

GREEN SCHOOLS OF INDIA
Environmental Audit
QUESTIONNAIRE

Name of School :

Address :

Telephone No. :

E-mail :

Name of Teacher / Co-ordinator :

Telephone No. :

Date Commenced :

Date Completed :

C.P.R. ENVIRONMENTAL EDUCATION CENTRE

1, Eldams Road, Alwarpet, Chennai - 600 018.

Phone: 91-44-24337023 / 24346526 Fax: 91-44-24320756

GREEN SCHOOLS OF INDIA

Environmental Audit

A clean and healthy environment aids effective learning and provides a conducive learning environment. There are various efforts around the world to address environmental education issues.

Environmental Management Systems (EMS) are very popular in the industrial sector, but the general belief is that EMS is something pertaining to industries only. Other parts of the world have started adopting compatible environmental management systems either voluntarily or for promoting standards by external certification. International environmental standards do not suit the existing Indian educational system. Hence C.P.R. Environmental Education Centre has developed a compatible system by developing locally-applicable techniques.

A very simple indigenised system has been devised to monitor the environmental performance of educational institutions. It comes with a series of questions to be answered on a regular basis. Environmental conditions may be monitored from angles that are relevant to Indian requirements, without stress on legal issues or compliance. This innovative scheme is user-friendly and totally voluntary. The environmental monitoring system helps the institution to set environmental examples for the community and to educate young learners. It can be adapted to urban and / or rural situations.

The broad aims/benefits of the eco-auditing scheme would be

- Environmental education through systematic environmental management approach
- Improving environmental standards
- Benchmarking for environmental protection initiatives
- Reduction in resource use
- Financial savings through a reduction in resource use
- Curriculum enrichment through practical experience
- Development of ownership, personal and social responsibility for the school and its environment
- Enhancement of school profile
- Developing an environmental ethic and value systems in young people

The areas of eco auditing to be followed / practiced by participating institutions:

- A. Waste Minimisation and Recycling
- B. Greening
- C. Energy Conservation
- D. Water Conservation
- E. Animal Welfare

Your responses will be monitored if you are to be eligible for a GREEN SCHOOL Award.

Put '✓' mark in appropriate box

What is the total strength of students and teachers in your school? (approx.)

	No.of Students	No.of Teachers
1 Primary	<input type="text"/>	<input type="text"/>
2 Secondary	<input type="text"/>	<input type="text"/>
3 Senior Secondary	<input type="text"/>	<input type="text"/>
TOTAL	<input type="text"/>	<input type="text"/>

Which of the following are available in your school?

1 Garden area	<input type="text"/>	5 Garbage dump (number)	<input type="text"/>
2 Play ground	<input type="text"/>	6 Laboratory	<input type="text"/>
3 Kitchen	<input type="text"/>	7 Canteen	<input type="text"/>
4 Toilets (number)	<input type="text"/>	8 Others (specify)	<input type="text"/>

Which of the following are found near your school?

Mark the level of disturbance it creates for the school in a scale of 1 to 9.

1	Municipal dump yard	<input type="text"/>
2	Garbage heap	<input type="text"/>
3	Public convenience	<input type="text"/>
4	Sewer line	<input type="text"/>
5	Stagnant water	<input type="text"/>
6	Open drainage	<input type="text"/>
7	Industry – (Mention the type)	<input type="text"/>
8	Bus / Railway station	<input type="text"/>
9	Market / Shopping complex / Public halls	<input type="text"/>

I - WASTE

1 Does your school generate any waste?

Yes	No
-----	----

If so, what are they?

2 What is the approximate amount of waste generated per day? (in Kilograms) (approx.)

Approx	Bio degradable	Non-Bio degradable	Hazardous	Others
< 1 kg.				
2 - 10 kg.				
> 10 kg.				

3 How is the waste generated in the school managed? By

	Yes	No	How
1 Composting			
2 Recycling			
3 Reusing			
4 Others (specify)			

4 How many separate boxes do you think you would need to put into a classroom to start a waste segregation and recycling campaign?

What would each be used for? (Develop a colour code with reasons)

5 Do you use recycled paper in school?

Yes	No
-----	----

6 How would you spread the message of recycling to others in the community?
Have you taken any initiatives? If yes, please specify.

7 Can you achieve zero garbage in your school?

Yes	No
-----	----

If yes, how?

II - GREENING THE CAMPUS

8 Is there a garden in your school?

Yes	No
-----	----

Do students spend time in the garden?

Yes	No
-----	----

List the plants there, with approx. numbers of each species.

9 Suggest plants for your campus. (Trees, vegetables, herbs, etc.)

10 List the species planted by the students, with numbers.

III - ENERGY

11 List ten ways that you use energy in your school. (Electricity, LPG, firewood, others).
Using this list, try to think of ways that you could use less energy every day.

S.No.		Reduction of usage
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

- 12 Are there any energy saving methods employed in your school?
If yes, please specify.

Yes	No
-----	----

If no, suggest some

- 13 How much money does your school spend on energy such as electricity, gas, firewood, etc. in a month. Record it.

Record monthly

Month	Electric meter reading	LPG / Firewood Consumption	Fuel for Generator / Lab equipments

- 14 How many CFL* bulbs has your school installed?

If none, why not?

- 15 Are any alternative energy sources employed / installed in your school?
(photovoltaic cells for solar energy, windmill, energy efficient stoves, etc.,) Specify.

Yes	No
-----	----

*CFL = Compact Fluorescent Lamp, which uses less power and has a longer rated life.

16 Do you run “switch off” drills at school?

Yes	No
-----	----

17 Are your computers and other equipments put on power-saving mode?

Yes	No
-----	----

18 Does your machinery (TV, AC, Computer, weighing balance, printers, etc.) run on stand by modes most of the time? If yes, how many hours?

Yes	No
-----	----

hours

IV - WATER CONSERVATION

19 List four uses of water in your school.

1

2

3

4

20 How does your school store water? Are there any water saving techniques followed in your school?

Yes	No
-----	----

What are they ?

21 If there is water wastage, specify why.

How can the wastage be prevented / stopped?

22 Locate the point of entry of water and point of exit of waste water in your school.

Entry

Exit

❖ Where does your water come from? (source)

❖ Where does the waste water go?

23 Write down four ways that could reduce the amount of water used in your school.

1

2

3

4

24 Record water use from the school water meter for six months (record at the same time of each day). At the end of the period, compile a table to show how many litres of water have been used.

25 Does your school harvest rain water?

Yes	No
-----	----

If yes, how many rain water harvesting units are there?

- 26 Draw a rough plan of your school grounds on the grid sheet on pg.11. Draw the school building first to help you work out where things are. Then draw the animals and plants that you find on the campus.(Attach a layer graph / grid sheet if necessary). Also, put in the Rain Water Harvesting units.

V - ANIMAL WELFARE

- 27 List the animals (wild and domestic) found on the campus (dogs, cats, squirrels, birds, insects, etc.)

28 How many dogs in your area have undergone Animal Birth Control - Anti Rabies (ABC - AR)?

How many need ABC - AR?

- 29 Which is the animal welfare organisation nearest to your school?

Does it have an ambulance service?

Yes	No
-----	----

- 30 Is there any incidence of animals getting wounded / affected due to unfavourable conditions existing in your school or nearby (like a dog getting wounded, poisoning of animals, improper caging of animals, hunting of animals, etc.)

Yes	No
-----	----

What did you / your school / neighbour do ?

- 31 Does your school have a KOMPASSIONATE KIDS programme or a KARUNA CLUB?

Yes	No
-----	----

VI - GENERAL

- 32 Are you aware of any environmental Laws pertaining to different aspects of environmental management?

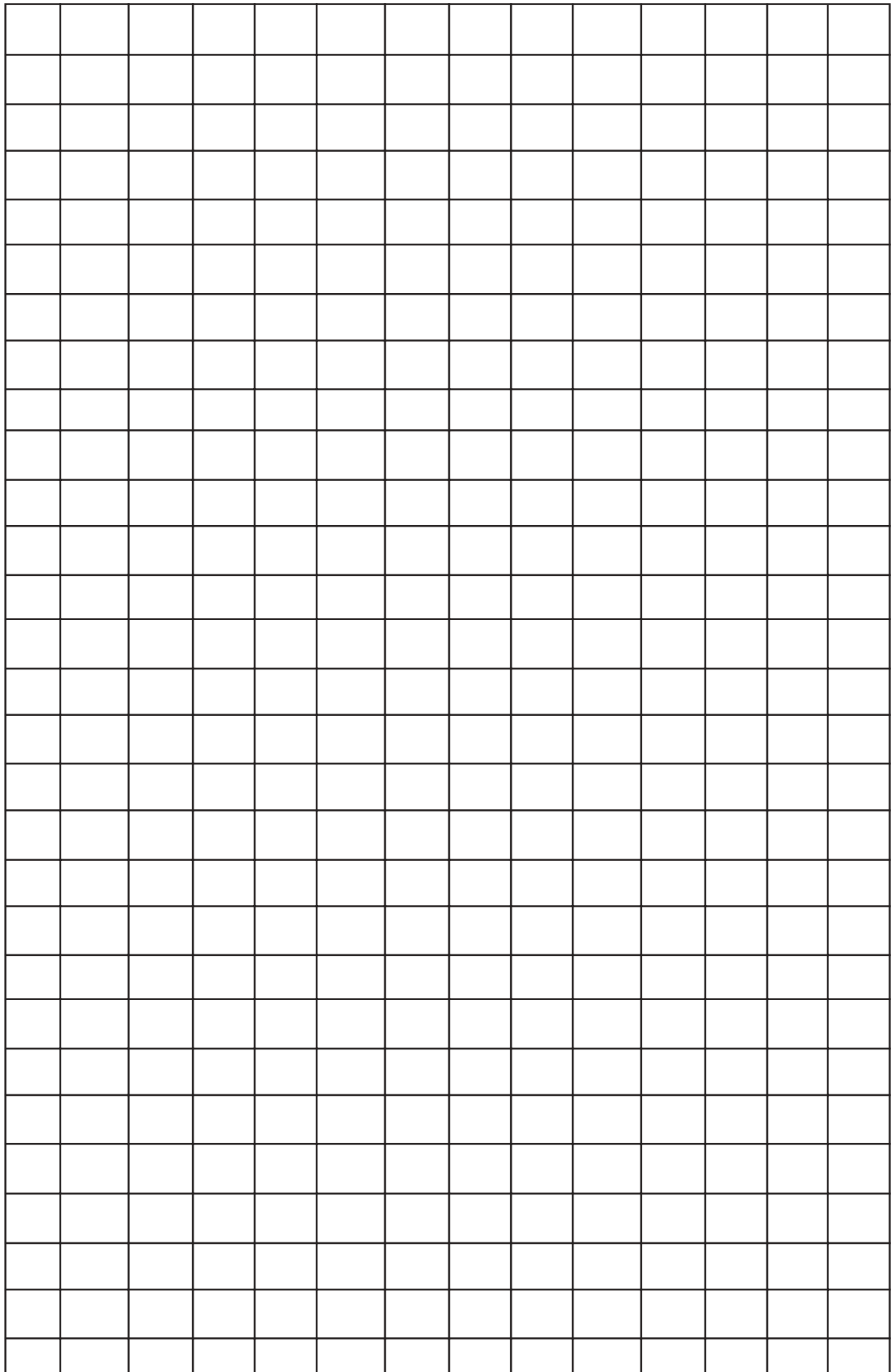
Yes	No
-----	----

- 33 Does your school have any rules to protect the environment?

Yes	No
-----	----

List possible rules you could include.

Space for additional information



C.P.R. Environmental Education Centre is a Centre of Excellence of the Ministry of Environment & Forests, Government of India, established jointly by the ministry and the C.P. Ramaswami Aiyar Foundation.

The Centre has been set up to increase consciousness and knowledge about the environment and the major environmental problems facing the country today. It has been conducting a variety of programmes to spread awareness and interest among the public, including, teachers, students, voluntary workers, educators, farmers, women and youth, on all aspects of the environment and ecology, with the purpose of promoting conservation of nature and natural resources.

