

Full text open access online (Since 2009)



Kamla-Raj IJES 2024

PRINT: ISSN 0975-1122 ONLINE: ISSN 2456-6322

Int J Edu Sci, 45(2): 64-71 (2024)

DOI: 10.31901/24566322.2024/45.2.1334

In the Poet's Schools Where Environment is Another Entity of Education: A Case Study

Sumedha Mukherjee and Shashi Singh

Department of Education, Central University of Jharkhand, Ranchi, Jharkhand
E-mail: samsudha1991@gmail.com

Department of Education, Central University of Jharkhand, Ranchi, Jharkhand
Mobile: 8077388185, E-mail: shashi.singh@cuja.ac.in, shashisingh1509@gmail.com

KEYWORDS Ashram Surrounding. Nature Friendly Pedagogy. Naturalistic Setting. Sustainable Practices. Symbiotic Relation

ABSTRACT Globally, awareness programs for environmental conservation and energy preservation involve active individual participation. Yet the adoption of sustainable lifestyles remains limited. In India, educational institutions play a significant role in fostering environmental awareness through campaigns, tree planting, and waste management programs. Environmental education, rooted in the naturalism philosophy and India's historical tradition of learning in natural settings, is often offered as a separate subject. The *Gurukul* system, with modern adaptations, strives to maintain a balance between traditional and contemporary education, preserving the symbiotic relationship between the environment and education. Over a century ago, Rabindranath Tagore established schools at *Santiniketan* and *Sriniketan*, promoting this holistic approach instead of a standalone environmental education subject. This case study explores students' sustainable practices in an Ashram environment, highlighting their contributions to nature and society. In these schools, the environment is not just a backdrop but an integral part of education and culture, reflecting Tagore's twin dreams and creating a unique and inspiring educational experience.