to flourish sustainable development?

OBJECTIVES:

- 1.To study the role of teachers’ for effective learning in the classroom.
- 2.To study the effective learning classroom Environment.
- 3.To study to provide teaching according to inclusive classroom.

METHODOLOGY:

Present study was a qualitative analytical research which mainly followed by the strategy of document analysis. Authentic document were collected from various sources like different types of journals, books, newspapers, websites etc. This study dealt with the one research question in accordance with the objective of the study.

RESULTS AND DISCUSSION:-**Role of teachers for effective learning classroom:**

The teacher as a leader for effective learning classroom to flourish sustainable development (SD) assumes a wide range of roles to support schools’ and students’

success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve the knowledge of sustainable development. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers.

As a resource provider the teachers help their students by sharing instructional resources in their classroom teaching learning process. These might include such as web sites, instructional materials, articles, books, lessons or unit plans, and assessment tools or other resources.

A class teacher will work as an intrinsic motivator to actively pursue sustainable development. He will provide good feeling, productive and positive learning experience among the students through classroom teaching. Through these positive and productive work will be exposed by students.

A teacher will work as a car driver in the classroom. Just like a driver helps a carrier reach a specific destination, a teacher will be able to help students achieve specific goals through teaching-learning strategies.

To flourish sustainable development, class teacher will have used modern teaching methods; the methods that are easily related to sustainable development will be implemented by the students with economic, socio-political, environmental issues. Such as demonstration, stimulating, collaborate learning, brainstorming methods etc.

Class teachers will play a role as a positive attitude developer in the classroom. Through these positive ideas it will be developed among the students about society. As a result, tolerance towards people and overlays all creatures will develop among the students. And through this sufficiency of use of natural and others resources will be develop, that get help from positive behavior to move forward sustainable development.

To gain sustainable development, class teachers will develop good relations with students. Break the ice help get students out of their comfort zone at the one set by playing exercises, share some story and charming experience. This help students get to know each other on a personal level and experience the human side of their teachers.

So according to the above discussion it can be said that teachers exhibit leadership to achieve sustainable development in multiple, sometimes overlapping ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their attitude and interests. Regardless of the roles they assume, teacher leaders shape the culture, social environment, diversity of their schools, improve student learning, and influence practice among their peers.

Effective learning classroom Environment:

Through the teaching- learning process, there is a need for an attractive classroom to advance sustainable development. The environment around the classroom will be calm and fascinating, which will not disrupt learning for student.

With the use of technology in the classroom to easily forward the sustainable development as well as incorporating technology into your teaching is a great way to actively engage your students, especially as digital media surrounds young people in the 21st century.

Interactive whiteboards or mobile devices can be used to display images and videos, which help students, visualize new academic concepts. Learning can become more interactive when technology is used as students can physically engage during lessons as well as instantly research their ideas, which develops autonomy.

According to a recent study at the University of Sanford, a well-designed classroom can boost student performance by 25 percent. That means through a systematic well classroom design can have a significant impact on sustainable development. So, it is essential to thoughtfully and clearly consider all facets of your classroom design.

Teaching aid, furniture, smart classroom etc. needed to work effectively in the classroom teaching-learning process. Every school must have consistent building to cope with all seasons, such as winter, summer, and monsoon. Keeping books in the library sufficiently in line with the needs of the students and there will also be proper laboratory system. And which will smooth the way to gain sustainable development.

In the classroom teaching learning process will give more importance to the project base curriculum and activity base teaching. Through practical work, students can be more involved with reality. At the same time, they will be able to make themselves easier to adapt to the environment and society. In this way students will understand how to use present resources to gain sustainable development in the future.

A good learning environment offers a safe platform for learners. Before you can expect learners to succeed academically, they should also feel safe both mentally and physically. While most of the schools take physical safety measures, not many learning platforms consider the mental safety of the learners.

Safety in a learning environment goes beyond physical well-being. In order to maintain a safe learning environment, learners must feel supported, welcomed, and respected. But many learning platforms and their codes of conduct don't always consider or support the positive climate. For instance, strict disciplinary practices

like suspensions negatively impact the morale of the learners and hamper their performance or likelihood of improvement.

Hence, building a positive learning environment is more about maintaining a healthy culture where the expectations are well communicated and learners are fully aware of the code of conduct. A good learning environment in the classroom offers a safe platform for learners to flourish sustainable development.

Provide teaching according to inclusive classroom:

Inclusive education is about looking at the ways our schools, classrooms, programs and lessons are designed so that all children can participate and learn. Inclusion is also about finding different ways of teaching so that classrooms actively involve all children. It also means finding ways to develop friendships, relationships and mutual respect between all children, and between children and teachers in the school.

Inclusive classroom is not just for some children. Being included is not something that a child must be ready for. All children are at all times ready to attend regular schools and classrooms. Their participation is not something that must be earned.

Inclusive classroom is a way of thinking about how to be creative to make our schools a place where all children can participate. Creativity may mean teachers learning to teach in different ways or designing their lessons so that all children can be involved.

As a value, inclusive classroom reflects the expectation that we want all of our children to be appreciated and accepted throughout their life.

Teachers use a number of techniques to help build inclusive classroom. Such as -

- Using games designed to build community.
- Involving students in solving problems.
- Sharing songs and books that teach all students.
- Openly dealing with individual differences by discussion.
- Assigning classroom jobs that build community.

- Teaching students to look for ways to help each other.
- Utilizing physical therapy equipment such as standing frames, so students who typically use wheelchairs can stand when the other students are standing and more actively participate in activities.
- Focusing on the strength of a student with special needs.
- Create classroom with different pedagogy.
- Create an area for children to calm down.
- Help to establish short-term goals.
- Design a multi-faced curriculum.
- Communicate regular with parents and/or caregivers etc.

Inclusionary classroom practices are commonly utilized by using the following team-teaching models:

- One teach, one support: In this model, the teacher will deliver the content of the lesson and the special education teacher will assist student's individual needs and enforce classroom management as needed.
- One teaches, one observe: In this model, the teacher with the most experience in the content will deliver the lesson and the other teacher will float or observe. This model is commonly used for data retrieval during IEP observations or Functional Behavior Analysis.
- Station teaching (rotational teaching): In this model, the room is divided into stations in which the students will visit with their small groups. Generally, the content teacher will deliver the lesson in his/her group, and the special education teacher will complete a review or adapted version of the lesson with the students.
- Parallel teaching: In this model, one half of the class is taught by the content teacher and one half is taught by the special education teacher. Both groups are being taught the same lesson, just in a smaller group.

- Alternative teaching: In this method, the content teacher will teach the lesson to the class, while the special education teacher will teach a small group of students an alternative lesson.
- Team teaching: Both teachers share the planning, teaching, and supporting equally. This is the traditional method, and often the most successful co-teaching model etc. Therefore, it can be easy to arrange sustainable development while maintaining the inclusive class trend.

LIMITATIONS:

There are many problems for achieving sustainable development through classroom teaching-learning process. Such as -

- a. Lack of acknowledging individual differences.
- b. Deficiency of monitoring progress and providing feedback.
- c. Imperfections of using different range of pedagogies.
- d. Poorness of a safe classroom environment.
- e. Shortage of using ICT base classroom.
- f. Lack of different teaching aids.
- g. Deficiency of rapport between teacher-students.

CONCLUSION:

According to the above overall result discussion, in order to flourish sustainable development in the 21st century, the teacher, classroom environment, inclusive classroom, effective teaching methods etc. is very important. However, in developing and underdeveloped countries like India, financial difficulties are seen to lead sustainable development through classroom teaching learning process. So to solve this problem, all developed countries will have to come forward with UNO's help. And then sustainable development will able to move smoothly through the classroom teaching learning process.

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