

**Scheme of
Environmental
Orientation
to
SCHOOL
EDUCATION**



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D13257

**GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF EDUCATION**

NEW DELHI

1988

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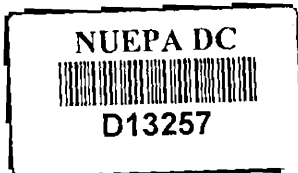
Doc. No. D-13257
Date 17/7/2008

Scheme of Environmental Orientation to School Education

The National Policy on Education (1986), inter alia, states that protection of the environment is a value which, along with certain other values, must form an integral part of curriculum at all stages of education. Further Para. 8.15 of the Policy states :

“There is a paramount need to create a consciousness of the environment. It must permeate all ages and all sections of society, beginning with the child. Environmental consciousness should inform teaching in schools and colleges. This aspect will be integrated in the entire educational process.”

2. Following from the National Policy, NCERT has developed a National Curriculum Framework designed to lay down essential learning outcomes for all learners. The Scheme of Studies envisaged in the Framework provides inter alia for Environmental Studies as one of the subject areas at the lower primary stage and as part of Science/Social Sciences and Work Experience at higher levels. The courses of study being developed by NCERT for Classes VI and above are also being given environmental orientation. The NCERT is also developing syllabi, textbooks and other teaching/learning materials to give effect to the provisions of NPE. The teacher training arrangements are also being strengthened in the country and the need to give environmental orientation to educational processes is being built into them. Similarly, syllabi for various classes and subjects will get revised to implement the thrusts in the new NPE and this exercise, like at the national level, would bring about an environmental orientation to education in schools. These measures will make the students and teachers aware of the environmental concerns at the national and State level. However, generally one set of syllabi and textbooks are used in a State whereas the environmental conditions and environmental concerns vary from one region of the State to the other. Therefore, the exercise at the national and the State level will not enable education of the school



children to be fully in tune with the local environmental situation. Since environmental concerns are locale specific and, therefore, do not admit of global solution, it is desirable to supplement the effort at the national and State level by a more intensive locale-specific effort. It has, therefore, been decided to take up a centrally sponsored scheme of Environmental Orientation to School Education which will allow educational programmes in the schools to be fully harmonised with the local environmental situation and concerns.

Scope of the Scheme

This centrally sponsored scheme will be implemented through the Education Departments in the States/UTs and the voluntary agencies having expertise and interest in environmental education. Assistance under the scheme will be given to the States/UTs and voluntary organisations on 100% basis for the activities envisaged in the scheme.

The scheme is based on the perception that a compact area having uniform eco-system would have similar environmental concerns and, therefore, such an area can form the unit for designing one set of programmes for implementation in the schools and the community in that area. Each such compact area would constitute a project for the purposes of this scheme. Uniformity in geological formations/features, crops grown, rainfall and plant life would indicate the area that should be under a project. It is intended to have roughly 100 such projects in the country by 1990, that is, a bigger State can have upto two projects every year till 1990 and other States one every year.

Designing and implementation of an appropriate programme for environmental orientation to education will require continuing interaction between the experts in environment, teachers and educational administrators to bring various experts and agencies together for a sustained effort, continuing effort will be required and for this purpose an assistance will be extended under this scheme to States/UTs for setting up a cell in the Directorate of Education. This cell will plan, coordinate and monitor the activities proposed to be taken up under this scheme. Assistance will be provided for the following posts for the State level cell :

- | | |
|-------------------------|-----|
| (i) Deputy Director | One |
| (ii) Assistant Director | Two |

(iii) Stenographers	One
(iv) UDC	Two
(v) LDC	Two
(vi) Peon	Two

Pay scales currently in force in the State/UT will become applicable for the incumbents occupying these posts. However, if some posts are filled up by faculty members from a university, such incumbents will be allowed to carry their own pay scales. Similarly, there will be a project cell for each project. Assistance will be provided under the scheme for a project cell comprising—

(i) Project Officer (at the level of Deputy/Asstt. Director)	One
(ii) Asstt. Project Officers	Two
(iii) Stenographers	Two
(iv) Accountant	One
(v) UDC	One
(vi) LDC	One
(vii) Peon	Two

As in the case of State level Cell, for project level cell also pay scales applicable for the posts in the States/UTs would be applicable.

The State/UT Government would be expected to create the State level cell first. This cell in consultation with the eminent environmental experts and concerned departments in the State Government like the Department of Environment, Forest Department, Pollution Control Boards, etc., will identify experts in environmental studies. The project area would be selected with their consultation. This will help the State/UT Governments to create the project level cell and prepare project report either through the project level cell or by commissioning it to environmental experts as consultants. The project report will form the basis for sanction by the Government of India.

Project Activities

It is envisaged under the scheme that while preparing the project report and later as a continuing programme the primary and upper primary schools in the project area will be surveyed. The syllabi and the textbooks will be examined by the project authorities in consultation with environmental experts, SCERTs, State Textbooks agency, Teacher Training Institutions, teachers and voluntary agencies active in this field to determine the modifications required to transact teaching/learning programmes in schools in the project in the context of local environment. This work could be done either through a series of workshops for which the cost norms are indicated at Annex I, or the work could be commissioned to a team including environmental experts, curriculum experts, textbook writers. Remuneration could be paid to such experts so as to be within the overall limits available for doing the work through workshops. It will be necessary to make prior arrangements with the competent educational authorities at the State level for bringing about such syllabi/textbooks for use in schools in the project area. Development and design of new learning material required in the context of the environmental situation in the project area will also be taken up by the project in cooperation with the SCERTs, the teaching training institutions and the schools. Assistance under the scheme will be available for such work according to norms indicated at Annex-I.

The activities in schools under the project are expected to follow cafeteria approach, that is out of a large range of activities the project and the school will identify the activities relevant to the school and have a programme for implementing these. An illustrative list of some of the activities along with the indicative norms is at Annex-II. Most of these activities will get undertaken as Work Experience programmes in the schools.

The success of the programme would largely depend on the involvement and interest created among not only teachers and students but also educationists, voluntary agencies, environmental experts and the local community. Therefore, an important activity of the project cell would be to periodically bring together through seminars and orientation programmes, voluntary agencies, educational administrators, school authorities, teachers and the local community.

School Nurseries

Although environment is not determined by plant cover alone, many of the adverse consequences for environment have come about due to denudation of soil and steady reduction of plant cover. Setting up of nurseries, making plantation and maintaining it is one of the activities which is generally educative for the school children and which demonstrates effectively how in many respects the environment can be improved. Therefore, setting up of school nurseries to enable the schools to do the plantation wherever feasible is one of the important components of the scheme. Assistance will be provided under the scheme for setting up school nurseries in schools which have a reliable source of water like a canal, a river, a well etc., and at least one-fourth of an acre available in the school campus for nursery. Assistance of upto Rs. 1600/- as one time grant will be available under the scheme for setting up the nursery including purchase of necessary implements like pickaxes, shovels, sprinklers, buckets, etc. A conscious and continuing effort should be made to coordinate this effort with the programmes being implemented by the National Wastelands Development Board and the State Departments of Environment and Forests. Under their programme technical advice is available which would help the students and teachers to learn how to prepare seedlings for various plants. Assistance is also available from these programmes for procuring seed, polythene bags, etc., and in many cases arrangements can be worked out for the school nurseries to sell the seedlings to these and other agencies for use in the social forestry programme. The money received by the school by sale of seedlings can be used to maintain the nursery and to replace the worn out implements.

It will be expected under this programme that the school will first take up tastefully designed plantation of its own campus. The classes in the SUPW periods should also be organised to take up plantation in the neighbouring areas including road side plantation. The students should be encouraged to take some plants and grow them in their homes and fields. To make such plantation attractive the schools should concentrate on the indigenous plants with a large variety covering shady plants, flowering plants, scented bushes, fruit bearing plants, etc. Also the project and the school will have to ensure that the plantation activity does not remain confined to only planting trees, maintenance of the plantation made for a few years after planta-

tion is of utmost importance. The proof of success of this programme is not the number of trees planted but the area brought under trees.

Programme through Voluntary Organisations

Many voluntary organisations in different parts of the country have considerable expertise in environmental issues and they have been implementing some very innovative programmes to increase environmental awareness and to improve environment. The chances of success of the programme in the schools would improve by involving the voluntary organisations active in this field. It has, therefore, been proposed under this scheme to assist the voluntary organisations for taking up programmes for increasing awareness about environmental issues and for taking up activities for improving environment. The State/UT Governments may organise a consultation with voluntary organisations active in this field and help the voluntary agencies to evolve an appropriate programme linking up with this scheme. The programme for each voluntary organisation may be for the period upto 1990. Each voluntary organisation may prepare a self-contained programme showing the activities, the linkages and the financial calculations. These proposals will form the basis for sanction of assistance for voluntary organisations by the Government of India under this scheme.

Procedure for sanctioning of grants to State/UT Governments and Voluntary Organisations

The State/UT Governments would formulate project proposals as enumerated in preceding paragraphs and submit these to the Ministry of Human Resource Development (Department of Education). The proposals of the voluntary organisations would also be routed through the State/UT Government concerned. In the Ministry there shall be High Powered Committee under the Chairmanship of the Education Secretary which will examine these proposals for sanctioning the grants. Since the activities to be taken up under any project or by a voluntary organisation would be of a diverse nature for which it is not feasible to lay down strict norms, the proposals will be examined in the Ministry in consultation with the professional bodies/experts before they are considered by the High Powered Committee. Annual grant will be released in two instalments, 50% soon after the sanction for the year which will be in the beginning of the year and the rest after the State Government/voluntary organisation

has been able to report that at least 75% of the earlier grant has been spent. Disbursement to voluntary agencies would be made directly by the Ministry while keeping the State/UT Governments informed. However, since the scheme is beginning in the middle of the year in 1987-88, the grant for 1987-88 will be released in one instalment only. Release of grants in the second and subsequent years will be made on similar basis in two instalments provided that before the release of the second instalment in a particular financial year the utilisation certificate and audited statement in respect of the grants released till the end of the preceding year shall be furnished. As far as the voluntary agencies, public trusts and non-profit making companies are concerned, in order to be eligible for financial assistance under this scheme they should—

- (i) have a proper constitution of articles of association;
- (ii) have a properly constituted managing body with its powers and duties clearly defined in the constitution;
- (iii) be in a position to secure the involvement, on voluntary basis of knowledgeable persons for furtherance of their programmes;
- (iv) not be run for the profit of any individual or a body of individuals;
- (v) not discriminate against any person or group of persons on the ground of sex, religion, caste or creed;
- (vi) not directly function for the furtherance of the interests of any political party; and
- (vii) not in any manner incite communal disharmony. Only those eligible agencies which have been in existence for 3 years would be considered for assistance under this scheme. This requirement may be waived in respect of agencies with specially qualified workers or which can otherwise justify a special consideration.

If any agency is already receiving or expecting to receive grant from some other official source for a project for which application is made under this scheme, the assistance under this scheme will be made after taking into consideration the grant received, or likely to be received from such other official source. It should also be

ensured that an agency already in receipt of a grant from any other official source, Central or a State, should not transfer any part of that liability to a grant to be sanctioned under this scheme.

Any agency eligible to receive assistance may make an application addressed to the Ministry of Human Resource Development (Department of Education), Government of India, New Delhi through the State Education Department (with a copy endorsed directly to the Ministry). Application should normally cover activities proposed upto 1990 but these can be for a shorter or longer period as the programme may require. The State Government should give its views, within a period of three months, regarding the agency's eligibility, suitability, relevance of the proposal and the capacity of the agency to implement it, etc. Comments should be sent by the State Government even if the proposal is not recommended, giving reasons therefor.

Conditions of Grant

- (i) The grant receiving agency will be required to execute a bond on a prescribed form (appended). The bond should be supported by two sureties if the agency is not a legal entity.
- (ii) An agency in receipt of financial assistance shall be open to inspection by an officer of the Union Ministry of Human Resource Development or the State Education Department.
- (iii) The accounts of the project shall be maintained properly and separately and submitted as and when required. They should be open to check by an officer deputed by the Government of India or the State Government. They shall also be open to a test check by the Comptroller and Auditor General of India at his discretion.
- (iv) The audited accounts together with the utilisation certificate in the prescribed form duly countersigned by the Chartered Accountants are required to be furnished within six months in respect of preceding year or after expiry of the duration for which grant is approved.
- (v) The agency shall maintain a record of all assets acquired wholly or substantially out of Government grant and maintain a register of such assets shall not be disposed of, encumbered or utilised for the purposes other than

those for which the grant was given, without prior sanction of the Government of India. Should the agency cease to exist at any time, such properties shall revert to the Government of India.

- (vi) When the State Government/Government of India have reasons to believe that the sanctioned money is not being utilised for the approved purpose the payment of grant may be stopped and the earlier grants recovered.
- ½(vii) The institution must exercise reasonable economy in the working of the approved project.
- ½(viii) The grantee agency shall furnish to the Ministry of Human Resource Development reports as may be prescribed.
- (ix) The decisions of the Secretary to the Government of India in the Ministry of Human Resource Development, Department of Education, on the question whether there has been breach or violation of any of the terms and conditions mentioned in the sanction letter shall be final and binding on the grantee.

The State/UT Governments will submit information about the implementation of the scheme on a quarterly report about the implementation but since the activities to be undertaken by the voluntary organisations cannot be predetermined, the items to be covered in the quarterly report will be communicated to them while sanctioning their proposals. It will be expected from the State level cell and the project cells to interact with the voluntary organisations assisted under the scheme and report briefly the work done by voluntary organisation while submitting quarterly reports of the States/UTs.

The Government of India will be taking steps separately to arrange external evaluation of the activities in different States/UTs.

ANNEX—I

NORMS FOR ORIENTATION PROGRAMME/WORKSHOPS TO BE CONDUCTED BY PROJECT CELLS

I. Orientation Programmes for SCERTs/Boards of Education teachers.

50 participants—7 days duration. Resource Persons—4
(2 local and 2 external).

(i) TA to 2 external participants (Rs. 200 per head)	Rs. 400·00
(ii) DA to 2 external participants (Rs. 50 per head per day (50×2×7))	Rs. 700·00
(iii) Honorarium to 4 Resource Persons Rs. 40 per head per day (40×4×7)	Rs. 1,120·00
(iv) Materials	Rs. 2,500·00
(v) Contingencies	Rs. 1,500·00
Say	<u>Rs. 6,000·00</u>

II. Workshops for preparation of guidelines/syllabi/instructional materials.

20 participants—7 days duration. Resource Persons—4
(1 local + 3 external)

(i) TA to external Resource Persons (Rs. 200 per head.)	Rs. 600·00
(ii) DA to external participants Rs. 50 per head per day (50×3×7)	Rs. 1,050·00
(iii) Honorarium to 4 Resource Persons Rs. 50 per head per day (50×4×7)	Rs. 1,400·00
(iv) Material Development	Rs. 15,000·00
(v) Contingencies	Rs. 2,000·00
Say	<u>Rs. 20,000·00</u>

III. The pattern of expenditure for Curriculum development workshops would be as follows :

7 Participants. 6 days duration.

(i) TA to outside participants (4)	Rs. 200 per head.	Rs. 800
(ii) DA to external participants	Rs. 50 per day.	Rs. 1,200
(iii) Honorarium to participants	Rs. 50 per head per day.	Rs. 2,100
(iv) Conveyance allowance to local participants	(3) Rs. 20 per head per day	Rs. 360
(v) Stationery, Office Expenses, etc.		Rs. 1,500

Say

Rs. 6,000

ANNEX—II

SUGGESTED ACTIVITIES TO BE UNDERTAKEN UNDER THE SCHEME OF ENVIRONMENTAL ORIENTATION TO SCHOOL EDUCATION AND THE EXTENT OF FINANCIAL ASSISTANCE ADMISSIBLE.

1. Adoption of monuments for upkeep and maintenance, preparation of informative brochures, etc. : Travelling costs @ Rs. 10/- per student per annum for visits and Rs. 200/- for brochures, etc.

2. Nature study—visits to nearby sites for study of flora and fauna of the area, writing essays and reports : Travelling costs @Rs. 10/- per student per annum.

3. Study of ecological problems of a village, educating people on the hazards of environmental pollution, advocating construction of sanitary toilets, participation in the conservation efforts of the community : Travelling costs @ Rs. 10/- per student per annum.

4. Adoption of a Municipal ward or locality—study of the social and ecological environment, history and culture of the area : Travelling costs @ Rs. 10/- per student per annum.

5. Preparation of general informative books/booklets/brochures/posters, etc. on environment, history and culture and their dissemination : Brochures—Rs. 2000/-, posters—Rs. 1000/-.

6. Preparation of slides, audio-tapes, video-tapes, films on environment conservation : Rs. 1000/- for slides, Rs. 5000/- for audio-tapes, Rs. 20,000/- for video tapes and Rs. 50,000/- for films.

7. Review of the curriculum to make it locale—specific—conducting curriculum workshops : Rs. 6000/- per workshop.

8. Preparation of textbooks/instructional material (print and non-print) : Rs. 20000/- per workshop.

9. Organisation of seminars for creating environment consciousness : Rs. 5000/- for a seminar.

10. Orientation of staff of SCERTs/Boards of Education :
Rs. 8000/- per programme.

11. Plantation of trees—purchase of implements/fencing for
school nurseries @ Rs. 1600/- per school.

12. Visits to zoos/wild life sanctuaries : Travelling costs @
Rs. 10/- per student per annum.

13. Trekking/nature walks—educating children about the causes
of soil erosion and measures for soil protection/social forestry.

14. Measurement of environmental erosion—of soil, leaves,
wood, etc. and relating the instructional programme to such study
Rs. 1000/- per school.

ANNEX—III

FORMAT FOR QUARTERLY MONITORING UNDER THE
CENTRALLY SPONSORED SCHEME OF ENVIRONMENTAL
ORIENTATION TO SCHOOL EDUCATION.

α

Report for quarter ending—

I. State-level project cell :	Posts sanctioned	Officials in position
	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____

II. Project I

1. Area under project (Name of districts, tehsils, blocks)

A. Project details

2. No. of schools in the project.

- (a) Primary _____
- (b) Upper Primary _____
- (c) Secondary _____

3. Project staff :	Posts sanctioned	Officials in position
	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____
	4. _____	4. _____

B. Work Details**4. Instructional materials**

(a) classes for which curriculam/syllabi revision taken up _____ Completed _____ (since the beginning of the Project) (till the end of the quarter)

(b) textbooks taken up for revision _____ Completed _____

(c) other learning material taken up for development _____ Developed _____ (mention the materials and nature of development envisaged)

5. Number of teachers oriented during the quarter through courses _____.

6. Work Experience

Describe the reoriented work experience activities, the size of school/student population participating in these, the extent and quality of such programme.

7. Voluntary Agencies

Voluntary agencies participating in the project and work done by each during the quarter (give a short description)

1. _____

2. _____

3. _____

8. Plant nurseries

(a) No. of schools where nurseries set up _____

(b) Income from selling the plants during _____ the quarter.

(c) details of plantation work taken up _____

Till previous quarter	During the quarter
-----------------------	--------------------

Area

Length in Km.
(for roadside plantation
etc.)

No. of household to
which plants given.

9. Financial

(a) Amount spent on the State cell in the financial year.

Till the previous quarter	During the quarter
---------------------------	--------------------

_____	_____
_____	_____

(b) Amount spent on project staff

Till the previous
quarter

During the quarter

_____	_____
_____	_____

(c) Amount spent on activities**Till the previous quarter****During the quarter**

Nurseries

**Development of
educational material
including textbooks**

Training

**Work
Experience**

ANNEX—IV

ENVIRONMENTAL ORIENTATION TO SCHOOL EDUCATION

Format of proposals for the year 1987-88

A. State-level Cell

Sl. No.	Post Required	Proposed scale of pay with allowan- ces.	Estimated Expendi- ture on emoluments, etc. <hr/> Annual
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Total

B. School—Nurseries

- (a) Number of schools where nurseries are proposed to be established in the summer of 1988.

Rural	Urban	Total
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(Attach District/Block-wise list of schools certifying for each school availability of land and water.)

- (b) Average cost of implements and fencing material to be supplied to each school.

(Please attach list of implements/material indicating item-wise cost thereof.)

- (d) Total estimated expenditure.

- (e) Indicate in detail the arrangements worked out with environment & forest departments/wasteland development boards for procurement of seeds/seedlings and tree plantation.

C. Projects.

1. Project area—Indicate names of blocks/tehsils/ districts for each projects.
2. No. of schools in the project area.
 - (a) Primary
 - (b) Upper Primary
 - (c) Secondary]

Total _____

3. Project Staff :

Sl. No.	Post required	Proposed scale of pay with allowances.	Estimated Expenditure on emoluments, etc.
			Annual

Total

4. Instructional Materials :

- (i)
 - (a) Classes and subjects for which review of curriculum/ syllabi will be taken up.
 - (b) Proposed arrangements for completing the task
 - (c) Estimated Expenditure—
- (ii)
 - (a) Textbooks to be taken up for revision (Please specify class & subject).
 - (b) Arrangements worked out for the task
 - (c) Estimated Expenditure—

- (iii) (a) Other teaching-learning materials to be taken up for revision.
- (b) Arrangements for the revision.
- (c) Estimated Expenditure—
5. Orientation of teachers :
- (i) No. of orientation courses to be organised
- (ii) No. of teachers proposed to be covered.
- (iii) Estimated expenditure (a) per course
(b) total
6. Work Experience Activities :
- (i) Describe the reoriented work experience activities to be organised in the schools.
- (ii) Estimated Expenditure—item-wise with details of calculations and justification.
7. Voluntary agencies participating in the project and arrangements worked out with them.

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