



Environment And Eco- Friendly Schools With Environment Sustainable Development.

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Abstract:

Environment And Climate Friendly Schools.

Combating the climate change on a national and global scale. As we know that the world is very aware of environmental issue. It is important for us to educate children at school, so they can be imperative at home. It does not take much for the school to make the difference this is basically saying that if the parents and teachers are not given what they need to provide a good sound education for their children, then no changes can be made effective.

We can save our future if we start today. When the nation is striving hard for swatch Bharath, we as citizens should bound the duties to our younger generation in eco-friendly scenario. As our population is growing and natural resources are limited. Education for sustainable development enables people to change their behavior towards nature, its target is to enable young people, students, and adults to be active in the development of environment through this children will be aware of how to face and deal with global challenges to make the world a better place with inculcation of new technologies, and energy our children can breathe fresh air unpolluted. Climate change is a challenging task, with the change in the bio-diversity energy, travel, litter and waste, marine waste, water etc our sustainable development of eco-friendly schools are possible.

Or eco- schools usually reflect sustainable development growth initiatives like No poverty concept which can be adopted to any social and cultural background. Zero Hunger concept promoting improved nutrition and sustainable food production. Good health and well-being concept with promotion on health and well being of students and wide community make environmental connections to health and safety. Quality education concept with involvement of all children and students.

The action plan has to be implemented with smart goals like specific and well defined goals, measurable goals, attainable goals, relevant goals needed for schools, time bound determining the timeline for each action.

Key words: eco-schools, sustainable development, quality education, climate change, education and children.

Introduction:

It is considered as the part of the nature, the more the change in climate, the more the environment is affected to the nature, it's a very skeptical change in climate, the knowledge of climate change and environment friendly should be inculcated in children because they are the future citizens. As one of the priorities schools must take environmental issues in the curriculum and apply them on a daily basis, to invest conscience of the students and work to deepen and develop and make them to look beyond and more effective. Environment in

schools have become a choice, if they used they grow plants, trees, but they don't realize that children are affected mostly with polluted air, to remove these hazardous substances in the air schools must adopt eco-friendly project and see that they adapt themselves with fresh air and breathing.

Schools are basically concentrating on strength captivity not on health basis. Only when the boy or girl is under trauma or any other issue.

Various sustainable development programmes schemes and yojanas have made the environment eco-friendly scenario a

successful one. The schools who have adopted these programmes are very successful in admitting their virtues. Eco –green classrooms where there are children with plants thoughts are very helpful. Parking vehicles outside the school campus, buses and auto to be parked @ ½ kilometer from the school premises are very impactful among the eco-green concepts.

Solar energy rain water harvests have come all the way to help the Mother Nature. We must also invigorate teaches in teaching the environmental concepts topics with lower cost and saving resources.

The characteristics of eco-schools include

1. Improving the foot print of schools
2. motivates the young generation spurring them on to realize that they can make a difference.
3. Involve communities and behavior patterns.
4. Improves attitudes and cultivates sustainable mindsets.
5. Connects globally to share environmental information and cultural exchanges.

Methodology:

Following are the methodology used as this is an explanatory study various steps are used to understand the concept better with reference to K.G.F Jain school.

Environmental sustainable development is an appropriate educational program to educate people from an early age in order to reduce human dependence on natural and social environment. Environment sustainable development is able to increase consciousness and form human behavior.

In K.G.F jain school the eco-friendly schools is till limited in understanding the environmental education or based education that is oriented to sustainable development to preserve of natural environmental and empowerment to social environment.

Using formal approach, environmental sustainable development classes is conducted either separately or independent subjects or integrated into educational curriculum. Eco-friendly education with an informal approach is conducted through activities that are not structured such as a nature school.

Analysis:

It is very difficult to identify the failure or success of eco-friendly education whether it is an outcome of formal education product or informal education product.

There is a change beliefs, behavior and especially, the altitude of learners. There is

an important finding in study that when there is a sense of belonging to environment is high; it would increase empathy and desire of individuals to help and to protect.

We abuse soil because we think it as a commodity but when we think that the soil is part of our community then we may treat it with full of appreciation, at the education level of kindergarten and primary school.

Eco-friendly education in Sri Bhagawan Jain school is taken in forms of cultural activities, part of subjects substances , games, activities which are specifically intended for the protection of nature , in co-operation with agencies and parents. As the implementation of economic sustainable guidelines at the level of kindergarten and primary school, it can use the approach and primary school, it can use the approach developed by Lavanya and saraswathi(2014) students in this budding level learn to show affection on environment by playing, dancing, singing they are allowed for critical thinking as student centered active learning . Coming to higher primary school levels children are asked to participate in various awareness programmes and use it wisely.

The survey was the students of primary schools from grade 1 to grade 7 by using stratified random sampling, the researchers gave a test having 30 items of questions distributed in three area like awareness knowledge, how to knowledge and technical's- knowledge, so the key indicators is environment and eco-friendly education in the questionnaire.

1. Contains basic knowledge about environment eco-sustainability.
2. Questions containing short descriptions like the social sustainability and also ego sustainability.
3. Other part of questions containing individual ability..
4. Students images and review were taken @ 0 to 5 by the evaluating team.

Here the analysis was done on the two way analyse of variance using Anova and partially least square(PLS) it describes the understanding level of the eco-friendly education , whether it is getting better at the each goals level or no.

We used the PLS to know the knowledge that was the relationship of awareness, how to know and principles etc.

The knowledge of sustainable development

DIMENSION	AVERAGE VALUE
Nature	7.17
Ego	7.89
How – to – knowledge	7.02
Principle-knowledge	6.86
Awareness - to – knowledge	6.58
Social	7.99

The knowledge stages:

The model of this research has met convergent validity, the factor level is more than 5.0 and each latent variable is are one-dimensional.

VARIABLE	AVE	COMPOSITE RELIABILITY
Awareness to knowledge	0.60	0.85
How to knowledge	0.61	0.50
Principle to knowledge	0.59	0.75

The findings of the study show that there is significant between awareness- knowledge and how-to-knowledge to 0.50. This means that the higher students understand and remember the environment sustainable development learning materials, the easier they are to apply and analyze the material. There are variations in awareness of knowledge, how to knowledge, principle to This shows there is no difference in the knowledge and school accreditation levels.

FACTOR	VARIABLE	LS	REMARK	SIG	REMARK
Class level	Nature	.005	Not qualified	----	----
	Social	.001		-----	-----
	Ego	.0002	Not qualified	----	-----
	Awareness to knowledge	.002	Not qualified	-----	-----
	How to knowledge	.021	Not qualified	-----	-----
	Principle to knowledge	.000	Not qualified	-----	-----
School accreditation	Nature	.107	Qualified	.400	No difference
	Social	.004	Not qualified	-----	-----
	Ego	.580	Qualified	-----	No difference
	Awareness to knowledge	.400	Qualified	.277	No difference
	How to knowledge	.010	Qualified	.450	No difference
	Principle to knowledge	.250	Qualified	.500	No difference.

Conclusion :

This research tells that the eco-friendly education in SMJS is merely emphasized the aspects of cognitive learning, in which

knowledge with percentages with 15% and 11.7%.

It is found that the average values of three dimensions of student's knowledge on the natural, social, and ego are in high category. The average value of each pillar on scale of 1 to 10, the nature pillar is 7.17, and ego is 7.89, how to knowledge is 7.02, principle knowledge is 6.86, awareness to knowledge is 6.58, social is 7.99. This shows that the learning of eco-friendly education conducted in schools helps students understand ecological sustainability. Each students will now realize and understand that the activities oriented to the natural and social pillars will bring benefit for themselves and others.

Awareness to knowledge is the initial stage where the students try to learn about the requirements of the development

How-to-knowledge is the stage where the students apply their skills and analyse the subject,

Principle-knowledge stage shows the students have assesses and evaluating their ideas of learning.

Using the analysis of variance (ANOVA), there is no difference in studying the awareness concept of natural, ego and social levels.

knowledge of eco-friendly education was thematic materials or local subjects. The role of ESD is on school performance and it did not involve parties. However, primary school

students had a better understanding in the pillars learning of natural, social and ego of sustainable development.

This study has proved that the ability of students to know and remember the eco-friendly substance affected student's ability in applying and analyzing which in turn also affected student's ability in doing the synthesis and evaluation of eco-friendly programs.

In addition, the differences in the school accreditation did not have a significant effect on students in eco-friendly knowledge. Usually success of ESD requires contribution from Government, schools, families and society, which each of them has different participation elements. Meanwhile the environment and its impact were global issues. Therefore, these issues should have not only handled by local authorities.

In addition, for further researches, it is necessary to define investment. It is useful to increase the commitment on education for sustainable development. It comparatively shows the ability of cognitive, affective and psychomotor of students.

I would like to thank the school for giving me this opportunity to do a relevant study.

References:

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2. Nomura K. (2009). 621-627
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