

Dear Grant Applicant:

Thank you for your interest in applying for a grant from India Development Service (IDS) to fund your project. As you know, IDS is a Chicago-based nonprofit organization that supports non-political, secular organizations that work to benefit the disadvantaged in India.

Before you begin the application, please read this brief summary of our requirements and expectations for the projects we support with financial grants. **The deadline for 2024 grant applications is January 31, 2024**

1. Reporting requirement

IDS has an obligation to inform our donors about how their money is being spent. Therefore, we publish blog posts (which appear on our website and Facebook page) with news about the various NGOs and projects we support. Each year, we publish an annual report that contains an article (illustrated with photos) about each project and its progress during the past year.

Both the blog posts and the annual report rely on information and photos from our grant recipients. If your NGO is awarded an IDS grant, you will be required to report on your project twice; once in the middle of the year (June 30) and again at the end of the year (December 15). Project reporting forms are included in this grant application packet.

If your NGO publishes quarterly, semi-annual, or annual reports that include information about the IDS-supported project, IDS would appreciate receiving those, too.

Success stories, such as those that describe the growth of a specific person who was helped by your project, are especially valuable and appreciated!

2. Photo requirement

Photos are very important to us and to our donors; good photos can bring projects to life. We require *at least* seven project-related photos from each grant recipient with each progress report. There are three requirements:

- A. **Quality:** Photos must be bright and well focused.
- B. **Subject matter:** Photos must clearly illustrate project activities and/or outcomes; for example, patients being treated in a village clinic, children learning in a classroom setting, or other situations in which people's lives are improving as a result of the IDS-supported project.
- C. **Resolution:** Photos must have a resolution of 300 dpi or more. Typically, acceptable photos have a file size of 2 MB or more. Photos may be taken with a digital camera or with the camera on any modern smartphone.

Noncompliance with IDS reporting and photo requirements will result in the suspension of your project's IDS funding.

Finally, please acknowledge IDS support in your published material and social media by including this line: This project was made possible by a grant from IDS (India Development Service), Chicago. Thank you once again for your interest in IDS grants. If you need assistance in completing the application, you are welcome to contact your IDS Project Coordinator.



Green Yatra

Name of NGO

308, Eco Star, Vishveshwar Nagar, Churi Wadi, Off. Aarey Road

Mailing Address

Mumbai

Maharashtra

400063

City

State

Zip Code

info@greenyatra.org

Email Address

www.greenyatra.org

Website (URL)

FCRA is required. Please submit a copy of your FCRA along with your application.

Climate Literacy for School Students

Title of Project

Wada Taluka (Block), Maharashtra AND Thane Municipal Corporation, Maharashtra

Location of Project (City and State)

Project categories (choose one or two of the following to describe the goals of your project)

- Education/Training
 Empowerment
 Environment
 Health Care
 Income Generation

March 2024

Siddarth Ingle

Proposed Start Date (Month and Year)

Project Manager

₹43,85,664 (\$1 = ₹83.5) \$52,523

5

Funds requested per year

Number of years of funding requested

If funding is approved, would you like funds sent by check or wire transfer?For **wire transfer**, please provide the following details:

| | |
|------------------------|--|
| Name of Account Holder | Green Yatra Trust |
| Address | D/57 United Palace, Rahul Park Near Jesal Park, Bhayandar (E), Thane, Maharashtra - 401105, India. |



| | |
|-----------------|---|
| Account Number | 40072546526 |
| Bank Name | SBI Bank |
| Bank Address | FCRA Cell, 4th Floor, State Bank of India, New Delhi Main Branch, 11, Sansad Marg, New Delhi-110001 |
| Bank SWIFT Code | SBININBB104 |
| Bank IFSC Code | SBIN0000691 |



A. ABSTRACT

Describe the project in 500 words or less. Be sure to include descriptions of

- a.) the recipient community**
- b.) the locality**
- c.) the size and scope of the project; and**
- d.) the goals of the project.**

This abstract should summarize the more specific information given in the sections that follow.

Title: Climate Literacy: Nurturing Young Environmental Stewards**Project Synopsis:**

The Climate Literacy programme by Green Yatra is an innovative educational project that aims to equip first to Tenth-grade students in Wada district Zilla Parishad schools and Municipal Schools of Thane Municipal Corporation (TMC). This extensive curriculum seeks to provide students a thorough grasp of climate change, encourage sustainable behaviors, and arm them with the knowledge and resources they need to start along the path to a more environmentally friendly and sustainable future.

Recipient Community:

- Target Audience: Students primarily from grades 1 to 5
- Community Focus: Tribal community in Wada and Government schools within the Thane Municipal Area
- Total Students: 193 in Wada and 1,406 in TMC
- Project Name: Climate Literacy: **Nurturing Young Environmental Stewards**

Locality:

- Wada taluka (Block) of Palghar district of Maharashtra state: Wada has a tribal population, lacks environmental awareness with a significantly low environmental literacy rate
- Thane Municipal Area: Urban landscape, witnesses climate change impacts without comprehensive understanding
- Project Objective: Bridge the awareness gap through tailored climate literacy sessions for both Wada and TMC communities through awareness among students

Size and Scope of the Project:

- Duration: Over the next five years
- Session Capacity: Maximum of 50 students per session



- **Objective:** Ensure personalized attention for a thorough understanding of climate-related topics
- **Topics Covered:** Introduction of climate changes, Impact of climate change, Causes of climate change, greenhouse gasses, carbon emissions, ecological balance, single-use plastic impacts, and sustainable lifestyle tips, How to reduce climate change impact, Individual action for climate changes reduction.

Goals of the Project:

Knowledge Enhancement:

- Equip students with a comprehensive understanding of climate change and its impact on daily life
- Foster environmental consciousness

Interactive Learning:

- Encourage student participation through interactive sessions, questions, and rewards
- Promote critical thinking and innovative problem-solving skills

Assessment and Tracking:

- Administer pre- and post-session questionnaires to assess baseline knowledge and track learning progress
- Ensure the program's effectiveness

Habit Formation:

- Provide each student with a Habit Tracker Sheet
- Encourage the incorporation of sustainable habits over three weeks to foster long-term behavioral change

Eco Kit Distribution:

- Present students with an Eco Kit comprising bamboo brushes, plantable stationery, steel tiffin's, and cloth backpacks
- Concrete resources for embracing a lifestyle that prioritizes sustainability.

Project Impact:

Through Project Climate Literacy, our goal is not only to impart knowledge but to instill a sense of responsibility and action among the younger generation. By nurturing their understanding of climate change and providing practical tools for sustainable living, we aspire to empower these students to be catalysts for positive change in their communities and beyond.



B. COMMUNITY NEEDS

1. Describe the recipient community and its residents' needs.

The recipient community for our initiative encompasses students in Zilla Parishad Schools in Wada and Municipal Corporation Schools in Thane. These schools, particularly in Wada, represent rural educational settings where environmental science is the least preferred subject. Despite the pressing issue of climate change, there is a general lack of importance given to environmental education. This is especially concerning given that children, who form one of the most vulnerable communities to the impacts of climate change, attend these schools.

In Wada, the rural schools face challenges in providing the best-in-class educational opportunities. Students lack exposure to hands-on training and practical knowledge, placing them at a disadvantage compared to their urban counterparts. The disparity in educational facilities and opportunities makes it challenging for these students to compete for competent jobs in the future.

In Thane, the Municipal Corporation Schools also grapple with a similar issue. Environmental science, despite its relevance, is given even lesser importance as a graded subject. This sidelining of the subject deprives students of essential knowledge about the environment, despite its significant impact on their livelihoods.

Our belief is that a single child can bring about substantial change within their family and community. By targeting these students, we aim not only to create awareness among them but also to extend that awareness to their parents, families, teachers, and everyone associated with them. Through education, our goal is to bridge the gap in understanding and importance attributed to environmental science, empowering the younger generation to be informed advocates for a sustainable future.

2. Provide us with some information on the locality. Is the locality a classified *backward* district by the Government of India?

The selected locations for the Climate Literacy project include Zilla Parishad schools in Wada Taluka and Municipal schools in Thane Municipal Corporation (TMC). Wada Taluka, where Zilla Parishad schools are situated, is under the Panchayat Extension to Scheduled Areas (PESA) Act, 1996. This classification indicates that it is a tribal and backward area, highlighting specific legal provisions and recognition of the unique challenges faced by tribal communities in this region.

Wada is described as a completely rural area located nearly 80 kilometers away from Mumbai city in the Palghar district. The Zilla Parishad schools in Wada face severe staff shortages, negatively impacting the quality of education provided to students. The students in this region often face additional challenges, such as parents needing to relocate for work, leading to many students



dropping out of school for employment or due to relocations. These factors underscore the socio-economic challenges prevalent in the area.

In TMC, where Municipal schools are located, the community consists of children from less privileged families. Most students in these schools are from economically backward groups, and similar to Wada, the TMC schools also face a shortage of staff, contributing to low-quality education.

The classification of Wada Taluka under the PESA Act and the description of challenges faced by both Wada and TMC strongly suggest that these localities can be considered as backward in the context of socio-economic indicators. The Climate Literacy project, by making environmental awareness enjoyable, aims to address not only the educational gaps but also foster a keenness to learn among these children, contributing to their overall development in challenging circumstances.

3. Are other NGOs operating in the area and providing services similar to those you propose? If so, please list their names and briefly describe their projects and the population they target.

As of our comprehensive assessment and stakeholder engagement in the targeted area, we have found no existing NGOs actively engaged in addressing the critical issue of climate literacy. Our research indicates that this vital aspect of education and awareness remains largely untouched and has not been prioritized by other organizations operating in the region.

The absence of similar initiatives in the area underscores the urgency and importance of our project in fostering climate literacy, empowering the community to understand, adapt, and contribute to sustainable practices. Our commitment is to pioneer efforts in this untapped domain, aligning with the evolving needs of the community and addressing a critical aspect of environmental education that has been overlooked until now.



4. Are you pursuing partnerships with any NGOs or other organizations in order to have a deeper and more sustainable impact?

Green Yatra takes pride in its **independence and self-sufficiency** in implementing projects. Our initiative, Climate Literacy, is a testament to our organization's capability to initiate and execute projects independently. Green Yatra is a reputed and well-known organization working towards environmental conservation in India. We have experience implementing climate awareness projects with various stakeholders like Schools, local community and Corporates.

Having garnered expertise in the field of climate literacy, we have carefully designed and are currently executing the project autonomously. The self-reliant nature of our approach allows us to respond promptly to the unique needs of the community and ensures a focused and efficient implementation.

At this juncture, we do not actively seek partnerships or collaborations with other NGOs or organizations. We are confident in our ability to achieve the project's objectives independently, leveraging our internal resources and capabilities. However, we remain open to exploring collaborations in the future if they align with our mission and contribute significantly to the success of our initiatives. As of now, we are committed to driving Climate Literacy forward independently, making a meaningful impact on the targeted community.

5. What is the scope and size of the project? Specify the number of people, the community or population range, and the types of services your project will offer.

The scope of our project, Climate Literacy, is substantial and strategically designed to have a wide-reaching impact on education and awareness in the Wada district and TMC (Thane Municipal Corporation).

Wada District:

- Number of Schools: 3
- Student Count per School: Approximately 65 students
- Total Direct Beneficiaries (Students): Approximately 193
- Total Indirect Beneficiaries (Parents, Teachers, other community Members): Over 600



TMC (Thane Municipal Corporation):

- Number of Schools: 7
- Student Count per School: 100-200 students
- Total Direct Beneficiaries (Students): Approximately 1,406
- Total Indirect Beneficiaries (Parents, Teachers, Other community members): Over 5,000

Services Offered:

The project will focus on providing students with comprehensive awareness and knowledge on key environmental issues such as climate change, sustainability, and the impact of single-use plastic. Our approach includes engaging and informative sessions tailored to the age group and understanding level of the students.

In addition to educational sessions, the project will offer practical solutions by providing a starter pack of eco-friendly everyday items. These items are carefully selected to serve as sustainable alternatives to single-use plastic, promoting a conscious and environmentally-friendly lifestyle among the students. This multi-faceted approach ensures a holistic understanding of environmental issues and equips students with the tools needed to make positive choices in their daily lives.

The overall aim is to not only educate the current generation but to create a ripple effect by involving parents and teachers, thus fostering a community-wide commitment to sustainable practices and environmental stewardship.

6. What are the goals of the project? Describe the difference your project will make to the community or population served.

The primary goal of our project, Climate Literacy, is to cultivate a generation of climate-literate citizens, beginning at the grassroots level. In both the Wada district and TMC, the current target demographic is largely uninformed about the urgent climate crisis due to a lack of education and awareness. Our project, spearheaded by Green Yatra, aims to bridge this gap and make a significant impact on the community.

Climate literacy is crucial for students in the backward areas of India due to heightened vulnerability to climate change impacts. In these regions, often reliant on agriculture, understanding the link between climate variations and farming is vital for sustainable practices. Climate literacy empowers students to address local environmental challenges, fostering self-reliance and community resilience. Moreover, it opens avenues for sustainable development, promoting eco-friendly practices and



preparing students for emerging opportunities in a changing economic landscape. Overall, climate literacy equips students in backward areas with the knowledge and tools necessary to navigate environmental challenges and contribute to their community's well-being.

Key Goals:

Climate Literacy: Elevate awareness and knowledge about the global climate crisis among approximately 42,000 students in the Wada district and TMC. By focusing on the grassroots level, we aim to instill a foundational understanding of environmental challenges and solutions.

Sustainable Habits: Foster climate resilience and sustainable habits among the target population, creating lasting behavioral changes that contribute to a more environmentally conscious community.

Community-wide Impact: Extend the project's influence beyond students to over 5,000 indirect beneficiaries, including parents and teachers. This holistic approach ensures that the entire community becomes an active participant in the journey towards sustainability.

Training in Sustainability: Provide practical training in the sustainability sector to all beneficiaries, equipping them with the skills and knowledge needed to make informed decisions and contribute to sustainable practices in their daily lives.

Progress Tracking: Implement a habit tracker chart to monitor and evaluate the progress of each participant. This tracking mechanism ensures accountability and encourages continuous improvement in adopting sustainable habits.

Expected Difference:

Through the implementation of Climate Literacy, we envision a transformative impact on the community served. The project aims to empower individuals with the knowledge and tools to address the climate crisis proactively. By creating a generation of environmentally conscious citizens, we aspire to contribute to the broader global effort towards sustainability, resilience, and responsible stewardship of our planet.

Green Yatra is committed to creating a tangible, positive difference in the lives of those we reach, fostering a sense of responsibility and care for the environment that will extend far beyond the duration of the project.



C. LONG TERM PROJECTION

1. What resources will you bring to this project? In addition to financial resources, list resources such as special skills, volunteer help, or buildings and other such facilities.

Beyond financial contributions, Green Yatra is committed to leveraging a wealth of expertise and resources to ensure the success and sustainability of Climate Literacy. Our team, comprising experts with advanced degrees in fields such as Environmental Science, Wildlife Management, Botany, and more, is dedicated to providing invaluable resources to the beneficiaries.

Key Resources:

Expertise: The Green Yatra team brings together a diverse group of experts, each holding Master's degrees in relevant fields. These experts possess a profound understanding of environmental science, wildlife management, and botany, among other disciplines. This expertise will be shared with the beneficiaries through interactive lectures, engaging science-backed activities, and discussions with the experts.

Interactive Learning: Beneficiaries will have the opportunity to engage in interactive learning sessions, ensuring a dynamic and participatory educational experience. These sessions are designed to make the learning process enjoyable, impactful, and memorable.

Continuous Learning: To reinforce the acquired knowledge and encourage the practice of sustainability, beneficiaries will be given take-home tasks. This approach ensures continuity in learning and facilitates the integration of sustainable habits into their daily lives.

Climate Resilience Skills: Our team is dedicated to empowering students with climate resilience skills, enabling them to adapt to and mitigate the effects of climate change. This involves not only imparting knowledge but also instilling practical skills that equip individuals to live in harmony with their environment.

Support for Minimizing Climate Effects: Green Yatra is committed to providing guidance on minimizing the effects of climate change. This support includes practical strategies and insights on how individuals, especially students, can contribute to environmental sustainability and reduce their ecological footprint.

The resources brought to this project extend beyond financial contributions, encompassing a dedicated team of experts, interactive learning experiences, continuous support, and a commitment to fostering climate resilience skills among the beneficiaries. Green Yatra aims to create a lasting impact by equipping the community with the knowledge and skills needed for a sustainable and resilient future.



2. Do you have additional funding for this project? List any funding from entities other than IDS.

As of now, we do not have any additional funding for this project from entities other than IDS. Our commitment to implementing Climate Literacy in the Wada district and TMC is solely reliant on the support provided by IDS. While we actively seek and explore potential partnerships and funding opportunities, all financial resources dedicated to this specific initiative currently originate from IDS.

3. The Government of India provides extensive resources. Are you aware of the governmental resources available? Have you applied for such resources?

As of now, we have not applied for any resources from the Government of India for the climate literacy project. Our in-house team of experts, equipped with their diverse skill sets, is spearheading the design and implementation of the project in the specified locations. While we are aware of the extensive resources that the Government of India offers, our current approach relies on leveraging the expertise within our organization to independently execute the project.

We remain open to exploring potential collaborations and partnerships with governmental entities in the future if such opportunities align with the objectives and vision of our climate literacy initiative. Our commitment is to continue providing impactful and meaningful environmental education to the community, utilizing the resources at our disposal effectively.

4. What steps are you taking to avoid duplicating the efforts of the government and/or other NGOs?

Currently, there is no or very limited work being undertaken by the Government and any other entity in these areas on the lines of Climate Literacy, making this project exclusive and unique. Since the kind of program designed is original by Green Yatra, there are no duplications of the work by any NGOs or Government.

Our diligent research and assessment of the targeted areas have indicated a significant gap in climate literacy initiatives, with no parallel projects being executed by the Government or other non-governmental organizations. The uniqueness of our program lies not only in its exclusive focus on climate literacy but also in the innovative and customized approach developed by Green Yatra.

By ensuring that our project is tailored to address the specific needs of the community and leveraging our in-house expertise, we are confident that we are not duplicating any ongoing efforts. Our commitment is to complement existing initiatives and contribute meaningfully to the educational landscape in these areas, creating a distinctive and impactful contribution to climate literacy.



5. How will you sustain the project after exhausting the grant from IDS?

Ensuring the long-term sustainability of the Climate Literacy Project is a key priority for Green Yatra. While the initial grant from IDS provides the necessary foundation, we are committed to implementing strategies that will enable the project to thrive beyond the grant period. Our sustainability plan includes the following elements:

Community Engagement and Ownership: We believe in fostering a sense of community ownership. Throughout the project, we engage with local stakeholders, including schools, parents, and community leaders, to instill a collective responsibility for climate literacy. This community involvement creates a foundation for continued support and participation even after the grant period.

Capacity Building: A crucial aspect of sustainability is building the capacity of local individuals and organizations to carry forward the project's objectives. We invest in training and empowering local community members, educators, and leaders, enabling them to take on active roles in sustaining and expanding climate literacy initiatives.

Partnerships and Collaborations: Establishing partnerships with local businesses, educational institutions, and other non-profit organizations allows for shared resources and expertise. We actively seek collaborations that align with our mission to ensure a collaborative and collective effort towards sustaining climate literacy initiatives.

Diversification of Funding Sources: We explore and pursue diverse funding sources beyond the initial grant. This includes seeking additional grants, engaging in fundraising campaigns, and cultivating partnerships with corporate sponsors who share our commitment to environmental education.

Integration into Educational Systems: To secure long-term impact, we work towards integrating our climate literacy program into the formal educational curriculum. By collaborating with education authorities, we aim to embed sustainable practices and environmental education as a continuous part of the learning experience for future generations.

Monitoring and Evaluation: Regular monitoring and evaluation processes help us assess the effectiveness of the project. Based on feedback and data, we adapt and refine our strategies, ensuring continuous improvement and increased sustainability over time.



By combining these approaches, Green Yatra is dedicated to building a strong foundation for the sustained success of our project, allowing the benefits of climate literacy to endure well beyond the initial grant period.

6. Please provide a projected financial outcome (e.g., \$75/year to educate one child; donate \$25 to save the life of a mother at childbirth).

Your \$28 donation helps make a child in India climate-ready, providing education, sustainable habits, and resilience skills through our innovative climate literacy initiative. Detailed description/ bifurcation of these \$28 provided in the project cost sheet.

D. PROPOSED INTERVENTION

Explain in 500 words or less how you will measure and/or demonstrate progress in the categories you selected on the first page of the application.

To gauge and demonstrate progress in the category of **Education/Training** for our climate literacy initiative, we have implemented a comprehensive monitoring and evaluation system. This system is designed to assess the impact of our educational sessions and track the adoption of sustainable habits among the students. The key components of our progress measurement strategy include:

Before Session Questionnaire:

- A pre-session questionnaire will be distributed among the students prior to the commencement of the climate literacy session. This questionnaire will encompass a range of questions that align with the topics covered during the session. The objective is to assess the students' baseline knowledge and awareness regarding climate change, sustainability, and related subjects.

Habit Tracker Sheet:

- Each student will be provided with a habit tracker chart, outlining eco-friendly habits to be adopted over a three-week period. Scientifically proven that habits take 21 days to form, this chart serves as a practical tool to encourage the incorporation of sustainable practices into daily routines. The habits include actions like carrying their own bags, walking short distances, and avoiding the purchase of PET bottles.

After Session Questionnaire:

- Following the completion of the climate literacy session, the same questionnaire distributed before the session will be redistributed. This post-session questionnaire aims to measure the knowledge gained by students during the session. By comparing the responses from the before and after questionnaires, we can quantify the immediate impact of our educational efforts and identify areas of improvement for future sessions.

Quizzes and Interactive Activities:



- Quizzes and interactive activities will be integrated into the educational sessions to assess the students' understanding of the material in a dynamic and engaging manner. These activities serve as real-time assessments, allowing us to gauge comprehension, identify areas of interest, and reinforce key concepts.

Through these evaluation measures, we aim to achieve the following outcomes:

- **Immediate Impact Assessment:** The before and after session questionnaires will provide insights into the immediate impact of our educational interventions, helping us understand the knowledge gained by students during the session.
- **Long-term Behavior Change:** The habit tracker sheet serves as a tool for tracking long-term behavior change. By monitoring the sustained adoption of eco-friendly habits over a three-week period, we can assess the effectiveness of our approach in promoting lasting change in students' behaviors.
- **Continuous Improvement:** The data collected from these assessments will be analyzed to identify successful strategies and areas for improvement. This continuous feedback loop ensures that our educational sessions evolve to meet the specific needs of the students and maximize their impact.

In addition, the assignment of a **teacher in-charge** for follow-ups adds an extra layer of accountability, ensuring that the habit tracker charts are regularly updated and serve as tangible evidence of the students' commitment to sustainable practices. This multifaceted approach to progress measurement is integral to our commitment to delivering effective and transformative climate literacy education.

E. FINANCIAL RESOURCES

Provide a detailed cost analysis of the project's anticipated yearly expenditure.

Sheet Attached for total 5 year expenditure plan and for the first 1 year expenditure plan.

F. EXPERIENCE

1. How long has your organization been working in this region?

Green Yatra has been actively engaged in the Wada Taluka region for over 12 years and in the Thane Municipal Corporation (TMC) for more than a decade. Over this extensive period, our organization has successfully implemented a variety of projects focusing on afforestation, education, women empowerment, livelihood generation, water and waste management, and overall village development.

Our enduring presence in these regions reflects a sustained commitment to addressing diverse community needs and fostering holistic development. Throughout this journey, we have established a dedicated team located in close proximity to the communities we serve. This localization ensures



that our team intimately understands the on-ground needs of the local population, fostering a collaborative and responsive approach to community development.

The multi-year engagement in these areas has allowed us to build strong relationships with community members, local authorities, and other stakeholders. It also provides us with valuable insights into the evolving challenges and opportunities within the region, enabling us to tailor our initiatives to meet the specific requirements of the communities we serve. Green Yatra remains steadfast in its mission to make a positive and lasting impact on the lives of individuals in these regions, contributing to sustainable development and environmental conservation.

2. List other projects in this region that you have worked on.

In the Wada region, Green Yatra has been actively involved in a diverse range of projects aimed at holistic development. These projects include:

Climate Literacy: Raising awareness and educating the community on climate-related issues to promote environmental consciousness.

Solar Power: Implementing initiatives to harness solar energy for sustainable and clean power solutions.

Livelihood Plantation: Focusing on plantation projects that not only contribute to environmental conservation but also provide livelihood opportunities for the local community.

Teacher Training: Conducting training programs for teachers to enhance their skills and capabilities in delivering quality education.

Women Livelihood Empowerment: Implementing projects to empower women in the community through skill development and income-generating activities.

Water Body Rejuvenation: Undertaking initiatives to restore and rejuvenate water bodies for improved water conservation and access.

Conventional Plantation: Engaging in traditional plantation projects to enhance green cover and biodiversity.

In the Thane Municipal Corporation (TMC) region, Green Yatra's projects include:

Afforestation: Contributing to increasing green cover and promoting afforestation in urban areas.



Water Body Rejuvenation: Undertaking initiatives to restore and revitalize water bodies within the TMC area.

Smart Sustainable City Project: Currently developing a Smart Sustainable City project in collaboration with TMC, providing consultation to enhance sustainability and reduce pollution in the TMC area.

These projects collectively reflect Green Yatra's commitment to addressing a wide spectrum of environmental, educational, and livelihood challenges, contributing to the overall well-being and sustainable development of the communities in the Wada Taluka and Thane Municipal Corporation regions.

3. Describe (in a few sentences) the relevant experience of each of your team members.

The team involved in this project brings extensive experience in the fields of environment and education, contributing valuable skills and knowledge to the initiative.

Nidhi Sharma (Sustainability Director):

- Qualifications: BE (Bachelor of Engineering), MBA (Master of Business Administration) from Indian Institute of Management, Calcutta.
- Experience: With 20 years of corporate experience, including working with Fortune 500 companies, Nidhi Sharma brings a wealth of strategic and managerial expertise to the organization. Her association with the organization for the past 8 years reflects her commitment to environmental and educational initiatives. She is a certified ESG expert.

Prashant Agale (Program Head- Thane & Palghar Dist.):

- Qualifications: (M.A. in Social Work (specialization Community Development), TISS Mumbai)
- Experience: With a remarkable 40 years of experience, Prashant Agale has been actively and closely working with tribal areas in Wada and nearby regions. His longstanding association with the organization since its inception underscores his deep commitment to community development and environmental conservation.

Siddharth Ingle (General Manager):

- Qualifications: BSc. Agriculture, MSc. Botany
- Experience: Siddharth, with 7.5 years of experience in Corporate Social Responsibility, specializes in Climate Action projects like Environmental Conservation, Afforestation, and Waterbody Restoration. Recognized as an Environmental Day Hero by UNEP for combating Air Pollution, he has a unique talent for connecting with tribal children, ensuring the seamless transfer of environmental knowledge.



Sandra Pereira (Sr. Program Coordinator- Sustainability):

- Qualifications: (B.Sc (dual major in Botany & Zoology), M.Sc. Wildlife Management)
- Experience: Sandra is a passionate environmentalist with 6 years of experience in the field of wildlife. Over the past 4 years, she has been managing various projects benefiting school students on the lines of sustainability. Her hands-on experience in working with students contributes to the effective implementation of educational initiatives.

Together, this dedicated team brings a diverse set of skills, ranging from corporate management and community engagement to environmental education and tribal outreach, ensuring a well-rounded and impactful approach to the project.



4. IDS supports only non-political, secular organizations. Please provide a written statement that your organization is non-political and secular and, if available, your organization's mission statement.

We, the undersigned, affirm that Green Yatra is a non-political organization and is not affiliated with any political party. None of the trustee members or directors associated with Green Yatra are active members of any political party. Our organization operates with a commitment to secular values, focusing on the inclusive and non-partisan advancement of our mission.

Green Yatra is dedicated to environmental conservation, education, and sustainable development, with a primary focus on serving communities without any bias or discrimination based on political or religious affiliations. We adhere strictly to the principles of neutrality, inclusivity, and secularism in all our endeavors.

We understand and acknowledge the policy of IDS to support only non-political and secular organizations. Green Yatra is aligned with these principles, and we assure IDS that we will promptly notify them in the event of any changes in the non-political and secular status of our organization.

Green Yatra will provide a formal Declaration on official letterhead, duly signed by a trustee, affirming the non-political and secular nature of the organization.

Mission: To sensitize people about the value and importance of the environment, environmental issues and its adverse impact on our lives and empower them to contribute to a sustainable and GREEN world.

Please attach a copy of the FCRA (required)

and a copy of your NGO's most recent annual report (if possible)

and return the completed grant application to IDS

by January 31, 2024.

Thank you!



G. IDS REQUIREMENTS

The grant recipient will be assigned an IDS Project Coordinator who will assist with the grant application process and with submitting the required mid-year and end-of-year project progress reports to IDS.

The reports will help assess how the project is progressing. The award recipient will document how the proposed intervention is addressing the specific community needs. Sharing data, documents, metrics, and photos is required.

We recognize that there will be deviations from the expected outcomes. If the award recipient encounters difficulties and wants to change the scope of the project, it is the recipient's responsibility to discuss the matter with the assigned IDS Project Coordinator.

IDS supports risk taking, innovation and, more importantly, learning. We expect that your organization will be sharing information with IDS and other projects that IDS supports; in that way, the award recipient and IDS learn from both the partnership and the project.

IDS Project Coordinators, board members, volunteers, and monitors from IDS may visit the project.

India Development Service is a nonprofit organization that, in compliance with federal, state, and local laws, does not discriminate on the basis of race, color, religion/creed, age, gender, national origin, marital or parental status, sexual orientation, alienage or citizenship status, veteran status or disability. India Development Service does not knowingly support or patronize any organization that engages in discrimination.



29-01-2024

Signature of Project Manager

Date

Siddharth Ingle

Print Name

GREEN YATRA

Name of NGO

