

**GUIDELINES
FOR
ENVIRONMENT EDUCATION, AWARENESS,
RESEARCH AND SKILL DEVELOPMENT SCHEME**

ENVIRONMENT EDUCATION PROGRAMME



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**Environment Education Division
Ministry of Environment, Forest and Climate Change
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Environment Education Programme

“Today’s children are the global citizens of tomorrow. They influence their families and shape their attitudes, and thereby the society. So, children, during their formative years (5 to 14), when they are most receptive to messages and information, need to be educated about the environment and the long-term impact of our present actions. This will have a cascading effect on society” – working on this rationale, Ministry of Environment, Forest & Climate Change (MoEF&CC) formulated the programme – ‘National Green Corps (NGC)’ in 2001-02, for promoting Eco-club formation and activities in schools across the country. Realizing the need to mobilize the participation of youth also in environmental conservation activities, the programme support was extended to colleges during 2019-20. The NGC programme was implemented as the flagship programme of MoEF&CC for non-formal environment education till 2021-2022. The Central Board of Secondary Education (CBSE) has also issued circular in 2019 instructing all the schools to mandatorily create Eco-clubs in schools. The Department of School Education & Literacy (DoSEL), Ministry of Education (MoE) also extends support *inter alia* for Youth Clubs and Eco-clubs under Samagra Shiksha, a Centrally Sponsored Scheme for Government schools. Formation of Eco-clubs and Nature clubs are promoted by various State/UT Governments as well. The National Education Policy, 2020 envisages Eco-clubs as an integral part of school as well as higher education in the country.

1.1.Aim and Objectives

The Environment Education Programme (EEP) is a component of the revamped Central Sector scheme ‘Environment Education, Awareness, Research and Skill Development (EEARSD)’ and it aims to supplement the efforts of Ministry of Education in the formal education front, through varied pedagogical initiatives to impart non-formal environment education. This programme intends to leverage on the key sectoral strength of Eco-clubs already formed under National Green Corps programme, in addition to targeting Youth Clubs and other such clubs/ units/ groups formed under various programmes/ schemes of the Government. The activities would be scaled up from symbolic ones to focussed training/ campaigns on sustainable lifestyle aimed at motivating children/ youth to think critically and form their habits in such a way as to live in harmony with nature. Long-lasting change is most likely when it is self-motivated and rooted in positive thinking. The programme aims to supplement the knowledge that the children and young generation gain from classrooms with experience from nature and hands-on activities. Psychological interventions to behaviour change like education, enablement, incentivization, modelling, persuasion, training, etc. would be the building blocks of this programme laid on the foundation of principles envisaged in the National Education Policy, 2020.

What is the objective?

The objective of the Programme is to sensitize children/ youth, on issues related to environment and to motivate them to adopt sustainable lifestyle, through varied pedagogical initiatives like workshops, projects, exhibitions, campaigns, competitions, nature camps, summer vacation programmes, etc.

1.2.Implementing Agencies

The implementation of this Programme can be done either at Central or State/UT level. Accordingly, the Implementing Agencies (IA) could be any agency or autonomous body/ institutes of Central or State Government/ UT Administration having a mandate related to education/ environment. Implementing agency would be nominated by the respective authorities like Central/ State Government/ UT Administration and finalized by this Ministry with due approval of Secretary (EF&CC).

Who can submit a proposal?

The potential Implementing Agencies (IA) for implementation of this programme are various organizations/ institutions of MoEF&CC , State Nodal Agencies (SNA) designated for the previous Environment Education Awareness and Training (EEAT) Scheme, Nehru Yuva Kendra Sangathan (NYKS) or any such body under Department of Youth Affairs (DoYA), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS) or other such body under Ministry of Education (MoE), associated organizations of Ministry of Women & Child Development (MoWCD), Panchayati Raj institutions/ Urban Local Bodies, etc. This programme is not open to any other agency/ body/ institute other than those of Central Government/ State Government/ UT Administration.

1.3.Implementation Strategy

The IAs would organize “**Sustainable Lifestyle Workshops/ Projects/ Exhibitions/ Campaigns/ Competitions/ Nature Camps/ Summer Vacation Programmes, etc.**” for target beneficiaries. These **workshops/ projects** would give target beneficiaries a platform for developing scientific temper and critical thinking, display creativity and nurture values like compassion and empathy, in addition to strengthening of concepts and opportunity to experiment and experience sustainable solutions, which use minimal resources, cause minimal pollution and generate minimal waste. **Projects** may also include impactful demonstration projects like solar solutions, waste management units, composting units, etc. **Exhibitions** are

intended for display (and/or sale) of the eco-friendly products made by target beneficiaries to general public or a targeted audience so as to sensitize them and promote use of such products. **Nature camps** would help target beneficiaries to understand and appreciate India's unique natural diversity, varied ecosystems, flora and fauna, as well as to understand the threats to their survival. **Thematic campaigns/ competitions** like quiz, debate, essay, painting, physical activities, community participation, etc., would give target beneficiaries a platform for expressing their ideas and spreading their word to the public. The initiatives would be synergised with the Prime Minister's Lifestyle for Environment (LiFE) mission. The outcomes expected from this programme are elaborated at **Annexure-I**.

The initiatives under EEP would be organized/ undertaken under the banner of 'Environment Education Programme, Ministry of Environment, Forest and Climate Change' and the logo of MoEF&CC would be invariably used in the banners, posters, resource materials, publications, etc. released as a part of these initiatives.

1.4.Target Beneficiaries

The target beneficiaries are primarily **children/ youth**. The IAs would implement the programme through, but not limited to, Eco-clubs formed under NGC programme, Eco-clubs/ Youth Clubs or other such units formed under various schemes of MoE, Youth Clubs of NYKS, National Service Scheme (NSS) Cells/ Units, etc. formed under various schemes of DoYA, Child Care Institutions (CCI) or other such units formed under various schemes of MoWCD, etc.

Is there an age limit for target beneficiaries?

The ultimate aim of the programme is to impart non-formal environment education so as to motivate and skill children/ youth to adopt sustainable lifestyle. Age definitions as in various policy statements of Government of India would be followed.

The current National Education Policy (NEP), 2020 envisages a new pedagogical and curricular restructuring covering ages 3 to 18. Further, population in the age group 18-23 years are considered for statistical reporting on higher education by MoE. As per various policy statements of DoYA, those falling within the age group of 15-29 years are defined as youth.

Notwithstanding the above, initiatives which would ultimately contribute to the education/ skilling of children/ youth like capacity building of teachers as master trainers may also be considered.

1.5.Grants-in-Aid

Grants-in-aid for EEP would be **non-recurring** in nature. This would be sanctioned on the basis of proposals received, subject to, *inter alia*, submission of requisite documents, fulfilment of mandatory terms & conditions and availability of funds.

Grants-in-Aid would be sanctioned to the IAs, in accordance with the General Financial Rules and related instructions of the Government of India, as amended/ issued from time to time. The grant to IAs would be under the following broad heads:

S. No.	Particulars
a.	Financial assistance for organizing Sustainable Lifestyle Workshops/ Projects/ Exhibitions/ Campaigns/ Competitions
b.	Financial assistance for organizing Nature Camps/ Summer Vacation Programmes
c.	Administrative charges (10% of a+b) on reimbursement basis

In case of State-level implementation, covering all districts, IAs need to submit a comprehensive proposal. IAs need to aspire for coverage of all schools/ units over the years in a phased manner. Phase-wise implementation focussing on particular regions/ segments may be adopted based on budget allocations. Number of schools/ units and number of beneficiaries to be targeted needs to be suitably factored in while planning the implementation.

Is there a limit for grants-in-aid?

Grants would be limited to a ceiling of Rs. 15 lakh per district for organizing Sustainable Lifestyle Workshops/ Projects/ Exhibitions/ Campaigns/ Competitions, etc.

Nature Camps/ Summer Vacation Programmes would be a 1 to 3-day programme. Grants for a 3-day programme (3 days and 2 nights) for fifty (50) students each would not exceed Rs. 4,000/- per student with a ceiling of twenty (20) camps/ programmes per State. The maximum assistance to a State in a year would be upto Rs. 40 lakh for twenty camps each of 50 students. In case of a camp/ programme for lesser number of days/ students, grants would be reduced accordingly.

Special cases

In case of implementation through organizations/ institutes/ agencies of MoE, DoYA, etc. or other such cases which are not elaborated in this note, the proposal would be processed and finalized by this Ministry with due approval of Secretary (EF&CC).

The programme would have a flexible funding pattern to be able to support impactful demonstration projects. IAs may make needful procurement for distribution of solar solutions, waste management units, composting units, etc. as approved by this Ministry.

In case of projects, the proposals would be appraised either in consultation with Subject Division concerned in the Ministry or by constituting an ad hoc committee, with officers of the Subject Divisions concerned as members, depending on the number of project proposals received.

How to submit proposals?

Proposals may be submitted by the IAs to the Joint Secretary/ Advisor(EE), MoEF&CC , as per format given at **Annexure-II**, to be considered for sanction of grant-in aid. The proposal format would be reviewed by the Programme Division in the Ministry from time to time and amended as required with the approval of Additional Secretary/ Joint Secretary concerned. Submission and processing of proposals would be made online once a web-portal is developed by MoEF&CC.

Reimbursement of administrative charges

Administrative charges would be released on actual basis, not exceeding 10% of the total expenditure incurred on organization of Sustainable Lifestyle Workshops/ Projects/ Exhibitions/ Campaigns/ Competitions and Nature Camps/ Summer Vacation Programmes. For re-imburement of administrative charges, IAs need to duly reflect these expenses in the Utilization Certificate and Expenditure Statement submitted to the Ministry.

1.6. Performance Reporting

IAs would utilize the grant only for the purpose for which it has been granted and submit annual Utilization Certificate and Expenditure Statement as per the General Financial Rules and related instructions of the Government of India, along with a comprehensive Activity Report, within the prescribed timelines.

The Activity Report would invariably give quantitative account of the output and outcome indicators of the programme like number of Workshops/ Projects/ Exhibitions/ Campaigns/ Competitions/ Nature Camps/ Summer Vacation programmes supported, number of schools/ clubs covered, number of children/ youth trained/ participated in the various

activities, etc. and a brief account on the impact of the programme. IAs are also required to submit periodic/ activity-wise reports whenever the Ministry requests the same.

Reporting of financial data through various portals like Public Financial Management Systems (PFMS) is to be done as mandated by the Ministry of Finance, Government of India. Reporting of data through other Management Information Systems (MIS) that may be developed is also mandatory. Instructions in this regard would be issued by MoEF&CC.

1.7. Performance Monitoring and Evaluation

In order to oversee and review the activities being carried out, review meetings would be conducted at the level of Additional Secretary / Joint Secretary. Monitoring of financial performance would be done through PFMS portal, MIS provided by the authorized banker and scrutiny of Utilization Certificate and Expenditure Statements. Online monitoring of physical activities would be done based on online data reporting, digital footprints, web-streaming of activities, etc. Web-portal that would be developed by MoEF&CC would have provisions for live dashboard for real-time assessment of performance, based on which competition and ranking of IAs would be envisaged.

A Monitoring and Coordination Cell (MCC) would be set up in the Programme Division of MoEF&CC for assisting the Division in coordination with IAs as well as monitoring of their performance. The manpower for MCC, viz., one Consultant 'B' and one Consultant 'A' would be engaged as per the norms and guidelines of the MoEF&CC issued vide order A.65013/7/2018-P.II dated 21/12/2018 and related instructions.

Midterm/ post-implementation evaluation of the programme would be considered in consultation with the Development Monitoring and Evaluation Division (DMED) of MoEF&CC. Feedback received would be considered in consultation with all stakeholders and midterm corrections would be incorporated with the approval of Secretary (EF&CC). Third party audit would be undertaken as per extant procedures.

MoEF&CC would be the final authority in respect all decisions regarding the implementation of EEP, including selection of Implementing Agencies, sanctioning of grants-in-aid and performance evaluation.

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Environment Education Programme (EEP): Expected Outcome

Pro-environmental behaviour or environmentally responsible behaviour may be defined as the one that consciously seeks to minimize the negative impact of individual actions on the world. Individuals with such behaviour have an inclination to adopt a sustainable lifestyle that has little impact on the environment and live in harmony with the nature. One can adopt a sustainable lifestyle by re-designing and re-structuring their day-to-day activities in such a way as to not burden the Earth's natural resources but supplement the efforts towards conservation and protection of the environment.

Several theoretical models have been evolved over the years to explain the factors that could bring about pro-environmental behaviour. One of the oldest, simplest and most commonly used model of pro-environmental behaviour is based on a linear progression of environmental knowledge leading to environmental awareness and attitudes, which in turn lead to pro-environmental behaviour. This model assumes that imparting knowledge of environmental issues to public would result in their displaying pro-environmental behaviour and have been termed 'deficit' models of public understanding and action by ¹Burgess *et al.* (1998). *Most of the environmental awareness campaigns organized even today are based on this model.*

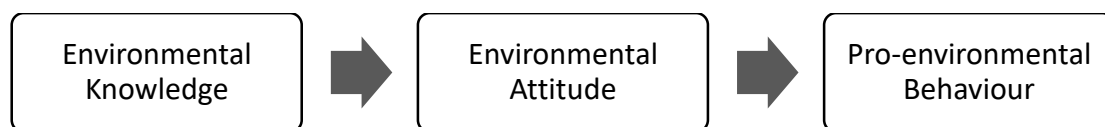


Fig 1: Early (linear) model of pro-environmental behaviour (adapted from ²Kollmuss and Agyeman, 2002)

However, subsequent researches have proven that increase in knowledge and awareness does not necessarily lead to pro-environmental behaviour. One of reasons for this gap could be the difference in direct versus indirect experience [³Rajecki, 1982]. *Direct experiences have a stronger influence on behaviour than indirect experiences.* Thus direct learning from the nature is more effective than learning from a classroom.

¹ Burgess, J., Harrison, C. & Filius, P. (1998) Environmental communication and the cultural politics of environmental citizenship, *Environment and Planning A*, 30, pp. 1445–1460.

² Kollmuss, A., & Agyeman, J. (2002). Mind the Gap: why do people act environmentally and what are the barriers to pro-environmental behavior? *Environmental Education Research*, 8(3), 239-260.

³ Rajecki, D.W. (1982) *Attitudes: themes and advances* (Sunderland, MA, Sinauer).

Research suggested that attitudes are not the sole factors that determine behaviour. ⁴Hines et al., (1986) has put forward a more comprehensive model which includes personality factors, knowledge factors and situational factors as determinant of pro-environmental behaviour.

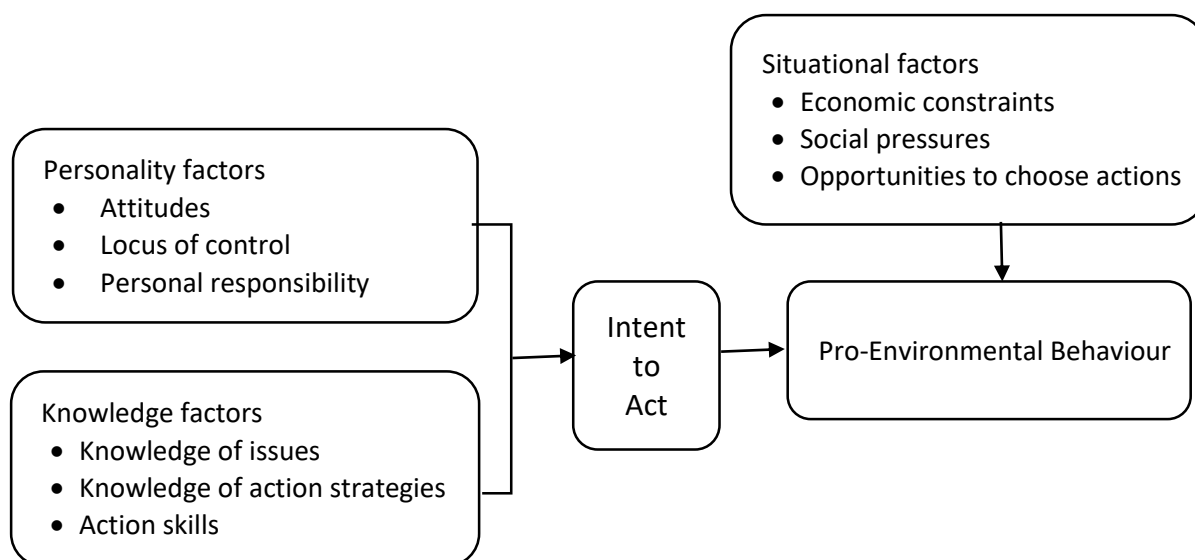


Fig 2: Model predictors of pro-environmental behaviour put forward by Hines et al., 1986 (adapted from Kollmuss and Agyeman, 2002)

People with strong pro-environmental attitudes, strong internal locus of control (an individual’s perception of whether he has the ability to bring about change through his own behaviour) and greater sense of personal responsibility are more likely to engage in pro-environmental behaviour. Similarly, people with clear understanding of issues, strategies as well as having skills are more likely to display pro-environmental behaviour. Nevertheless, there are several situational factors which ultimately decide whether the individual would adopt pro-environmental behaviour in the given situation.

While situational factors can be addressed through various policies of government, education plays a major role in modifying the personality and knowledge factors. In particular, knowledge factors are exclusively governed by the efforts to impart environment education through formal and non-formal modes of education. The Environment Education Programme (EEP) of the Environment Education Awareness Research and Skill Development (EEARSD) Scheme particularly aims to promote pro-environmental behaviour and sustainable lifestyle through concerted efforts to impart knowledge of issues, action strategies and action skills.

⁴ Hines, J.M., Hungerford, H.R. & Tomera, A.N. (1986–87). Analysis and synthesis of research on responsible pro-environmental behavior: a meta-analysis, *The Journal of Environmental Education*, 18(2), pp. 1–8.

Sustainable Lifestyle Workshop

A Sustainable Lifestyle Workshop as envisaged in this programme need to impart knowledge of issues, action strategies and an action skill to the target beneficiaries. A few examples are given below:

Example #1: Addressing the issue of landfills through composting

 <p>Issue</p> <ul style="list-style-type: none"> - What are landfills ? - How does landfills affect the environment? 	 <p>Action Strategies</p> <ul style="list-style-type: none"> - Sustainable reclamation of landfill sites - Reduce landfill waste 	 <p>Action Skills</p> <ul style="list-style-type: none"> - How to compost? - Addressing composting problems.
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Example #2: Addressing the issue of landfills through recycling of old clothes

 <p>Issue</p> <ul style="list-style-type: none"> - What are landfills ? - How does landfills affect the environment? 	 <p>Action Strategies</p> <ul style="list-style-type: none"> - Reduce landfill waste - Recycle textiles 	 <p>Action Skills</p> <ul style="list-style-type: none"> - How to upcycle old clothes? - Doormats, bags, etc.
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Example #3: Addressing plastic pollution through adoption of eco-friendly substitutes

 <p>Issue</p> <ul style="list-style-type: none"> - What are plastics? - How do they affect the environment? 	 <p>Action Strategies</p> <ul style="list-style-type: none"> - Ditch plastic folders. - Opt for eco-friendly options. 	 <p>Action Skills</p> <ul style="list-style-type: none"> - How to make a paper folder? - Address quality, durability issues
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Sustainable Lifestyle Project and Exhibitions

Innovations by several young minds have made the country proud, lately. For instance, the Delhi-based agri recycling project ‘Takachar’ and the solar-powered ironing cart designed by a school girl from Tamil Nadu, the winner and the finalist respectively at the Earthshot Prize- 2021. There exists a need to promote such projects at the school level itself – both new innovations and demonstration projects/ exhibitions.

Nature Camps and Summer Vacation Programmes

Direct learning from the nature has a stronger influence on behaviour than learning from a classroom. Camping and other outdoor experiences are the most direct, primary and hands-on form of exposure to nature and environmental issues. Their educational impact is strong, irreplaceable and lifelong. Camping and similar experiences become a positive influence in shaping our attitudes and practices with regard to nature, use of natural resources and our response as a whole to issues of environment and development. These experience also helps children to learn about indigenous knowledge, local traditions and practices related to sustainable living, biodiversity, forest, wildlife, protected areas and their management, natural resource management, resource recycling, reducing consumption, waste management, renewable and alternative energy sources, etc. The key outcomes from such programmes are:

- Appreciation of nature and natural resources as well as their importance
- Creating love towards environment, nature and wildlife
- Instilling concerns for nature and natural resources conservation
- Introducing variety of flora and fauna of the forests, grasslands, rivers, wetlands, deserts and other ecosystems.
- Providing an exciting and adventure filled opportunity to children to explore into natural areas and wildernesses.
- Motivating students to adopt an eco-friendly lifestyle for protection of environment, nature and natural resources
- Helping them develop skills of leadership, teamwork, discovery

**Format for submitting proposals under Environment Education
Programme (EEP) of Environment Education, Awareness, Research and
Skill Development (EEARSD) scheme**

(See Section 1.5)

Name of the Implementing Agency: _____
 Address for communication : _____
 Name of the nodal officer : _____
 Contact details of the nodal officer : Email: _____
 Tele: _____

Consolidated proposal:

S. No.	Particulars of Initiatives	Proposed Amount (Rs.)
A.	Financial assistance for organizing Sustainable Lifestyle Workshops/ Projects/ Exhibitions/ Campaigns/ Competitions* (a ceiling of Rs. 15 lakh per district)	
B.	Financial assistance for organizing Nature Camps/ Summer Vacation Programmes* (upto Rs. 40 lakh for twenty camps each of 50 students)	
C.	Administrative charges (10% of A+B) on reimbursement basis	
	Total	

* *Details of each initiative to be annexed; Number of students and number of days to be specified in the case of Nature Camps/ Summer Vacation Programmes.*

Certified that the information provided above is correct to the best of my knowledge and I undertake responsibility for utilization of fund, if proposal is approved, for the purpose claimed in the application.

(Signature of the Nodal Officer)
Name and Designation with seal

(Signature of the Head of Institution/Organization)
Name and Designation with seal

Date:
Place:

Detailed Proposal

S. No.	Title of the Initiative	Category	Brief description about the initiative	Number of Districts to be covered	Expected outcome in terms of		Heads of expenditure	Amount proposed (Rs.)	Total amount proposed (Rs.)
					Number of schools/ clubs	Number of children/ youth			
		Workshop/ Project/ Exhibition/ Campaign/ Competition/ Nature Camp/ Summer Vacation Programme	<i>Describe in 100-200 words, how the initiative would upskill children/ youth to adopt sustainable lifestyle and will contribute to the betterment of the environment.</i>						
		Workshop/ Project/ Exhibition/ Campaign/ Competition/ Nature Camp/ Summer Vacation Programme	<i>Describe in 100-200 words, how the initiative would upskill children/ youth to adopt sustainable lifestyle and will contribute to the betterment of the environment.</i>						
Total							Total		