

HCLFoundation

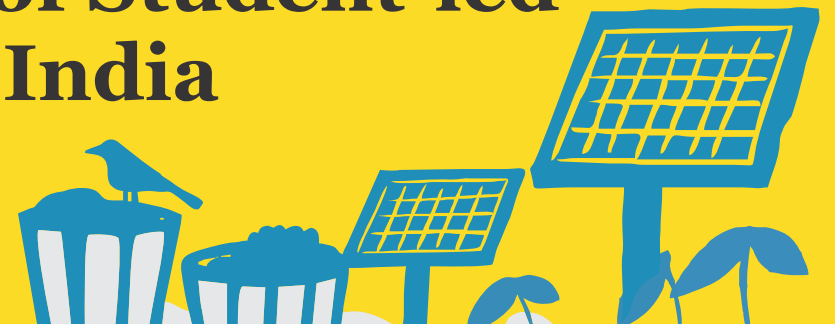
CEE

Centre for Environment Education



Inspiring Stories of Student-led Climate Action in India

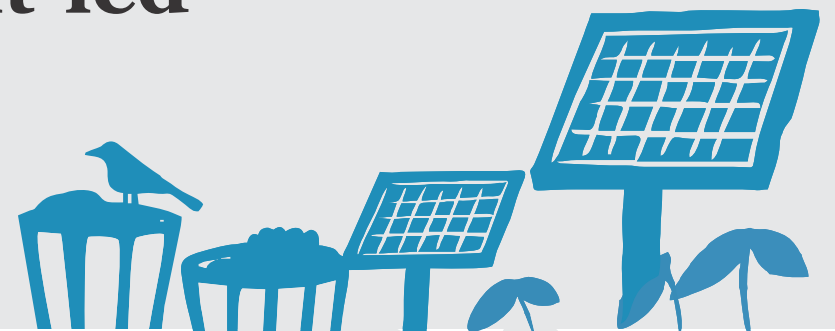
Compendium - Edition 1





Inspiring Stories of Student-led Climate Action in India

Compendium - Edition 1



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Disclaimer:

This publication has been compiled by collecting case studies from schools who participated in the GenCAN programme. The information, findings and observations presented in this document are based on the data reported and shared by the respective schools. The views and analysis contained in the publication are those of the author(s) and do not necessarily represent the views of the Centre for Environment Education and HCLFoundation.

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FOREWORD

In an era where the effects of climate change are felt globally, it has become increasingly evident that our greatest hope lies in empowering the younger generation to lead the charge for a sustainable future. The Generation for Climate Action (GenCAN) programme was conceived with this vision, recognizing the need to prepare young leaders who CAN take meaningful action and inspire others to be part of the change. This joint initiative by the HCLFoundation and the Centre for Environment Education saw enthusiastic participation of schools across India who took the Climate Action Leadership Challenge. The results have been commendable, with students demonstrating remarkable leadership, teamwork, and a commitment to sustainability.

It gives us immense pleasure sharing these exemplary climate action stories from different parts of the country. Each story is unique as the action taken by school is as per their own local context. They are testament to the power of collective action, where the entire school came together to make a difference. We extend our heartfelt gratitude to all the school teams involved in this journey. Their efforts have not only contributed to reducing carbon emissions but have also set a benchmark for what is possible when young minds are given the right tools and support to lead. We hope that the climate action efforts captured in this book will inspire others to join this vital movement towards a sustainable future. Thank you for being the change-makers our world needs.

Dr. Nidhi Pundhir

Senior Vice President, Global CSR, HCLTech &
Director, HCLFoundation



PREFACE

This book presents the case studies of ten exemplary schools that stood out during this Climate Action Leadership Challenge, showcasing the impactful work they undertook. The programme design emphasized not just learning but doing—encouraging measurable climate action. Schools calculated their carbon footprints and subsequently implemented action projects aimed at reducing emissions. The results speak for themselves, with these schools taking commendable strides toward sustainability.

One of the most inspiring outcomes of this challenge was the emergence of student leadership. Working in teams, students took charge, collaborated with their peers, and demonstrated that even at a young age, they have the power to lead change.

The seamless partnership with HCLFoundation has been instrumental in enabling this innovative initiative to reach schools of diverse backgrounds and categories. We are grateful to the state governments for their unwavering support, which has played a crucial role in extending the programme to government schools, ensuring inclusivity and a broader impact.

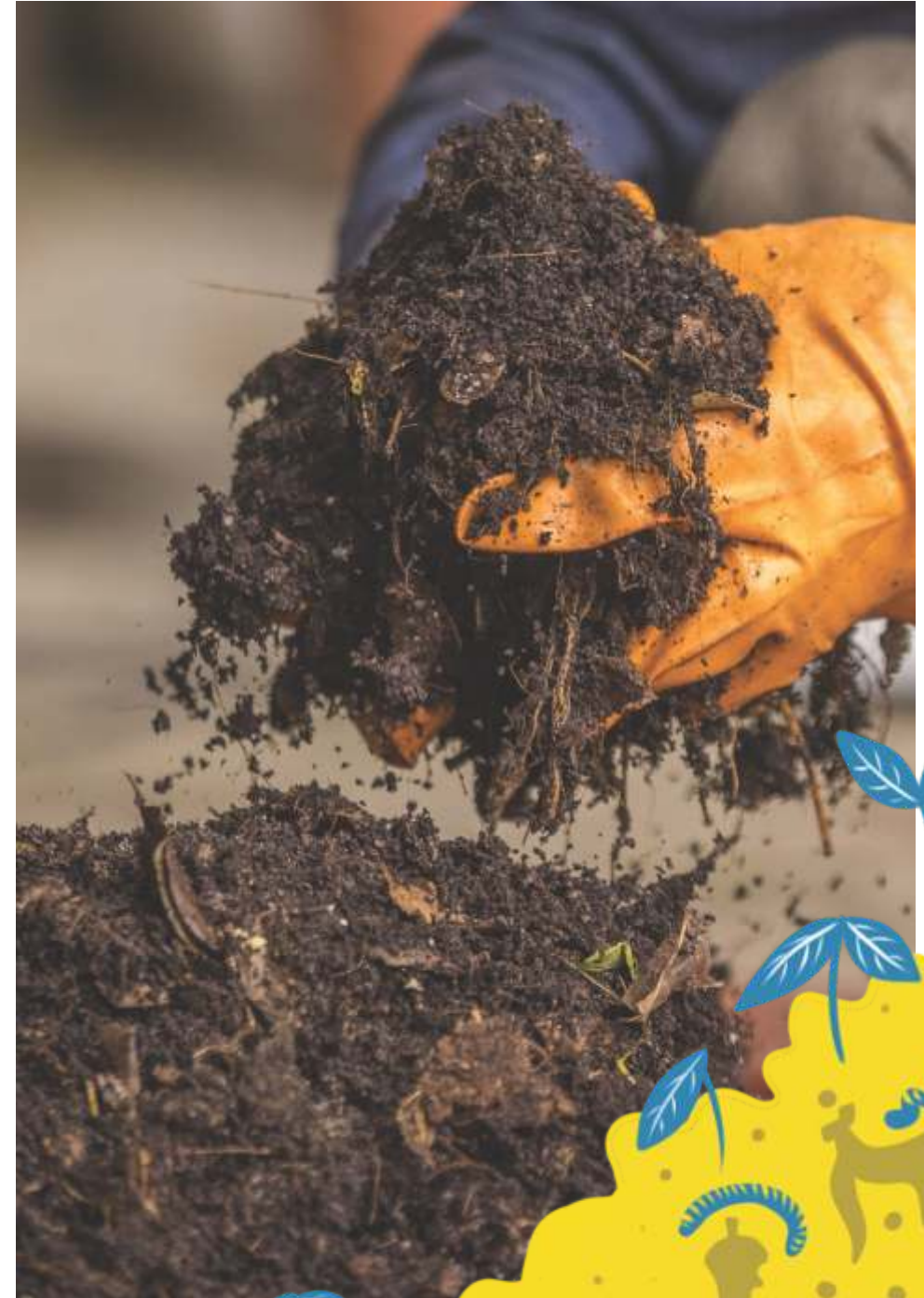
We extend our gratitude to all the school teams, including the management, principals, teachers, student leaders, parents, and community members, who embraced this challenge with passion and dedication. This book is a testament to their hard work, innovation, and commitment to a more sustainable future.

As these young champions grow and influence others, the ripple effects of their actions promise a brighter, more resilient world.

Kartikeya Sarabhai

Director

Centre for Environment Education (CEE)



INTRODUCTION

In the face of escalating climate change impacts, sustainability and climate change education have become crucial for equipping young people with the knowledge and skills necessary to address environmental challenges.

Schools are at the core of our society, playing a crucial role in preparing the younger generation. Understanding this need, HCLFoundation and Centre for Environment Education (CEE) developed a transformative programme to harness the energy and enthusiasm of young individuals, empowering them to become leaders in the fight against climate change.

The Generation for Climate Action (GenCAN) programme was launched in April 2023, aimed at fostering climate resilience and environmental stewardship among the youth. The programme involves schools participating in a four-step Climate Action Leadership Challenge. A set of educational resources were developed, including a brochure, booklet, website, challenge guidelines, and an interactive dashboard for reporting.



www.gen4climateaction.org



Globally, the Sustainable Development Goals (SDGs), particularly Goal 4 (Quality Education) and Goal 13 (Climate Action), highlight the importance of engaging young minds in fostering sustainable practices. India's National Education Policy 2020 (NEP) and Mission LiFE align with these goals by emphasizing the integration of climate education into schools. The Handprint concept, originating in India, symbolizes care, collaboration, and proactive efforts for sustainability. It encourages reducing the carbon footprint while amplifying positive actions that benefit the planet. By embedding sustainability in education, we empower students to balance responsibility with meaningful impact, building a resilient and sustainable future.

Launch of Sustainability and Climate Change Education Initiative for Schools

20 April, 2023



HAND PRINT
Action Towards
Sustainability

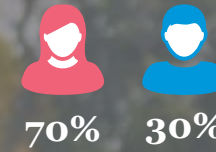
16
STATES

56
CITIES

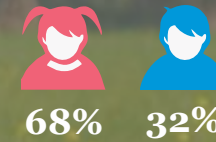
53
SCHOOLS
80348 Students



81
TEACHERS
TRAINED



349
STUDENTS
ORIENTED



27000+
PEOPLE
OUTREACHED

The first year of the programme was a pilot run to seek feedback and response to this ten-month online initiative. Schools registered for the programme, and mentor teachers were trained to take up the challenge in their schools with a team of five to eight climate action leader students of grades six to twelve. Students received online orientation by the CEE team on climate change science, its impact, and climate action. Teachers also used various methods to equip students with knowledge and understanding about climate change.



1 CLIMATE LITERATE

Challenge 1

Over five hundred students participated in an online climate literacy quiz where ninety six per cent passed. Then the team decided to generate climate awareness in school and community using Climate Assemblies, Bulletin Boards, Exhibitions, Street Plays, Rallies, Competitions etc.



Challenge 2

To find out the carbon footprint of the school campus students conducted surveys and interviews to collect data on electricity and water consumption, transportation usage, and waste generation. The data was entered on the website to estimate the carbon footprint of the school, giving an idea about which sector is contributing more.



2 CLIMATE DETECTIVE

Total estimated school carbon footprint

37488 metric tonnes.



Challenge 3

The student team and mentor teachers developed a climate action project plan for three to four months. The project was implemented with documentation of measurable impacts of climate action endeavours on reducing carbon emissions.

3

 CLIMATE HERO

Total carbon emission reduced 35983 metric tonnes

 **1420**
tonnes
ELECTRICITY

 **6417**
tonnes
WASTE

 **27967**
tonnes
WATER

 CARBON
OFFSET
(Through 2748
mature trees)

60.5
TONNES

 WATER
CONSERVATION
(Rain Water Harvesting
in Litres)

15
Lakh
LITRES



Challenge 4

School teams prepared reports and shared their reflections, anecdotes, photo stories, videos, etc.



4

 CLIMATE REPORTER

In its first year, the GenCAN programme has shown potential impact by empowering schools across India to lead exemplary initiatives in combating climate change. In the book, we are showcasing inspiring case studies from ten schools, to exemplify how young minds have successfully reduced carbon footprints through innovative practices and increased the handprint of positive action.



1 Turning Waste into Worth

Government High School
Dasgrain, Anandpur Sahib, Punjab



Government High School Dasgrain

Located in the peaceful surroundings of Dher village, Anandpur Sahib block in Rupnagar district. The school has grown under the shade of the grand Peepal tree with school students and communities from 5-6 nearby villages.

Year of Establishment 1906

Enrolled Students (2023)

69 girls

157 boys



“ *As teachers, we are now aware of how much CO₂ emission we are creating daily. Three of us had started carpooling to make our action count”.*

*- Mrs. Amarjeet Kaur,
Mentor Teacher* ”

CLIMATE ACTION JOURNEY

A team of six young students, four girls and two boys from grade 9 formed a team of climate action leaders. Team attended an online training session on climate change science and how to undertake the climate action leadership challenge. To spread climate awareness, students conducted **nukkad natak** during the morning assembly and prepared a climate bulletin board on climate change facts and individual actions. To find out their school's carbon footprint, students conducted surveys to calculate the electricity consumption, transport, water usage and waste generated. After analyzing the result of the survey and feasibility of the climate action project to be done at the school in the given time frame, they decided to work in the area of waste management.

The GenCAN student team prepared a plan of action in consultation with the teachers and school authority. It started with practicing **segregation of wet and dry waste**. The mentor teacher connected students to a local farmer to learn about vermicomposting techniques. Dry leaves collected from 150 trees in the school, helped them to produce rich manure through **vermicomposting** for gardening.

For plastic waste management, the school connected with a local recycler. In 2022, around 35 kg of plastic waste was collected by students. After participation in GenCAN, a change in students behaviour and attitude significantly helped in reducing plastic waste by 20 kg. These young students are showing everyone the way towards a greener and more sustainable future for all.



SCHOOL CLIMATE ACTION

ELECTRICITY

Switching off integrated as a regular practice, 6 CFLs & 3 T8 fluorescent tube lights replaced

TRANSPORT

Walking and Carpooling initiated and encouraged

WATER

Students repaired 6 taps that saved around 924 litres of water annually

WASTE

440 kg/yr compost prepared
15 kg/yr recycling of plastic waste
1210 kg/yr recycling of paper waste

SOLAR ENERGY

8 KW solar panels setup

School Carbon Footprint

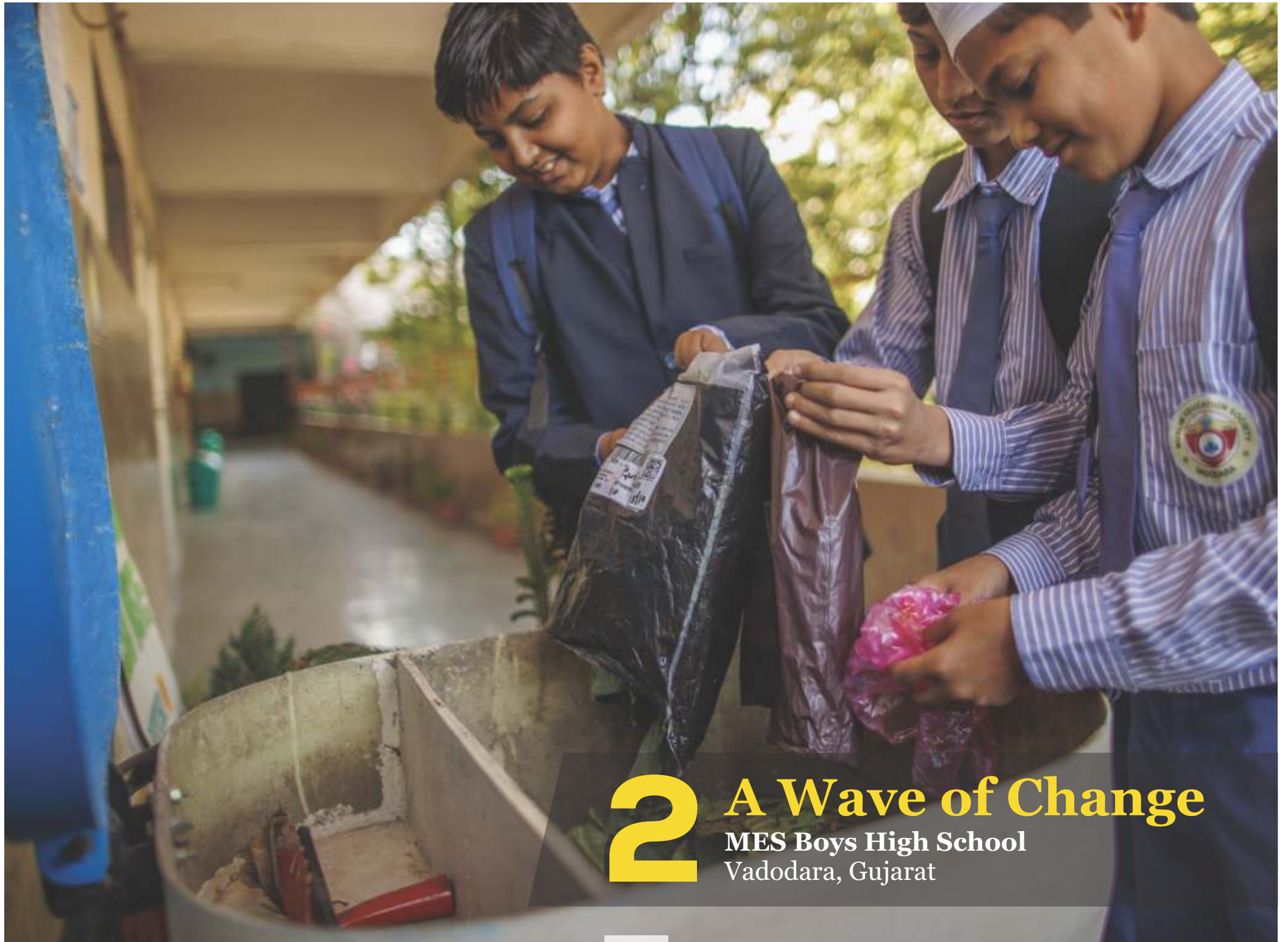
15.58 tonnes



Carbon emission reduction by school

9.15 tonnes

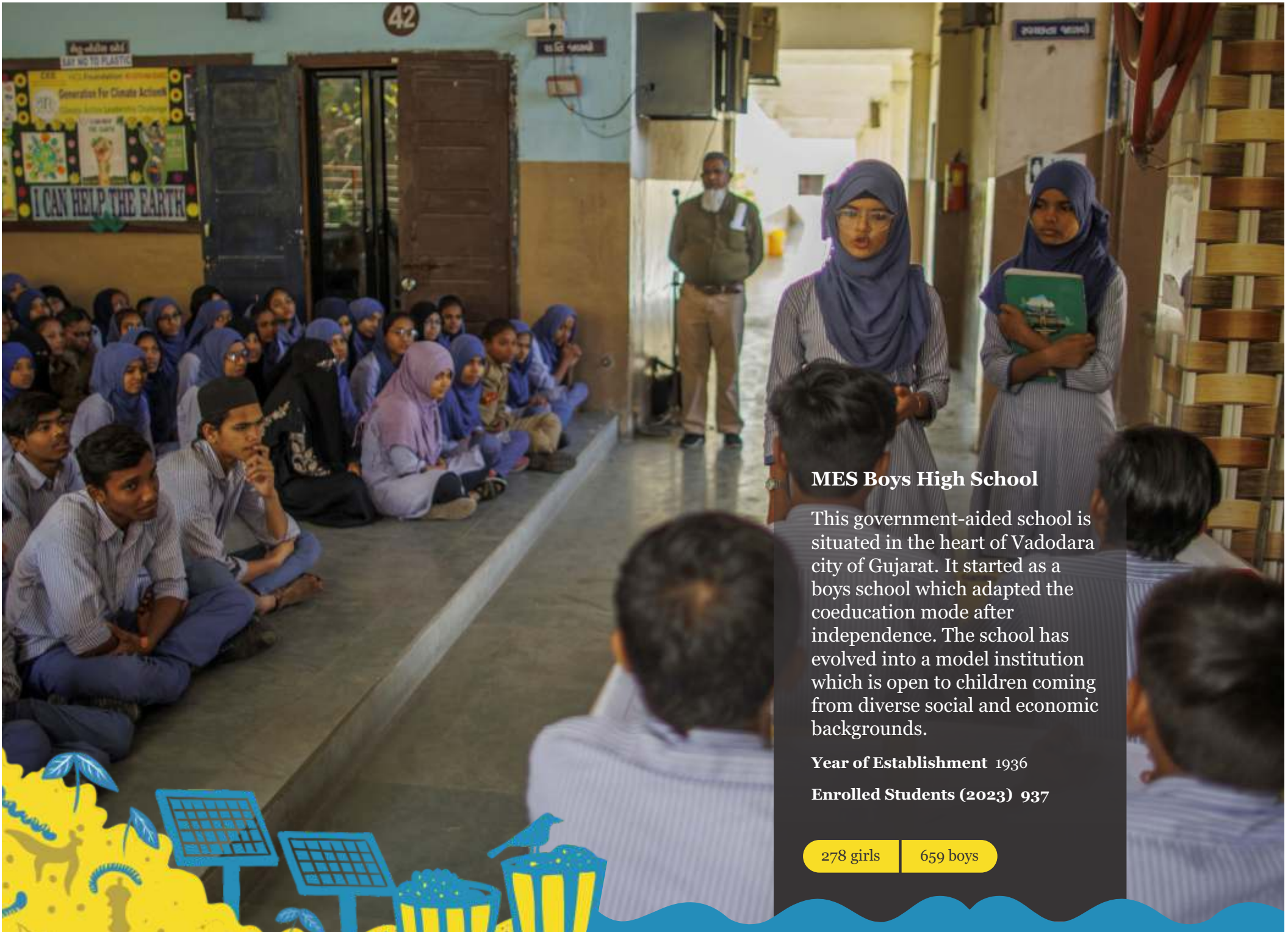




2

A Wave of Change

MES Boys High School
Vadodara, Gujarat



MES Boys High School

This government-aided school is situated in the heart of Vadodara city of Gujarat. It started as a boys school which adapted the coeducation mode after independence. The school has evolved into a model institution which is open to children coming from diverse social and economic backgrounds.

Year of Establishment 1936

Enrolled Students (2023) 937

278 girls

659 boys



“

Our GenCAN team learned a lot during this challenge. They understood how to do teamwork and collect data. We decided to work on waste management and could see positive results”.

*Mr. Shaikh Salim,
Mentor Teacher*”

”

CLIMATE ACTION JOURNEY

This is the story of six spirited ninth-grade boys who embraced the role of climate action leaders. Under the guidance of their mentor teacher, they were selected to participate in a climate action leadership challenge.

The challenge activities began by taking the climate literacy quiz and planning of **Climate Awareness Campaign** in their own school. They conducted quizzes, led enlightening morning assemblies, and designed bulletin boards filled with vital information on climate change issues and their impact. Through climate awareness activities, the team reached out to 765 members.

Through meticulous audits across four themes of electricity, transport, water and waste, they uncovered areas of improvement. They successfully advocated for **expanding solar panel capacity** from 5KWp to 15KWp to reduce non-renewable energy demand.

Securing donations, they installed dustbins throughout the school and initiated waste segregation and collection. The practice soon extended to their homes, creating a ripple effect in the community. The collected wet waste was brought back to school, where it was transformed into nutrient-rich manure using an aerobic decomposer by OrBin, capable of processing 80 kg to 110 kg of waste within the school premises.

Concerned about the deteriorating quality of a nearby water body, the GenCAN team, along with NCC cadets, organized a **cleanup drive** along the lake's edge. Each day, these young climate champions reflect on their achievements with pride. Their efforts are ongoing, fuelled by a relentless drive to make a difference.



SCHOOL CLIMATE ACTION

ELECTRICITY

Switching off practice adopted
25 CFLs replaced with 20 T8 fluorescent tube lights

TRANSPORT

Walking and carpooling adopted

WATER

1320 litres/yr water saved

WASTE

220 kg/yr compost prepared
99 kg/yr plastic waste recycled
55 kg/yr paper waste recycled

SOLAR ENERGY

5 kWp to 15kWp capacity increased

School Carbon Footprint



122.75 tonnes

Carbon emission reduction by school



14.7 tonnes





3 Small School, Big Impact

Government Model School
Gopiballavpur - I, Jhargram, West Bengal



Government Model School

The school, established under the State Department of Education, West Bengal, is a residential institution primarily serving a student population composed of ninety percent tribal community members. Despite having a relatively small number of students and limited resources, the school demonstrates a strong commitment to environmental conservation programmes.

Year of Establishment 2013
Enrolled Students (2023) 113

64 girls | 58 boys



“ *Through subjects like Geography and Biology, we teach students about pollution and environmental degradation. The GenCAN programme brought these lessons to life. Experiential learning deepened our understanding and commitment to protecting our planet.*”

*Mr. Abhijit Sasmal,
Mentor Teacher* ”

CLIMATE ACTION JOURNEY

A team of six student leaders with four girls and two boys along with three volunteers from grades seven to ten began their climate action journey. They attended an online orientation session and then took a climate literacy quiz to test their climate knowledge. The team conducted climate awareness activities through **street plays** that showcased traditional methods of worshipping and protecting the sacred sal forests. They also conducted interactive sessions, presentations, bulletin boards, and climate assemblies to reach over a hundred members, including school staff, students, and other community members.

The team conducted a comprehensive survey to determine the school's carbon footprint. With insights from data analysis, they worked on the school's land for **vegetable cultivation**, directly supporting the mid-day meal program. In just four to five months, the results were encouraging. Over ninety-five kilograms of vegetables were harvested, providing not only nutrition but also saving around 4500 INR.

In another remarkable step, a **composting system** was set up within the school campus. To expand this initiative, the student team initiated discussions with the District Block Officer of Gopiballavpur-I to implement a comprehensive waste management system on school grounds. By taking these small but significant steps, the school community demonstrates how united efforts can create a big impact in the fight against climate change.



SCHOOL CLIMATE ACTION

TRANSPORT

Walking and carpooling adopted

WASTE

2064 kg/yr compost prepared
12 kg/yr plastic waste recycled
12 kg/yr paper waste recycled

SOLAR ENERGY

5kWp solar panel system

School Carbon Footprint

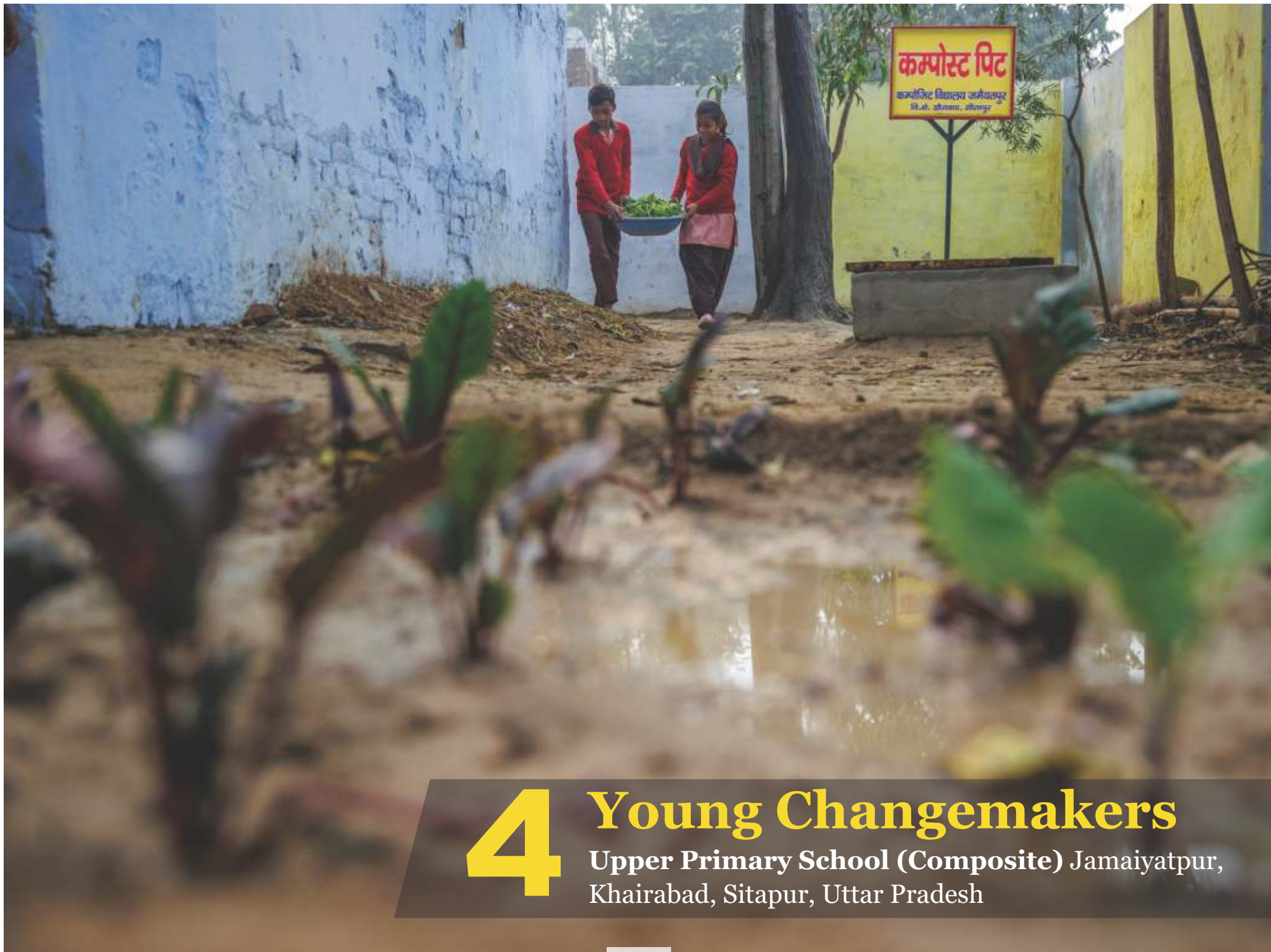
36.6 tonnes



Carbon emission reduction by school

9.6 tonnes





4 Young Changemakers

Upper Primary School (Composite) Jamaiyatpur,
Khairabad, Sitapur, Uttar Pradesh



Upper Primary School (Composite)

This government middle school, located in the rural area of Sitapur district, has become an inspiring example of environmental conservation. Despite its small size and limited resources, the school has become an integral part of the village through its dedicated endeavours.

It emphasizes the delivery of quality education along with hands-on environmental learning.

Year of Establishment 206
Enrolled Students (2023) 511

248 girls

263 boys



“ Seeing our students take initiative through the GenCAN programme has been truly inspiring. Their enthusiasm and dedication to making a positive impact on our environment demonstrate the power of education and community involvement in driving meaningful change.”

Mr. Yogendra Kumar Pandey,
Principal and Mentor teacher

CLIMATE ACTION JOURNEY

A team of eight young students, six girls and two boys from grade eight, was selected to work as climate action leaders. After attending the online training session on understanding climate change, they started working on spreading the same knowledge amongst others. For that team organized a climate assembly and created an informative climate bulletin board featuring key facts about climate change and practical individual actions everyone can take.

After conducting a carbon audit of the school, the GenCAN team prioritized waste and water as key themes for their climate action projects. To manage the approximately fifteen kilograms of wet waste generated daily from the mid-day meal kitchen, a **composting system** was set up. Additionally, recognizing the importance of water conservation, the team, in consultation with school management, initiated the redirection of wastewater from hand wash stations to **water recharge pits**. This proactive step has resulted in saving approximately fifty liters of water each day.

Another significant component of the team's effort is inspiring students' families and community members to adopt composting at home. Under the leadership of the Principal, student leaders also convinced the Gram Pradhan to build a **soakage pit** near the hand pump for managing wastewater, showcasing the school's commitment beyond its campus. These efforts are a shining example of how schools, even with limited resources, can play a pivotal role in environmental conservation and sustainable practices.



SCHOOL CLIMATE ACTION

ELECTRICITY

18 CFLs replaced with 8 T8 fluorescent tube lights
Switching off practice adopted

WATER

12760 litres/yr water saved
Repaired leaky taps
Constructed soakage pits

WASTE

3300 kg/yr compost prepared

School Carbon Footprint

36.6 tonnes



Carbon emission reduction by school



36.58 tonnes





5 Students Championing Climate Action

Ramakrishna Mission Residential High School
Chennai, Tamil Nadu



Ramakrishna Mission Residential High School

This is a residential high school which was founded in 1922, dedicated to providing a comprehensive education and holistic support to orphaned and underprivileged boys from marginalized communities. The school offers free schooling and technical education, ensuring that students also receive essential provisions such as food, clothing, shelter, and medical care. The school plays a crucial role in uplifting and empowering its students, helping them build a brighter future despite their challenging circumstances.

Year of Establishment 1922

Enrolled Students (2023) 242

242 All boys



“The students in the images are not wearing footwear as part of an ancient tradition of the school to respect mother Earth. This practice fosters a deeper connection to the soil, encouraging mindfulness, grounding, and a sense of harmony with nature.”



“ We already had a few initiatives for wet waste management and water conservation. However, with GenCAN, our students have come to understand the importance and significance of these efforts. They have also come with ideas for expanding environmental initiatives on campus keeping the sustainability angle in mind.

- Mr. T. Kanniyapan, Mentor Teacher ”

CLIMATE ACTION JOURNEY

In the heart of a bustling school, a dedicated team of six young boys from grade eight embarked on a journey towards sustainability. Their school already had systems for wet waste management, rainwater harvesting, and grey water management, but the team wanted to understand the significance of these systems and explore additional actions against climate change. Under the guidance of their mentor, they brainstormed ideas and prepared to tackle environmental challenges.

They transformed the morning assembly and bulletin board into platforms for spreading climate awareness. Through engaging presentations and informative displays, they reached out to ninety five fellow students to highlight the urgency of climate action. The team conducted a thorough **environmental audit** of the school campus which revealed crucial insights into consumption patterns.

Addressing energy consumption reduction became the team’s priority and they advocated for simple yet impactful practices like switching off lights when not in use. They also led the initiative to replace CFLs and T8 fluorescent tube lights, resulting in a significant reduction of carbon emissions. Team efforts did not stop here, they were able to convince the school management to increase solar panels capacity of 25KWp. Their journey serves as an inspiring example of how young minds, when guided and supported, can pave the way for a greener and more sustainable future.



SCHOOL CLIMATE ACTION

ELECTRICITY

50 CFLs replaced with 95 T8 fluorescent tube lights

WATER

165,000 liters/yr harvested
2200 litres/yr conserved

WASTE

11000 Kg/yr compost prepared

SOLAR ENERGY

25kWp capacity

School Carbon Footprint

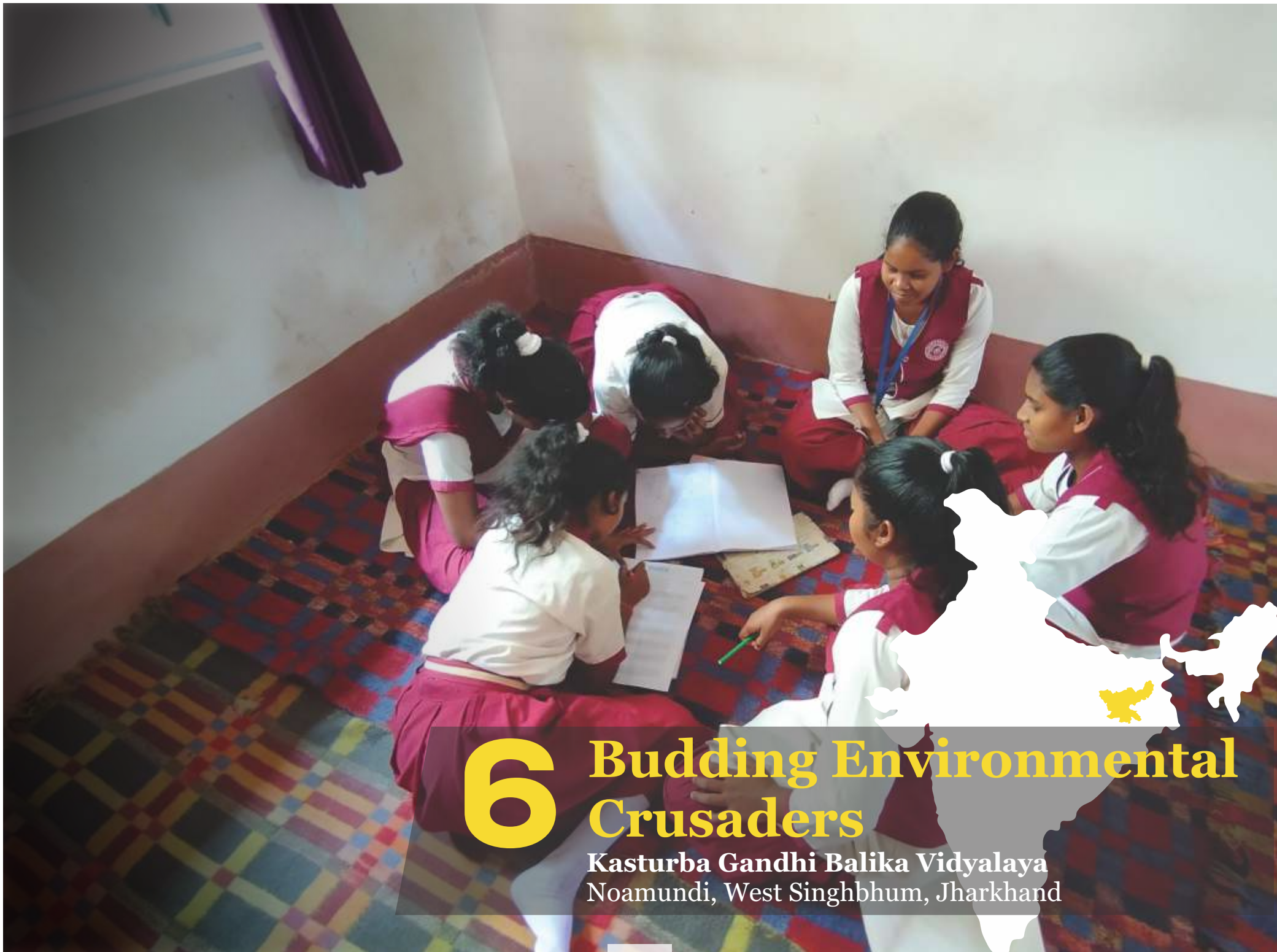
37.9 tonnes



Carbon emission reduction by school

43.7 tonnes

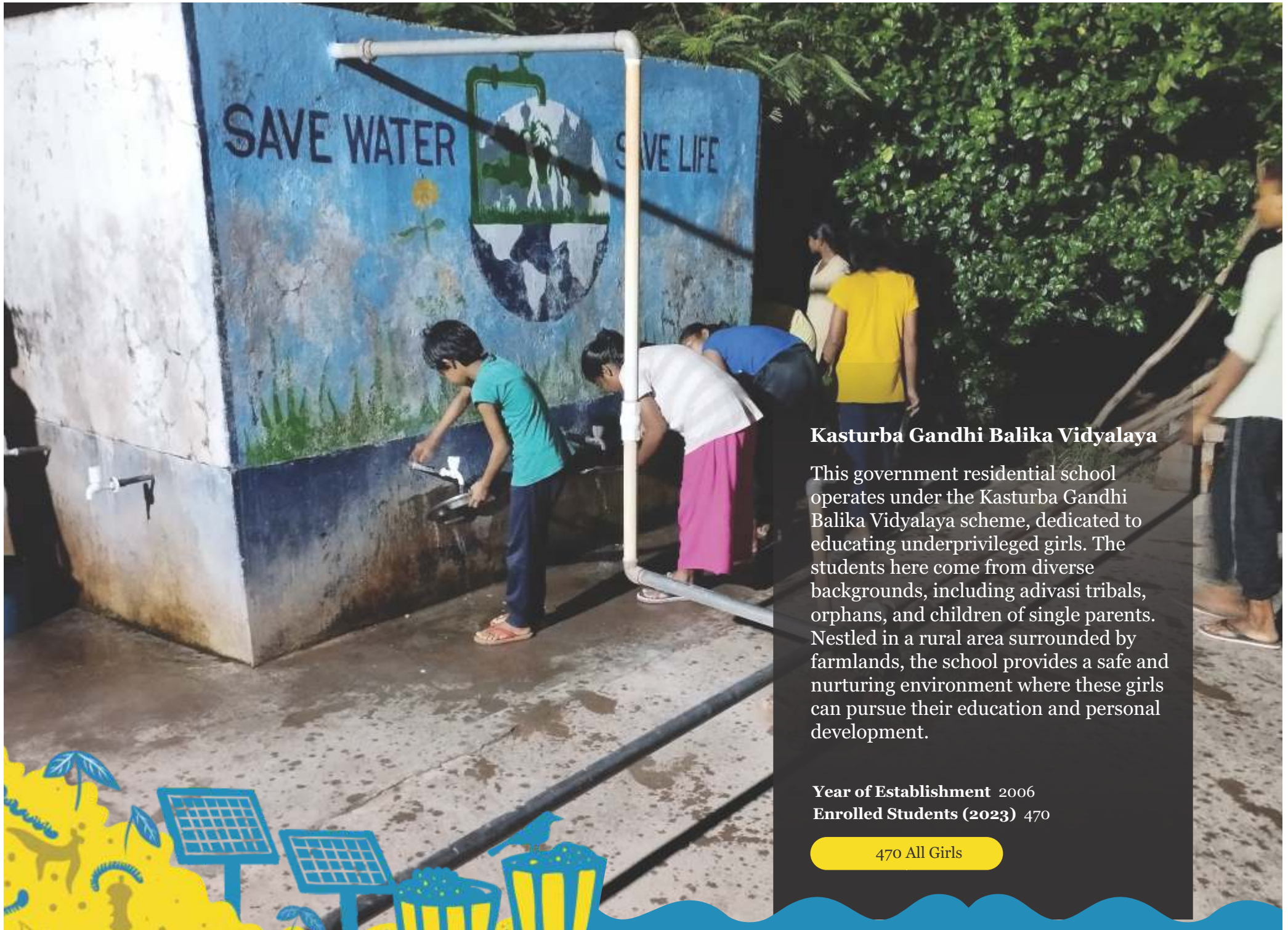




6

Budding Environmental Crusaders

Kasturba Gandhi Balika Vidyalaya
Noamundi, West Singhbhum, Jharkhand



Kasturba Gandhi Balika Vidyalaya

This government residential school operates under the Kasturba Gandhi Balika Vidyalaya scheme, dedicated to educating underprivileged girls. The students here come from diverse backgrounds, including adivasi tribals, orphans, and children of single parents. Nestled in a rural area surrounded by farmlands, the school provides a safe and nurturing environment where these girls can pursue their education and personal development.

Year of Establishment 2006
Enrolled Students (2023) 470

470 All Girls



“ *Students were really excited to take part in the compost making process. The members of Bal Sansad also worked along with the student climate leaders. The school management took initiatives to help execute the plan made by the GenCAN team.* ”
- Ms. Shrishti Sundi,
Mentor Teacher.

CLIMATE ACTION JOURNEY

Six dedicated girls from grades nine to twelve were selected by the teacher to take up the climate action leadership challenge to learn about climate change science, its causes, consequences and actions. After receiving an online orientation, they understood the impact of global warming on ecosystems and humans. Referring to booklets and presentations, they raised awareness among peers by preparing bulletin boards, performing dances and street plays, spreading messages of conservation and climate action.

Moving to the next challenge, the team focused on measuring their school's carbon footprint, tracking electricity, waste, transport, and water usage. With the help of non-teaching staff, they recorded utility bills, weighed organic and dry waste and monitored water usage. This thorough audit highlighted areas for potential reduction, enabling the team to understand their environmental impact comprehensively.

Team focused on electricity and waste management for taking climate action. They decided to initiate **composting of wet waste** from the kitchen and gardens. For saving energy, students worked with peers on reducing electricity usage and with staff to **timely clean the solar panels** for optimizing their efficiency. Their efforts included art and craft competitions using waste materials and fostered **behavioural changes** among students. Team of these six enthusiastic girls showcases the power of young minds in driving significant climate action.



SCHOOL CLIMATE ACTION

ELECTRICITY

Switching off practice adopted

WATER

365000 liters/yr water reused

WASTE

3650 kg/yr compost prepared 108 kg/yr waste recycled

SOLAR ENERGY

7kWp capacity

School Carbon Footprint

31.61 tonnes



Carbon emission reduction by school



383.70 tonnes





7 A Mission for Change

VidyaGyan School

Sitapur, Uttar Pradesh, India



VidyaGyan School

A prestigious residential school dedicated to transforming the lives of economically underprivileged yet meritorious students from rural areas across the country. Established by the Shiv Nadar Foundation Trust, the academy aims to provide access to high-quality education. By offering a nurturing environment and state-of-the-art facilities, the school empowers its students to become future leaders and change-makers in their communities and beyond.

Year of Establishment 2011

Enrolled Students (2023) 779

403 girls

376 boys



“ *From becoming climate detectives to climate heroes, the GenCAN team has transformed their school's environmental impact, proving that small actions can lead to significant sustainable change* ”
- Mr. Avijit Bandyopadhyay, Mentor Teacher.

CLIMATE ACTION JOURNEY

A dynamic team of seven students with four girls and three boys from grade nine to eleven alongside their mentor teachers, had a mission to make a difference. This dedicated group invested their energy into learning about climate change science and started their climate action journey. To engage the entire school team conducted a special assembly to raise awareness about climate change among students and teachers. The team organized a skit on forest conservation, inter-house quiz competitions, climate change games, and prepared climate bulletin boards to share updated information on environmental issues.

After assessing their school's carbon footprint, the team collaborated with the management to identify and implement impactful climate action focusing on water conservation and waste management. The team successfully advocated for increasing the number of **rainwater harvesting pits** from sixteen to twenty two. A composting system was adopted to manage around 250 kg of wet waste which is now generating around eighty kg of nutrient-rich manure. This manure nourishes the **school's organic vegetable garden** and green cover, which includes over 1,000 trees and plants, completing an **eco-friendly waste disposal cycle**.

In addition to these efforts, the school has embraced renewable energy by installing a 308 KWp solar panel system, significantly reducing its carbon footprint. Looking ahead, the school is committed to continuing its initiatives to further reduce its carbon footprint and improve paper waste management. The journey of a small group of determined individuals serves as an inspiring example of dedication, innovation, and the positive action in the fight against climate change.



SCHOOL CLIMATE ACTION

ELECTRICITY

Switching off practice adopted
1021 CFL bulbs replaced with 1385 T8 fluorescent tube lights

WATER

11,00,000 liters/yr rainwater harvested

WASTE

55000 kg/yr compost prepared
60 kg/yr waste sent for recycling

SOLAR ENERGY

308 KWp capacity

School Carbon Footprint

1092 tonnes



Carbon emission reduction by school



5996 tonnes





8

Climate Leaders

Upper Primary School Matariya
Unnao, Uttar Pradesh



Upper Primary School Matariya

This rural government school is located in Hasanganj block of the Unnao district and runs in a building of only three rooms, catering to students from four to five nearby villages. The school is surrounded by farmlands, reflecting its rural setting. Despite its modest size, the potential and vision of this school have brought it national-level recognition.

Year of Establishment 2008

Enrolled Students (2013) 176

88 girls

88 boys



“ *After participating in GenCAN, we've decided to engage the community and inspire them to install solar panels and create compost pits near their homes.*

*- Ms. Anamika Dwivedi,
Mentor Teacher* ”

CLIMATE ACTION JOURNEY

The GenCAN initiative in this school is driven by an energetic and diverse group of eight students from grade seven and eight involving four girls and four boys. With a mission to spread climate change awareness, they engaged their peers through creative methods such as street plays, bulletin boards, and interactive games. They also reach out to community members with informative sessions motivating residents to **construct compost pits and biogas plants**.

The team of students delved into the concept of need versus greed, conducting an environmental audit. Based on the results of the survey, the team started a composting system to manage wet waste to produce manure for the school's plants. Team constructed two compost pits for wet waste and also made soak pits for waste water management in school.

In an area where electricity is a scarce resource, the students learned to **read electricity bills** and calculate the associated carbon emissions. Impressively, all students commute to school on foot or by bicycle. Inspired with the challenge, teachers started **carpooling** to reduce the school carbon footprint.

Their efforts showcase the power of young minds in driving meaningful environmental change, inspiring both their peers and the wider community to adopt more sustainable practices.



SCHOOL CLIMATE ACTION

TRANSPORT

Walking and carpooling adopted

WATER

4400 litres/yr conserved

WASTE

220 kg/yr compost prepared

School Carbon Footprint

3.29 tonnes

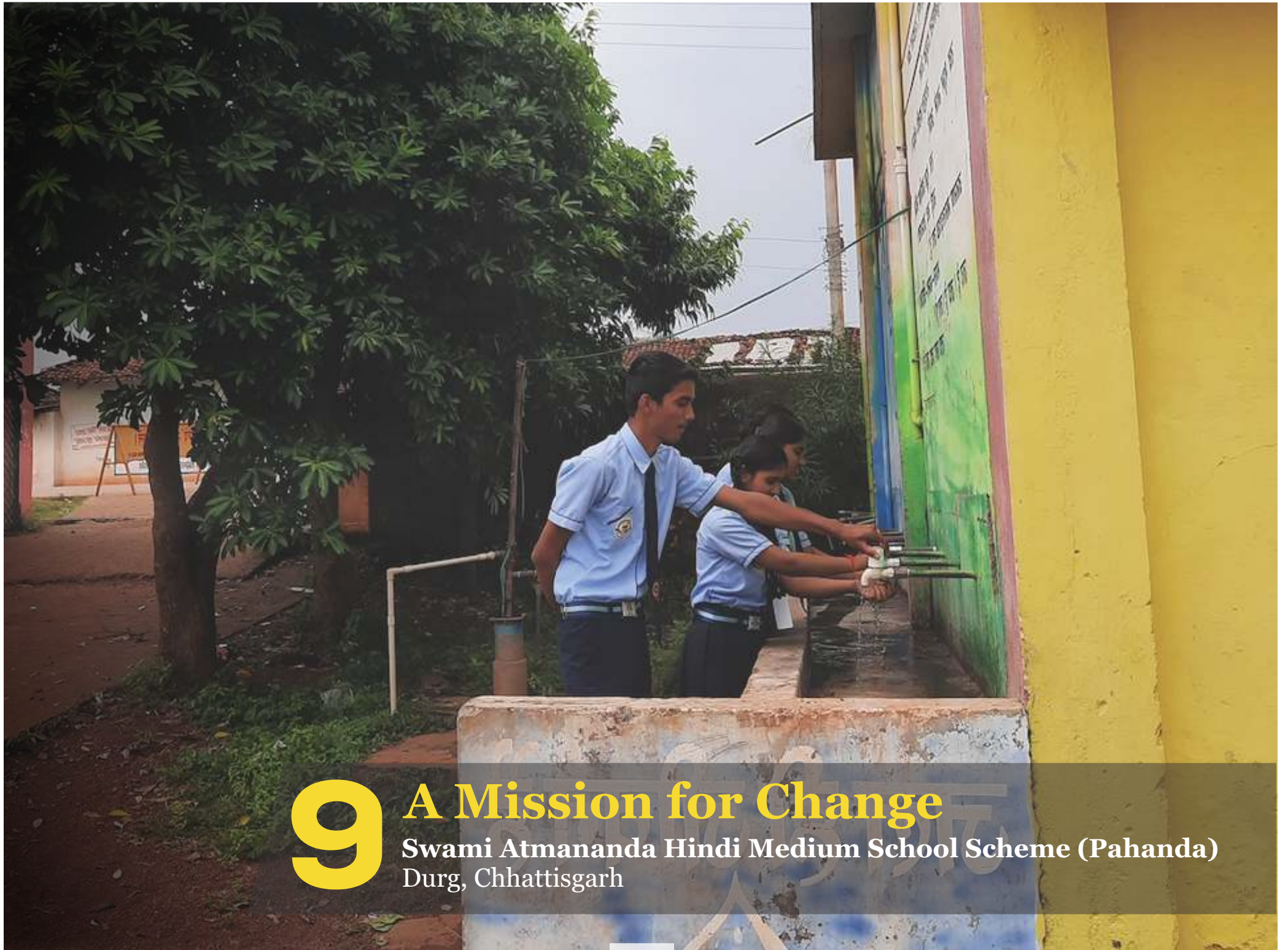


Carbon emission reduction by school



0.24 tonnes

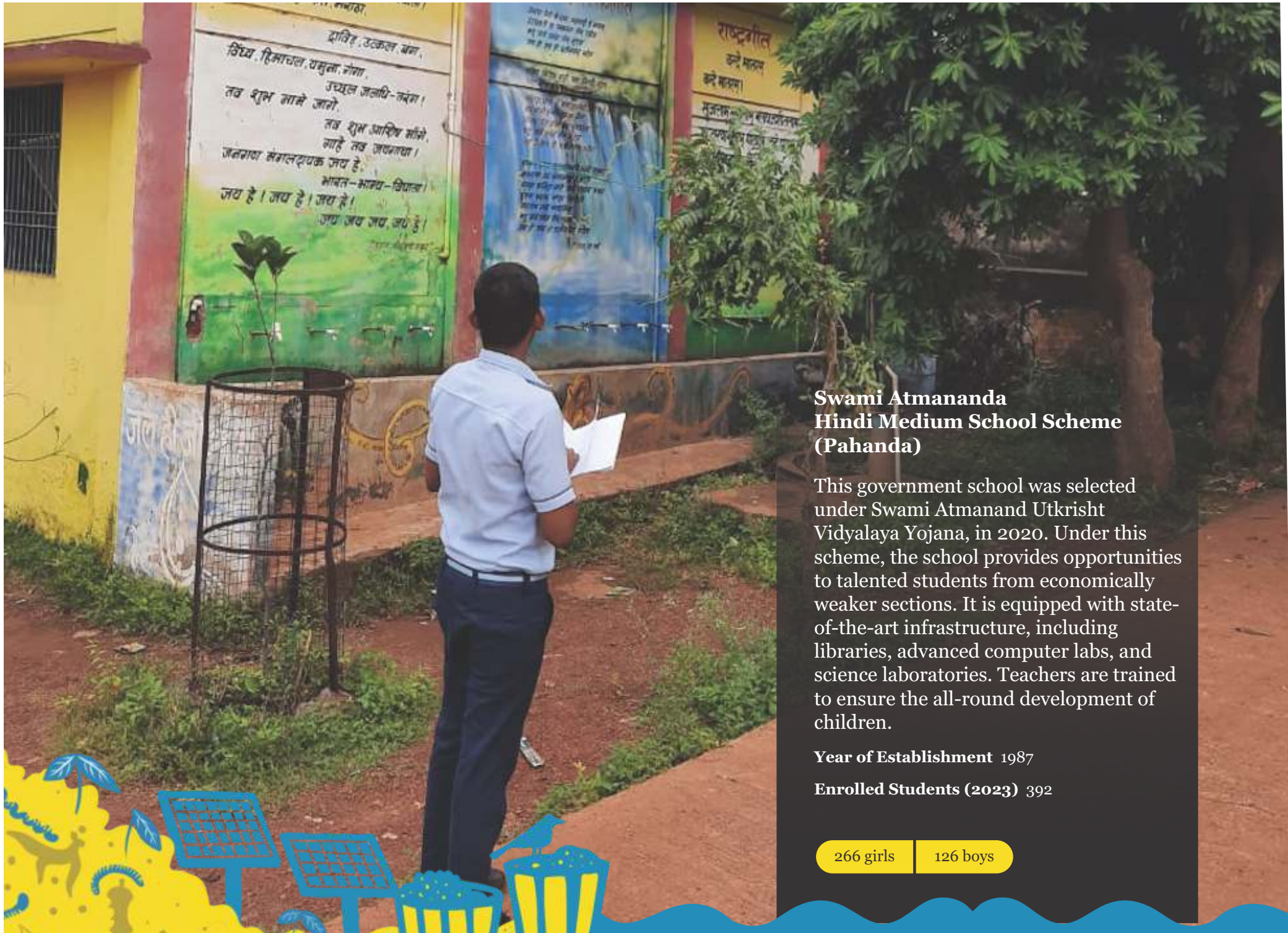




9

A Mission for Change

Swami Atmananda Hindi Medium School Scheme (Pahanda)
Durg, Chhattisgarh



Swami Atmananda Hindi Medium School Scheme (Pahanda)

This government school was selected under Swami Atmanand Utkrisht Vidyalaya Yojana, in 2020. Under this scheme, the school provides opportunities to talented students from economically weaker sections. It is equipped with state-of-the-art infrastructure, including libraries, advanced computer labs, and science laboratories. Teachers are trained to ensure the all-round development of children.

Year of Establishment 1987

Enrolled Students (2023) 392

266 girls

126 boys



“ *Children learnt about reading the electricity bill and annual calculation of petrol used in teachers' bikes. Knowing the shortcomings of the school's waste management, they gave suggestions for better waste management.*

*- Mr. Rajendra Kumar Mourya,
Mentor Teacher* ”

CLIMATE ACTION JOURNEY

The climate leaders team has motivated eight students having four boys and four girls from grades eleven and twelve who wanted to go beyond their academics and make a tangible difference amidst the growing concern of climate change. The team organized workshops and conducted classroom discussions, sharing vital information about climate change with their peers. They planned and hosted **climate competitions** and awareness campaigns, reaching out to the entire school.

In their next step, the team focused on conducting audits of their school's carbon footprint. Results showed that they need to work on reducing energy and water consumption. They were amazed to discover the amount of water wasted daily due to a few leaking taps. With the support of school management, the team repaired these leaking taps. They also convinced the management to **upgrade lighting fixtures**, replacing CFL bulbs and fluorescent tube lights, for reducing carbon emissions. This effort was supplemented by the "switch off lights when not in class" initiative.

The team's continued their efforts and started encouraging their fellow students to adopt eco-friendly commuting practices, such as cycling and walking. This team has become an inspiring example of how young minds, when empowered and guided, can lead the way in addressing climate change and fostering a culture of sustainability in their community.



SCHOOL CLIMATE ACTION

ELECTRICITY

55 CFL bulbs replaced
48 T8 fluorescent tube lights installed

TRANSPORT

Walking and carpooling adopted

WATER

4400 litres/yr conserved

School Carbon Footprint

11.08 tonnes



Carbon emission reduction by school



10.56 tonnes

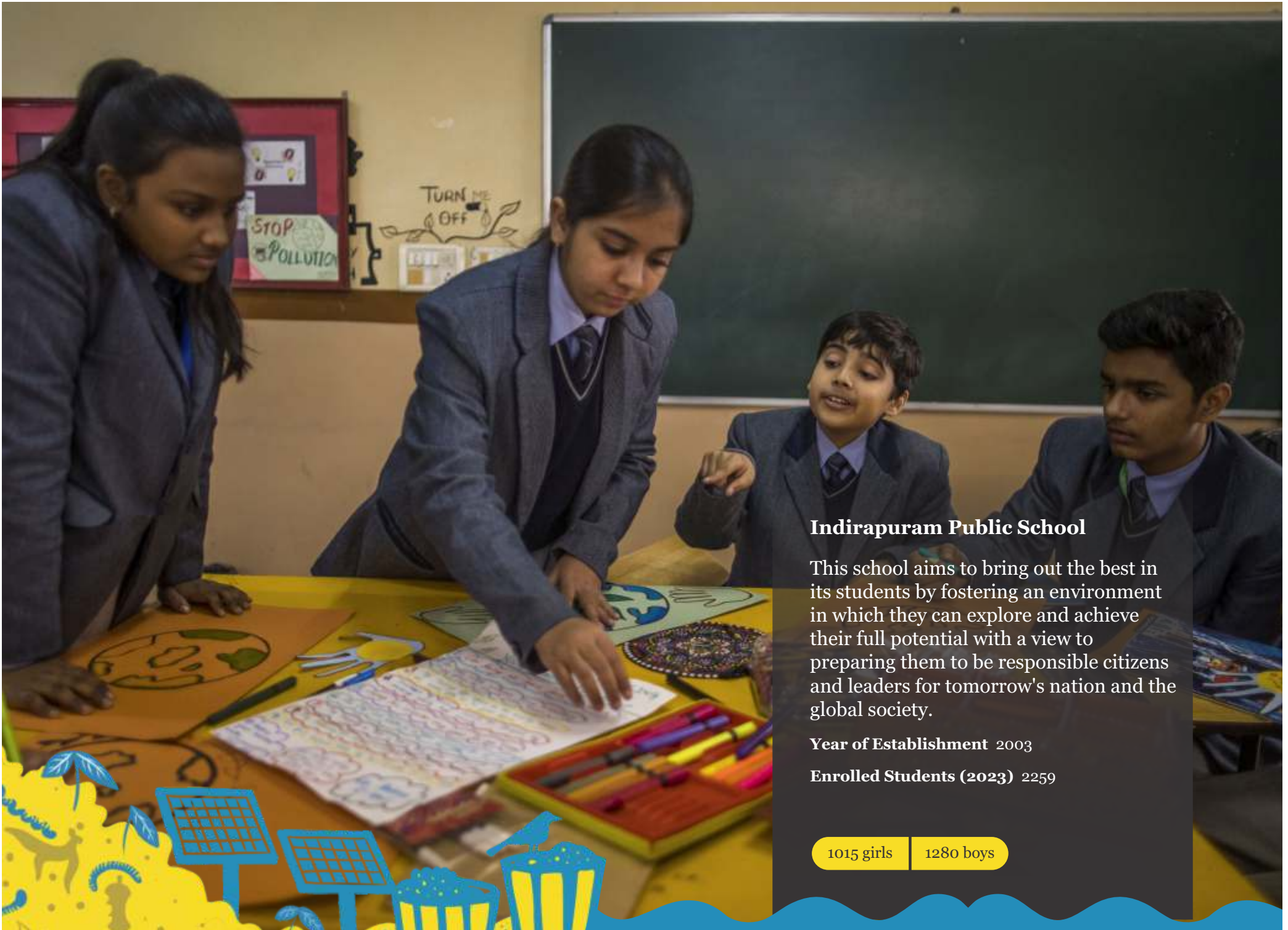




10

Leading by Example

Indirapuram Public School
Ghaziabad, Uttar Pradesh



Indirapuram Public School

This school aims to bring out the best in its students by fostering an environment in which they can explore and achieve their full potential with a view to preparing them to be responsible citizens and leaders for tomorrow's nation and the global society.

Year of Establishment 2003

Enrolled Students (2023) 2259

1015 girls

1280 boys



“ It was great to first understand how much carbon footprint was generated by waste production and then taking baby steps in reducing...recycling and reusing it

- Shweta Kakkar, Mentor Teacher ”

CLIMATE ACTION JOURNEY

A team of seven young and dynamic students involving four girls and three boys from grades six to eleven were selected by a mentor teacher to drive this sustainability-focused initiative. Taking on the four step climate action leadership challenge, the team began with conducting climate awareness activities to engage the entire school. Students conducted video screenings, best out of waste competitions and created bulletin boards. The **handmade upcycled products** prepared by students were exhibited for sale during fete based on Umang Karigiri which students named as UNNATI- Target Zero Waste. The funds generated were reinvested in the climate action efforts. Additionally, on Independence day the team initiated an innovative way to prepare badges having seeds in them which were then planted in the pots.

Taking learnings from school to society, a GenCAN team member from grade nine, initiated a **plastic recycling initiative** with the Resident Welfare Association. Together, they collected 6200 plastic bottles and sent them for recycling. This initiative not only showcased leadership but also set a benchmark for other societies

Focusing on waste management, the school installed waste composting machines to address greenhouse gas emissions from waste. A dedicated personnel manages these machines, where eight to ten kg manure gets ready every fifteen days which is used in gardens. The GenCAN team also collaborated with the school gardener to plan the seasonal cultivation of vegetables and herbs. Their journey serves as a model for how schools can integrate sustainability into their core activities and inspire broader community engagement.



SCHOOL CLIMATE ACTION

WASTE

5500 Kg/yr compost prepared
120 kg/yr plastic and paper recycled

School Carbon Footprint

244 tonnes



Carbon emission
reduction by school

34.4 tonnes



Congratulations!



6 schools
Winners



7 schools
Shortlisted

GenCAN Camp & Award ceremony
Pachmarhi, Madhya Pradesh.

Glimpses

Day 1

Arrival at camp
Meet and Greet
Nature Trail
Presentations
Musical night

Day 2

Bird Watching
Knowing about Pachmarhi
Green Games
Nature-based Solutions Sessions
Thematic Video Screening
Award Ceremony
Cultural Exchange

Day 3

Cave Trail
Bio-cultural immersion
Forest Trek
Learnings from Camp
Bidding Adieu



Award Ceremony



Testimonials

E. K. Dilip Grade 9

Through the four challenges, I discovered how to calculate the amount of carbon emissions from my school premises and identify remedies to reduce them.

Deepa Prajapati Grade 10

It was a fascinating and helpful program, full of knowledge and learning.

Ankit Chowdhury Grade 9

GenCAN has transformed the way I understand climate change. I learned about the science behind greenhouse gases and their impact on the planet.

Harman Grade 9

GenCAN has shown me that even small actions, like turning off lights when not needed or using water wisely, can make a big difference.

ACRONYMS

CCE	Climate Change Education
CEE	Centre for Environment Education
CFL	Compact Fluorescent Lamp
EE	Environmental Education
ESD	Education for Sustainable Development
GenCAN	Generation for Climate Action
KGBV	Kasturba Gandhi Balika Vidyalaya
Kwp	Kilowatt 'Peak' Power
LED	Light Emitting Diode
MDM	Mid-Day Meal
MoE	Ministry of Education
NADEP	Narayan Deotao Pandharipande (composting technique)
NEP	National Education Policy
NCF	National Curriculum Framework
RWH	Rainwater Harvesting
SDGs	Sustainable Development Goals
SWM	Solid Waste Management





Centre for Environment Education

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