

Joint Initiative Of
Higher and Technical Education Department,
Government of Maharashtra
and UNICEF Maharashtra
with Technical Support from ACWADAM, CEE
and Why Waste

Green CLUB

M A N U A L



INDEX

1. PURPOSE OF GREEN CLUB 1
2. OBJECTIVES OF GREEN CLUB 3
3. COVERAGE OF GREEN CLUB 4
4. STRUCTURE OF GREEN CLUB 6
5. ACTIVITIES OF GREEN CLUB 13
6. SUPPORT TO GREEN CLUB 23
7. MONITORING OF GREEN CLUB 24
8. CERTIFICATES 27

1

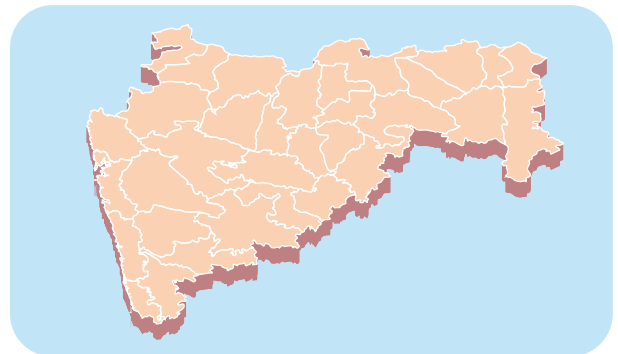
WHY FORM GREEN CLUBS?



Climate change is one of the critical challenges of the times we live in. Every component of the environment, including the water cycle, rising heat levels, biodiversity, and soil is affected by environmental degradation and these changes, in turn, impact our living, food, health, employment and almost every aspect of our life. Hence, these changing times call for coordinated interventions to combat and face climate change. Young

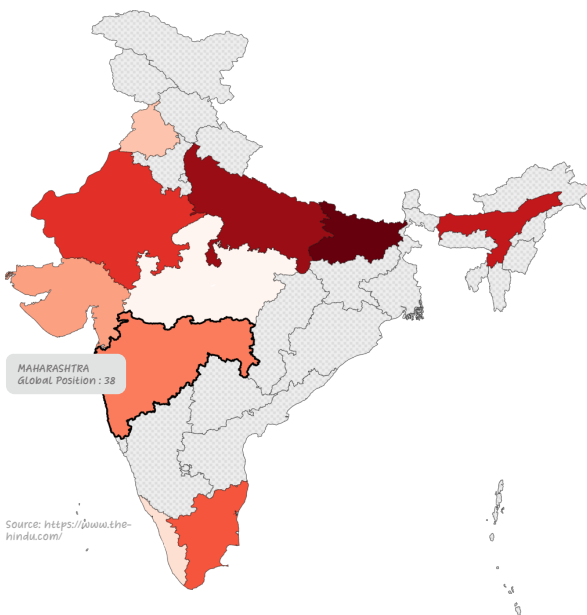
people are playing and going to play a crucial role in addressing climate change globally, nationally, and at their local level.

Maharashtra is the third most climate-vulnerable state in India after Assam and Andhra Pradesh. The state has nine agro-climatic zones, and the third-longest coastal belt in the country. It is the second most populous state with a



significantly large population living in low-income settlements, and tribal pockets that are vulnerable to climate impacts. At the same time, many places in the state are exposed to recurrent hazards such as cyclones, landslides, floods, droughts, climate-induced disease spikes, and so on. Children, adolescents, and youth face a combination of exposure and a very high vulnerability to multiple hazards and environmental shocks due to inadequate or inaccessible and sometimes

disruptive essential services especially related to water, sanitation, healthcare, and education. These challenges become even more threatening for children from vulnerable and disadvantaged backgrounds.



Maharashtra ranks 38 among the world's regions at-risk of damage to the built environment due to climate change, states a report published on February 23 according to the Gross Domestic Climate Risk Report which states that the more developed or 'built-up' a particular region is, the more vulnerable it will be to climate

change-induced natural disasters by 2050. Mumbai's vulnerability assessment has predicted that the metropolitan city will face two major climate challenges - a rise in temperature and extreme rain events which can result in massive flooding. The six key action areas and strategies laid out to combat the effect are:

- 1. Urban Flooding & Water Resource Management**
- 2. Sustainable Waste Management**
- 3. Urban Greening & Biodiversity**
- 4. Energy & Buildings**
- 5. Air Quality and**
- 6. Sustainable Mobility**

Tackling climate change requires concerted and coordinated government action as well as conscious and informed efforts by individuals. Therefore, it is essential to strengthen both formal and informal education on climate change and viable lifestyles. We will build partnerships with educational institutions for joint environmental initiatives aimed at building the capacity of youth as future leaders and driving forces behind a new climate change regime, where college students can diversify their careers and abilities by learning new skills whilst tackling environmental and climate change issues.

2

OBJECTIVES

The Green Club (GC) will be established to provide the values of environmental stewardship among the students. It aims to work towards an eco-friendly environment in and around colleges and education institutions by efficient use of resources like water, waste, energy and circularity.

The formation of Green Clubs will primarily focus on coordinating with youth in universities and colleges to support environmental activities and projects within colleges and communities as extension services. Under this program, the aim is to empower students to participate in and take up meaningful environmental activities and projects. Green Clubs would be imbibed in college-level curricular activities to ensure effective implementation and act as a platform to develop sustainable lifestyles, knowledge, and leadership skills.



3

COVERAGE



As stated in the objectives, the department's overall effort is to institutionalize the environment and climate change mitigation and adaptation activities in academic institutions. Every Higher and Technical Institute (Aided/Non-Aided) should have a Green Club. Any college student interested in and committed to addressing environmental issues and learning about climate adaptation solutions can become a member of the Club. The Club should ensure a balance of all genders and have at least 100 volunteers registered in the Club. The Club's membership will be for two years. The participation of members will be recognized at different stages by giving badges during this period and they will get a certificate for participation after the completion of two years.*

One or two faculty members who have a long-term vision of climate change should lead Green Club activities. However, the vision should be shaped and articulated in coordination with all the student members. The Club must have meetings every week to discuss and take reviews of environmental sustainability and climate change adaptation activities. The activities aim to create climate change-sensitive youth and inculcate green habits through various innovative and classical methods.

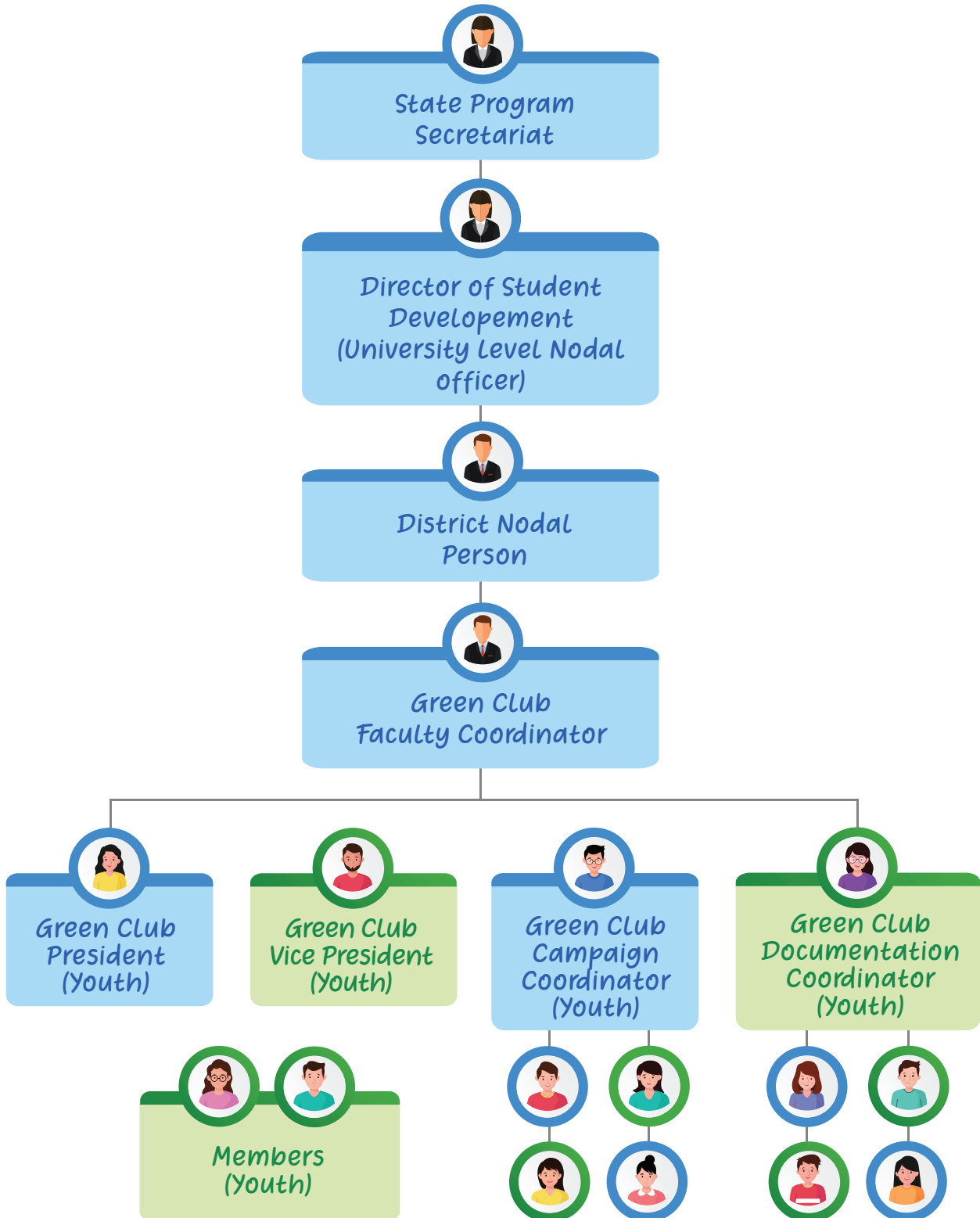
* If a total student intake of a college is below 100, in that case the maximum number of students in the college need to be enrolled in the green clubs

** For technical educational institutions with high number of student intake and multiple campuses under same institution name can,

- Create campus wise green clubs
- And also department/stream wise green clubs depending upon the department location within campus and student intake

4

STRUCTURE OF GREEN CLUB



STATE SECRETARIAT :

State secretariat will issue common directives/ guidelines to all colleges for the smooth functioning of Green Club and College Administration. District nodal persons from Higher Education, Technical Education & NSS will submit the report to the State Secretariat. State secretariat will sanction the budgets for the activities and will motivate the club to innovate, implement and practice the change that they want to bring to the institution and society in general. The college/institution is expected to extend all the support required for Green Club activities and earmark a budget for the same.

Director of Student Development (DSD) (University level Nodal officer)

S/he will be a nodal officer at University level. DSD will monitor green clubs of the colleges in the districts where the YEWS program is implemented. They will collect the reports from the district nodal persons and will report to the state secretariat.

DISTRICT FOCAL POINTS :

There are nodal persons in each district to monitor the Youth Engagement and Water Stewardship Project from the state departments of Higher Education, Technical Education & National Service Scheme (NSS) who will act as District Focal Points. The Green Club focal points will report to the respective departments i.e. Higher Education and Technical Education nodal persons of the districts monthly.

FACULTY COORDINATORS :

Each Green Club will be mentored by one or two faculty members who will also be known as Green Club Faculty Coordinators. Faculty members who have expertise and interest in climate change issues can volunteer to lead the Club. They will work out an annual calendar of activities for the Club along with office bearers. Coordinators will play a key role in guiding and monitoring the activities.

STUDENT BODY :

The student body will consist of one President, one Vice President, one Campaign Coordinator along with one Documentation Coordinator. All these representatives are to be nominated by students for a year. The President and Vice Presidents will present the plan and work out the budgets for the same. These Green Club body members are responsible for planning and executing activities in coordination with club members. They will work out detailed activities according to the annual calendar. A minimum of two out of four student representatives are expected to be present in each meeting. The Vice President will have the decision-making powers in the absence of the President. Both of them are expected to be responsible for coordinating, implementing, monitoring and reporting the activities planned collectively at the college level. A Student Committee will be formed to support Coordinators. Students Committees of five members will support the Documentation Coordinator and a committee of seven to eleven members will support the Campaign Coordinator. The Faculty Coordinator will guide them as and when required.

The club is expected to have an Annual Activity Calendar and deliverables to measure the impact of the activities. Interested students can enroll themselves in the respective activities. The Campaign Coordinator can chalk out the campaigns from the idea suggested by the majority of student members and will plan the details by consulting the President and Vice President and Faculty Coordinators.

Minutes of all meetings and reports of activities should be documented on paper and supported with photographs and videos. The Documentation Coordinator is responsible for it. Experiences, testimonies, and reports regarding water conservation activities need to be shared in the 'Why Waste?' mobile application and overall activities on the Green Cub social media handles and U-Report. U-Report is a mobile empowerment programme that connects young people all over the world to information that will change their lives and influence decisions.

[Click here to know more: https://india.ureport.in/](https://india.ureport.in/)

GREEN CLUB WILL UNFOLD IN FOLLOWING PHASES :

A. Preparatory Phase :

1. Selection of faculty member/s as GC Faculty Coordinator/s
2. Faculty Coordinator will act as bridge between the GC and College Administration/ Principal
3. The Principal will circulate an appeal/ announcement regarding the formation of the GC
4. Promotion of GC in the college
5. Recruitment of students in the GC
6. Formation of GC (detailed description in Section B below)

B. Formation Phase :

1. Faculty Coordinator will enroll a minimum 100 students for GC
2. A Google Form to be created inviting membership to the GC and circulated over a week
3. The list of selected 100 students to be displayed on the Notice Board
4. Election for the office bearers i.e. the President, Vice President, Documentation and Campaign Coordinators. Elections will be conducted every year. The Green Club Faculty Coordinator shall lead in setting the election mechanism in consultation with the college administration
5. Roles and responsibilities will be assigned
6. Enrollment of members to U reporters.
7. Enrollment of members for the self-paced course at <https://www.mahayouthnet.in/>
8. Enrollment of members to 'WhyWaste' mobile app
9. Planning the Activities for a year in a quarterly phases
10. One faculty coordinator in a technical institute may monitor/mentor three to four GCs
11. NSS and Colleges that have sustainability/Eco clubs may undertake the activities of the GC
12. GC members will collectively plan and execute a calendar of activities

C. Implementation Phase :

The following activities are suggested for the implementation phase. Each club can add and incorporate activities according to local challenges they are on ground and expertise they have.



- Avoid wastage – Fix leakages, fix flow of taps, be more conscious
- Take shorter showers
- Turn off the water while brushing your teeth
- Turn off the water while shaving
- Run washing machine only in full capacity/ full loads
- Access to individual soak pit
- Access to community soak pit

CAMPUS WATER AUDIT



- Plastic waste collection drive and awareness on Single-Use Plastic ban.
- Plastic Free College campus, village
- Zero Waste College Campus Make your Institution a 'Zero Waste Institution'.
- Organic waste composting

CAMPUS WASTE MANAGEMENT AUDIT



- Analysis of Energy usage
- Awareness creation on efficient energy usage
- Share skilling and entrepreneurship opportunities in renewable energy sector.
- Organise discussion around means and ways to minimize emissions as a college/ institution and as individuals.

CAMPUS ENERGY USAGE ASSESSMENT / AUDIT



- Biodiversity register
- Tree census of College Campus, Village, Taluka
- Butterfly garden
- Adopt, plant, nurture a native tree.
- Promote tree plantation and biodiversity protection in their respective localities

BIODIVERSITY REGISTER OF COLLEGE CAMPUS AND PERIODIC UPDATION

Co-Create content on Climate Action i State-level competition
Social media — make thematic videos on Earth, Water, Air, Energy, Enhancement (Akash)

D. Transition Phase :

1. 100 new students will be recruited every year. Hence, there will be 200 students in a year two which will continue thereafter.
2. GC members will get the certificate as:
GREEN ENTHUSIAST: When a student joins the GC in the first year, they become a Green Enthusiast.
(Year 1, Level 1)

GREEN CHAMPION: After a student completes one year and continues as member for second year they become a Green Champion (Year 2, Level 2)
3. The students can be awarded certificates on successful completion and participation

E. Sustainability:

1. GC activities may become part of academic curriculum
2. GC members can be encouraged to participate in state and district-level programmes
3. Colleges will be encouraged to write about GCs in their annual reports
4. A designated fund can be allocated by college administration for the promotion of the GCs
5. Members can collaborate with other academic, art clubs and festivals
6. GC members can be felicitated at the district and state level
7. GC clubs may be linked with the active local organisations
8. During 2023-25, GC members will receive green job and green skilling opportunities and exposures through the GCFC, YEWS district nodal person, etc.

5

GC ACTIVITIES IN DETAIL

Green Club Activities:

Green club activities will be focused on the following themes: Water Conservation, Waste Management and Circularity, Energy Efficiency, Circularity and Biodiversity Conservation. It may include following activities

A. WATER SAVINGS AND CONSERVATION:



Fresh water is a scarce and continuously depleting resource in India. To encourage the conservation of freshwater, students volunteer for the following low-barrier water savings practices every day to start with. These activities may be shared with the 'Why Waste?' application.

1. *Avoiding water wastage within their college and outside by fixing leakages, fixing the flow of taps, and being more aware of the efficient use of water*
2. *Taking shorter showers, using a bucket instead of a shower*
3. *Turning off the water tap while brushing your teeth at home*
4. *Turning off the water tap while shaving*
5. *Running a washing machine only at full capacity*
6. *Creating individual soak pits*

At an institutional level, the following activities may be undertaken with the support of the Green Club Faculty Coordinator:

1. *Hosting a Water Audit of the college/academic institution/neighbourhood to map water usage and wastage quantities*
2. *Creating a community soak pit to manage greywater*
3. *Encourage the formation of Village Water Committees under the Jal Jeevan Mission in their respective neighbourhoods*
4. *Identify ways to collectively and individually reuse and recycle water*
5. *Audit and advocate for the improvement of waste management practices to avoid pollution of water sources*

6. Conduct games, quizzes and song workshops with local schools to promote water conservation practices
7. The GC may also initiate research projects on mapping water leakage points and identifying solutions to address the problems as part of experiential learning.
8. GC Members can advocate for, and assist the institution in integrating rainwater harvesting systems and water recycling plants within the institutions
9. Minimizing the use of water on-campus – for example by using knobs on the taps to minimize the water flow, using double-knobbed flushes etc.
10. Completion of self-paced course on MYCA & joining on 'WhyWaste', UReporters – a platform for youth to share their voice.

*Please refer to the Water Conservation and Sanitation Unit of the Self-paced course (<https://www.mahayouthnet.in>)

B. WASTE MANAGEMENT AND CIRCULARITY :



Managing waste is of critical importance today, without it, we stand the risk of polluting our environments, inviting health hazards, degrading the quality of our natural resources and causing injury to waste-pickers.

The following activities can be undertaken by GC members at an individual level or collectively

1. Waste Segregations :

- a. Separating dry and wet waste, plastic and tins at the household and institutional level.
- b. Advocating for separate bins near washrooms, canteen, common gathering points and play area for waste collection.
- c. Studying our waste generation patterns, by conducting an individual and collective Waste Audit in their homes and colleges.
- d. Segregating e-waste that is generated within the campus, especially in technical institutes.

- e. Conducting plastic waste collection drive and awareness on Single-Use Plastic ban. This activity can be conducted along all the Heritage Sites and public places/parks at the local level. This may be a quarterly activity on a site which is mutually agreed upon by the college faculty and student body. Students take up cleanliness drives at public places around their college/institutions at least 3 times a year and ensure that the collected waste is reused/recycled and not dumped in the dump yard.

2. Waste Disposal :

- a. Creating awareness on disposal of sanitary pads. Providing paper bags with a red dot or installing incinerating machines. Promoting awareness around eco-friendly menstrual products and ensuring students have access to them on campus.
- b. Learning composting as a skill and practicing it at home and in college.
- c. Learning about the latest laws around solid waste management and their implementation

3. Reuse, Refuse, and Recycle :

- a. Books, stationary and old clothes donation and exchange drives may be arranged by the GC
- b. GC members can learn about waste management and recycling practices in their city/ town/ village by interacting with waste-pickers associations
- c. Interviewing waste-pickers and understanding the challenges they face at their workplaces

- d. GC members can work towards a 'Zero Waste Institution' — where they strive to minimize waste generation on the campus creatively. They can work with the administration to incorporate practices where all waste can be either processed in the institution by building compost pits/ soak pits or will be sent to recycle/reuse units.

The GC members can use social media to achieve the goal of Zero Waste. They may make thematic-wise videos on Earth, Water, Air, Energy, and Enhancement (Akash). These videos may be disseminated in two ways:

- They will be circulated by the government with technical support from UNICEF
- Colleges/ universities/ students can share it with hashtags: #greenclubs, #myca #mahayouthclimateaction.

*Please refer to the Solid Waste Management unit of the Self-paced course (<https://www.mahayouthnet.in>)

C. ENERGY EFFICIENCY ACTIVITIES :



Green Clubs may start by discussing means and ways to minimize emissions and waste at the individual, household, and institutional levels. The following is a list of suggestive activities that can GC members can take up at an individual or collective level:

1. **Measuring Carbon Footprints:** The GC can initiate discussions on the scores of Carbon Footprint Calculators. They may be provided with a suggestive calculator list by faculty members. The GC members may also participate in online monitoring platforms such as 'WhyWaste', 'CooltheGlobe' and 'Stop Waste Calculator'.
2. **Energy Usage Audits:** Analysis of college/campus energy usage through Energy Audits conducted by GC members whose learnings can be shared with the college administration
3. **Efficient Appliances:** GC members can learn and create awareness on identifying and using efficient energy appliances, specifically light bulbs, star-rated appliances, etc.
4. **Organising a discussion around means and ways to minimize emissions as a college/ institution and as individuals.**
5. **Green Skilling:** Sharing of skilling and entrepreneurship opportunities in the renewable energy sector.

* Please refer to the Energy Unit of Self-paced course (<https://www.mahayouthnet.in>)

D. BIODIVERSITY CONSERVATION :



Climate Change today threatens the rich biodiversity we have. Biodiversity conservation is integral for maintaining the health of various ecosystems around us.

GC students may build their knowledge and sensitivity around their local biodiversity through the following suggestive list of activities:

1. ADOPT A TREE:

Members may plant and nurture a native tree. The name of the area-wise tree to be planted can be accessed on [Mazi Vasundhara's website](#). This may be a personal project of individual students to promote tree plantation.

2. LOCAL BIODIVERSITY DAY(S):

GC members can map, conserve and nurture indigenous and local food grains, vegetables, fruits, local species of plants, birds, butterfly-friendly plants, mangroves, and animals. Local biodiversity mapping, and identifying and conserving local species could enhance awareness among youth and increase their participation in conservation.

3. Biodiversity Registers:

Maintain the biodiversity register at the college/academic institution/ neighbourhood and update it periodically. GC members can explore their local plant, crop, animal, bird and insect species by organizing collective exploratory walks

4. Seed bank:

GC members can list a set of plants and crops that are considered important in their village. Then they can procure their seeds and create a 'Take and Return System' with the accumulated seeds.

5. Organizing a nursery and plantation drive within deforested spaces around colleges

6. Ranameva Study:

Organizing an observation and sharing a walk around the variety of wild fruits and trees and their importance in the ecosystem

7. Study changes in diet that has taken place in their area and understand what has changed

8. Understand laws related to biodiversity conservation

*Please refer to the Biocultural Diversity of Self-paced course (<https://www.mahayouthnet.in>) to understand how to conduct these activities.

Suggestions for additional weekly activities GC Members:

- Participating in state-level competitions for writing, poster-making, digital content and innovation of practices centered around Water Conservation, Biodiversity Conservation, Energy Efficiency and Waste Management.
- Take an e-pledge from the Mazi Vasundhara campaign promoted by the Department of Environment of the Government of Maharashtra.
- Sustainable Fridays - Organizing a dedicated weekday for combating Climate Change where students may organize awareness and cleaning drives, poster/photo exhibitions, and display experiments of waste, and water management.
- Encouraging students, especially of media schools/ colleges to write, and make a video, and reels, about Green Clubs in their colleges and universities.
Organizing intra-college, and inter-university group discussions, and debate competitions on observing days dedicated to climate change awareness, during different fests and events such as World Environment Day, Earth Day and so on.
- A state-level innovation contest may be organized every year for Green Club Members by the Higher and Technical Education Department.
- The Green Club may organize a Film Festival on Climate Change.
- After one year of completion of Green clubs i.e. 2024 onwards, the college may announce the Awards for best environmental initiatives in the areas

6

SUPPORT FOR GREEN CLUBS

The following is the support required from the college/institution administration for running the GCs:

1. The college administration can allocate budgets and space for Green Club activities in their annual financial plans
2. The administration would include the Green Club activities in the college's annual action plan/calendar
3. Assistance with training on social media
4. Induction into U-Reporters
5. Colour-coded badges may be given to active members who are proactively engaged in green club activities - a green badge for active engagement over a year, a blue badge after six months and a yellow badge for three months of participation.
6. After the successful completion of the first year and second year of GC activities, active members are to be issued certificates by the college. (Suggested certificate forms for Year 1 (Green Enthusiast) and Year 2 (Green Champion) are provided in Annexure)

Hashtags for Social Media

#greenclubs, #myca #mahayouthclimateaction.

7

MONITORING OF GREEN CLUB

Monitoring Framework for tracking attendance and qualitative changes brought about by GCs.

**This is a suggestive format, the institution may choose to adapt it according to their own needs.*

**This format may be used to track progress for enrolment of members into the self-paced course, the WhyWaste Application and U-Reporters along with tracking assessment of activities taken under each theme.*

Overall outreach and the number of people reached through a campaign can be recorded in the 'Outreach' column.

GREEN CLUB MONITORING REPORT

Name of the Green Club: _____

Name of the College: _____ Year: _____

		Enrolment			Activity Attendance and Description												Outreach
Sr. no	Member's Name	Self-paced course	WhyWaste App	U-Reporters	Water Conservation			Waste Management			Water Conservation			Water Conservation			Number of people outreached/ number of awareness drives conducted
					Name of the Activity (pics of before and after)			Name of the Activity (pics of before and after)			Name of the Activity (pics of before and after)			Name of the Activity (pics of before and after)			
					Name of activity	No of participants	Impact no (water saved)	Name of activity	No of participants	Impact no (waste collected/seg-regated)	Name of activity	No of participants	Impact no (energy assessment result)	Name of activity	No of participants	Impact no (number of trees/-birds recorded).	

**Qualitative Stories of Change can be recorded in the suggested Case Study Format is given below.*

SUGGESTED POINTERS FOR CASE STUDY

NAME OF THE GREEN CLUB

NAME OF THE COLLEGE

BACKGROUND/ INTRODUCTION

DESCRIPTION OF THE ACTIVITY

THE NUMBER OF PEOPLE REACHED

WHAT ROLE DID THE GC PLAY

CHANGES / IMPACT ACHIEVED

8 CERTIFICATES



CERTIFICATE OF APPRECIATION

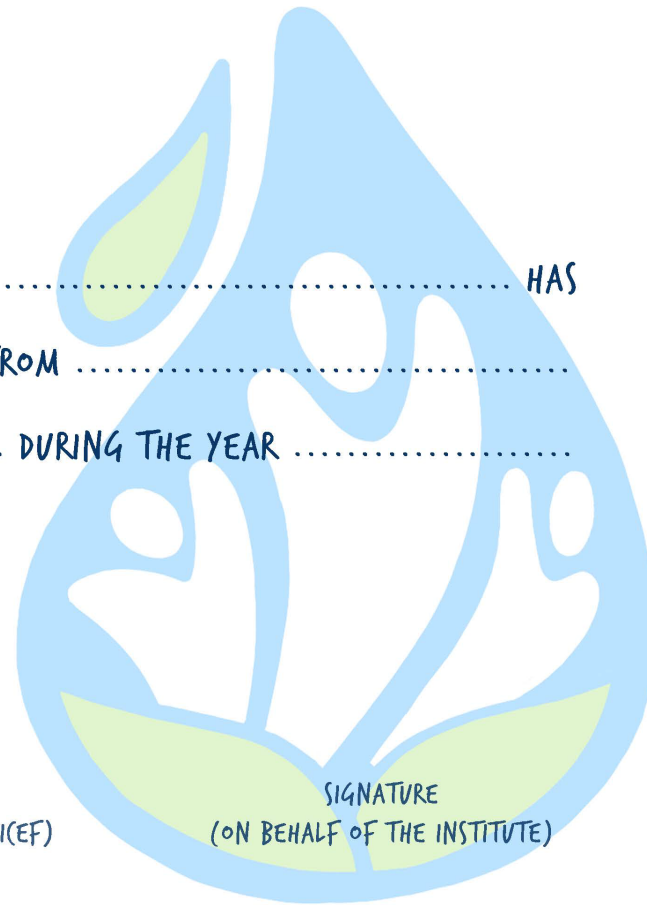
THIS IS TO CERTIFY THAT HAS
SUCCESSFULLY PARTICIPATED AS A GREEN CHAMPION FROM
..... DURING THE YEAR

DATE:



SIGNATURE
(ON BEHALF OF UNICEF)

SIGNATURE
(ON BEHALF OF THE INSTITUTE)





CERTIFICATE OF APPRECIATION

THIS IS TO CERTIFY THAT HAS
SUCCESSFULLY PARTICIPATED AS A GREEN ENTHUSIAST FROM
..... DURING THE YEAR

DATE:



SIGNATURE
(ON BEHALF OF UNICEF)

SIGNATURE
(ON BEHALF OF THE INSTITUTE)

