



SCHOOL PRINCIPAL: A CATALYST FOR SUSTAINABLE DEVELOPMENT

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ABSTRACT

Green school is a programme aimed to create future citizen of our nation responsible and to protect and manage school environment for sustainable development. School principals act a role model and a leader in school and play a key role in making school green. In present study attempt is made to find out role of the school principal in implementation of green school programme as an effort to catalyze sustainable development. Purposive sampling is used to draw the sample. Ten school principals participated in the study. Result of the study reveals that school principal plays a significant role in the success of achieving activities of green school. Principals are committed to address the challenges, face problems and to develop and implement policies for sustainable development. In order to have green behaviour and attitude among students, teachers and parents, school principals act as a source of motivation, inspiration and act as a role model.



KEY WORDS: - Principal, school, leadership, green behavior and sustainable development.

INTRODUCTION:

In the present century the climate change is the biggest threat to humanity. The climate change affects food production, natural eco-system, fresh water supply, maintain infrastructure with many other functions making it issues of urgent priority to address with immediate effort. Human induced activities are adversely affecting climate by increasing atmospheric concentration of energy trapping green house gases and amplifying the natural global warming making mother earth habitable.

To combat the climate change globally the schools are adopting whole-school approach. It is learning about climate change, reinforced by external and formal education through school values and education. It includes visible measurable action for reducing climate change in all aspects of school life, such as school monitoring, mentoring, teaching content and methodology, campus and facility management. The action involves students, teachers and staff in reflecting

and acting to learn about climate change is the key element of successful implementation of green school programme. An increasing no of educational institution considered them to be green schools. To address the environmental challenge, to introduce meaningful environmental education at school level in India, "Center for Sciences" – Green School Programme goes for beyond natural education to get learner to educate and precisely measures their safe environmental foot prints by

using the green school manual.

BENEFITS:

The principals and teachers reputed whole study approach which have advantages to school in the following ways:

- Students and teachers have greater sense of belongingness to school.
- Students have experiential learning and meaningful opportunities.
- Teachers will have more meaningful continuous learning opportunities.
- School attains significant ecological foot print.
- School will be cost effective through use of natural resources.
- Beautiful, green, attractive, pleasant and conducive for learning school campus.
- Access to teaching resources, expert knowledge and financial support.

Good will and knowledge are rarely enough to achieve whole-school change. Around the world experience of principal suggested that climate action initiation are most likely successful when they are resource with

- A commitment and knowledge of school principal.
- Enough long-term finance.
- Supporting teaching resources and material.
- Dedicated staff to manage the process.
- Expertise in terms of access to external experts and well-trained teachers.

A school principal what action to initiate, required inputs from school, teachers, staff and parents. The most important step in writing of vision, mission and values for school understanding of climate change. Once written school cultural is developed then it is to developed in everyday life of the school. It has to reflect school strategic plan, policies, procedures, guidelines, budgets and work in committees.

Every member of the school has to play and walk towards schools climate change. At personal level to sharing work load. On deeper level inclusive approach bringing weather towards a broad skills, viewpoints and knowledge to term holistic angles and builds committees. Everyone participating have an opportunity to acquire knowledge, skills, critical thinking, empathy and conscience building for creating more sustainable society.

EMANCIPATION OF STUDENTS:

To address the climate change problem action-oriented learning is must. There are three phrases to empowering student's activities.

LEARNING ABOUT ACTION:

Teaching students knowledge and skills that required becoming successful such as consensus building, active listening, advocating and emphasizes.

LEARNING THROUGH ACTION:

Students need to select, plan, implement climate change action during classes and extracurricular activities. Goal is to empower students to use their learning as the basis for making change in their lives. Actions come from student's ideas and help students to develop skills and resolve to take action.

LEARNING FROM ACTION:

Students reflect knowledge, learning activities

RESEARCH METHOD:**RESEARCH DESIGN:**

The qualitative approach is applied.

Sample:

Ten school Principals

Tool:

Data is collected through questionnaire and interviews. Questionnaires are developed on the basis of component and indicators.

Result:

A school principal supports change by communicating the vision and demonstrating their commitment. A school principal can make changes, have multiple charismatic champions and must benefit students, teachers and encourage change in behavior. These charismatic champions are highly committed to schools vision for sustainability, share knowledge, passion for others and guide change efforts.

The school principal has the greatest potential for change and involves students, teachers-staff in decision making process. As principal each member of school should be empowered and granted authority with transparent to make decision and each should be provided with necessary action to implement decision.

The climate change and environment degradation issues are so large and distance from students can tell hopeless, fearful and disempowered. Experiential learning activities based on immediate resources, such as school garden, building, ground. These experiences, students better grasps principles of the sustainability through guided questions, applications and reflections.

As school principal school achieving award for sustainability are connecting sustainability to school curriculum. Principles of sustainability such as respect for social justice, limit, system thinking, interconnectedness are woven across present curriculum instead of being viewed as add on.

As a school principal it is responsibility there students connecting to their physical and cultural environment and students must share learning by multimedia to communities. Students, teachers and staff learn together in School. Such type of sharing tied connection between school and community and enhance school identify.

As a principal key role in placing students at center of sustainability programme in critical to achieve long term success.

The most successful school principal were able to show than an enhance appreciation of need of case for environment. School principal should commit to sustainability in school.

To build school green school model with basic philosophy of creating a school environment that coexist with nature, resource and energy saving, recycling, creating healthy natural environment conducting for students to learn, play and live in natural habitat. The use of green facilities as teaching-learning facilities ecological and educational aspect must be considered among other facilities. The school principal for sustainable development requires four components such as boundaries, priorities, uncertainties and action.

CONCLUSION:

Role of school principal in implementation of green school programme is strategic and significant. Result of the study reveals that school principals are making efforts for green school but facing challenges for implementing in school as teachers participation, organization of school activities an green budgeting.

To manage, preserve and to conserve the environment for sustainable development the school should be the role model to combat the climate change and be the source of inspiration for the society.

School principal should give guidance, act as role model, and motivate, all students and teachers in the effort to embody environmental culture and cared school.

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