

**HCLFoundation**

**CEE**

Centre for Environment Education

**Compendium - Edition III**

# **Walking the Change: Student-Led Climate Action Stories**







**Compendium - Edition III**

# **Walking the Change: Student-Led Climate Action Stories**



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**Disclaimer:** This publication has been compiled using case studies submitted by schools participating in the GenCAN programme. The content reflects documentation, reports, and field visit observations provided by the respective schools. All information, findings, and insights presented herein are based on data shared by these institutions. The views and analyses expressed in this publication are those of the author(s) and do not necessarily reflect the positions or perspectives of HCLFoundation.

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## FOREWORD

Climate change is one of the defining challenges of our time, demanding informed choices, collaborative action and sustained commitment. At HCLFoundation, we believe that young people are not just future leaders—they are capable of driving meaningful change today. Through the Generation for Climate Action (GenCAN) programme, we aim to equip students with the knowledge, skills and opportunities to become responsible climate leaders.

As we present the third edition of the GenCAN Compendium, we celebrate three years of an inspiring journey of learning and action. GenCAN has grown from building climate literacy to enabling students to investigate local challenges, implement solutions, and inspire change within their schools and communities. The programme has shown that climate education is most effective when students learn by doing and lead by example.

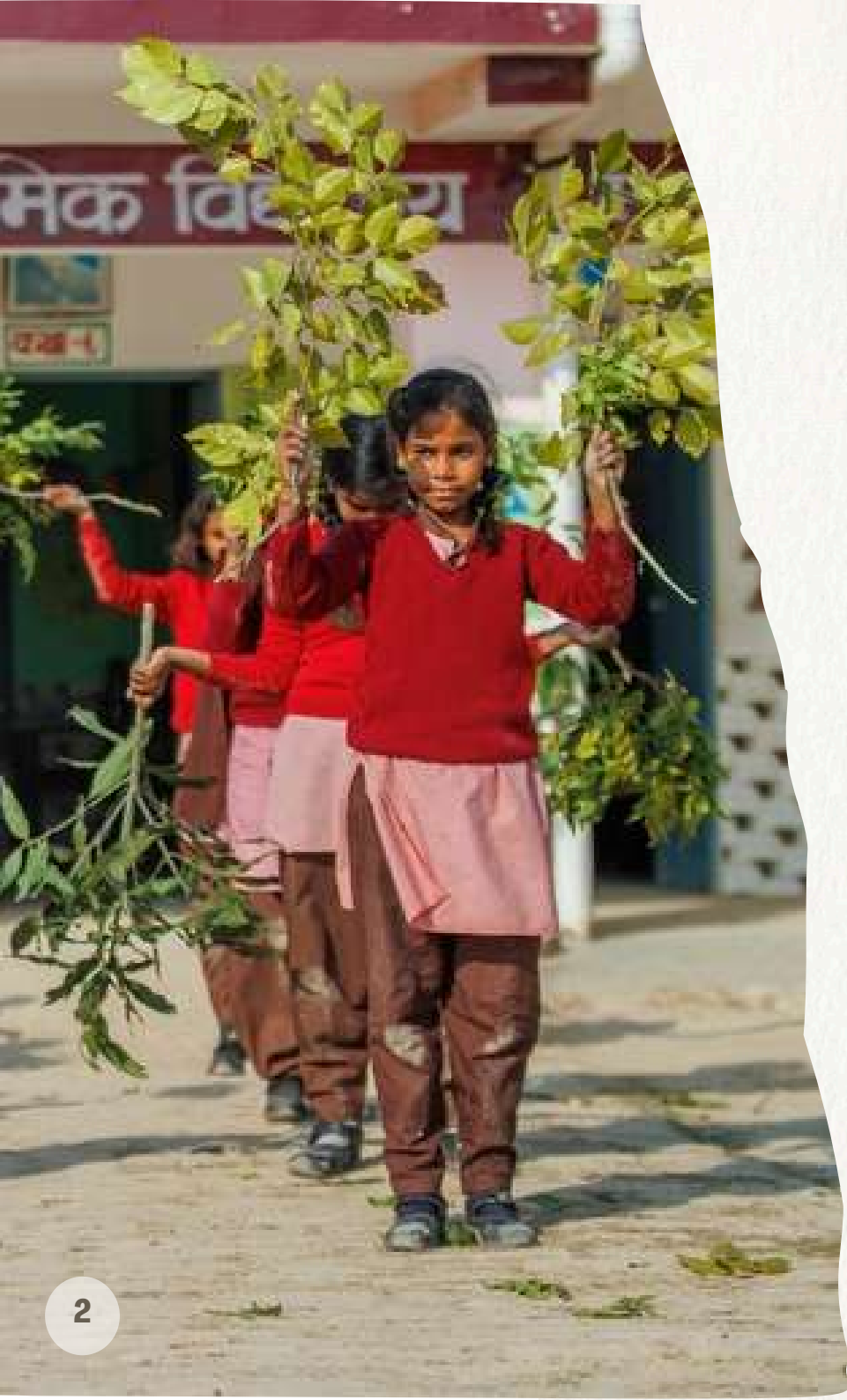
This compendium showcases the journeys of our ten winner schools, while recognising the outstanding efforts of the shortlisted schools, mentor teachers, and Student Climate Leaders whose dedication has made the programme truly impactful. Their stories demonstrate how climate action has evolved from individual projects to a whole-school approach, creating lasting changes in school culture and community engagement. I hope the experiences captured in this compendium inspire many more students, educators, and communities to join the movement towards a climate-resilient future. Let these stories spark new ideas, deepen our collective commitment, and encourage many more individuals and institutions to flip the script for our shared future.

I would like to congratulate all the participating schools, students, mentor teachers, implementation partners, and the GenCAN team whose passion and perseverance have made this compendium possible. Your efforts are creating a lasting impact, and I hope these achievements inspire many others to take meaningful action for the environment.

**Dr. Nidhi Pundhir**

SVP, Global CSR, HCLTech &  
Director, HCLFoundation





## PREFACE

Young people today are growing up in a world increasingly shaped by climate change, biodiversity loss, pollution, and resource insecurity. While these challenges are complex, they also present an opportunity for education to nurture informed, responsible, and action-oriented citizens who can contribute to building a more sustainable future.

The Generation for Climate Action (GenCAN) programme was conceived with this vision. By enabling schools to become centres of climate learning and action, GenCAN supports students, teachers, and school communities in understanding local environmental challenges, assessing their impacts, and implementing practical solutions. Through carbon audits, sustainability projects, awareness campaigns, and community engagement initiatives, participants move beyond learning about environmental issues to becoming active agents of change.

This third Compendium captures inspiring stories from schools across India that have demonstrated commitment, innovation, and perseverance in advancing climate action. The case studies showcase diverse efforts ranging from waste reduction, water conservation, energy efficiency, and biodiversity enhancement to sustainable lifestyles and community outreach. Together, these stories illustrate how schools can translate concern for the environment into measurable action and meaningful outcomes. They also highlight the important role of teachers as facilitators of change and students as leaders who inspire their peers, families, and communities.

The experiences documented here reaffirm that climate action is most effective when it is locally relevant, participatory, and sustained over time. They demonstrate that regardless of geographical, social, or resource constraints, every school has the potential to contribute towards a more sustainable and resilient future.

CEE is pleased to continue its collaboration with HCL Foundation in strengthening climate action through education. We hope this Compendium serves as a source of inspiration and learning for educators, students, policymakers, and institutions seeking to foster sustainability and climate resilience through meaningful educational experiences.

**Kartikeya Sarabhai**

Director

Centre for Environment Education (CEE)

# INTRODUCTION

We are living in a defining decade for our planet. Across continents and communities, the signs are unmistakable—rising temperatures, vanishing biodiversity, polluted air and water, and increasing climate uncertainties. What was once discussed as a distant concern is now a lived reality. The Earth is sending clear signals, reminding us that the balance we depend on is under strain.

Science tells us that humanity has already crossed several ecological limits that keep our planet stable. But beyond the data and reports lies a deeper truth: this is not just an environmental crisis—it is a question of how we live, learn, and act together.

## A Generation That Refuses to Wait

Amid these challenges, a powerful shift is unfolding. Young people are no longer standing on the sidelines. They are asking difficult questions, rethinking everyday choices, and stepping forward with purpose. Their actions—small yet significant—are shaping a culture of responsibility and resilience. They are not waiting for change. They are becoming the change.



## GenCAN: Where Learning Meets Action

It is within this spirit that Generation for Climate Action (GenCAN) continues to grow as a movement of schools committed to climate leadership. Since its launch on 20 April 2023, GenCAN has nurtured a simple yet powerful idea: when students are trusted with knowledge and given the space to act, they can transform their schools and communities.

GenCAN is not just a programme—it is a journey. A journey where classrooms become laboratories of change, where curiosity leads to inquiry, and where learning flows beyond textbooks into real-world action.

Across schools, students engage with the environment not as a subject, but as a shared responsibility. They observe, question, measure, and act—building habits and mindsets that will stay with them for life.

## Three Years of GenCAN 2023-2025



| Indicators      | 2023-24            | 2024-25             | 2025-26             |
|-----------------|--------------------|---------------------|---------------------|
| States          | 15 & 1 UT          | 17 & 3 UTs          | 21 & 2 UTs          |
| Cities          | 50                 | 123                 | 208                 |
| Schools         | 51                 | 256                 | 420                 |
| Mentor Teacher  | 81                 | 331                 | 569                 |
| Student Leaders | 344<br>(68% girls) | 1559<br>(63% girls) | 3043<br>(58% girls) |

### From a Team to a Whole-School Climate Culture

*MES Boys High School, Vadodara, Gujarat*

Since 2023, participating in GenCAN, this school has transformed from having a small climate action team to embracing a whole-school approach. Student participation has steadily increased, with more girls confidently taking on leadership roles and representing the school on climate platforms. The support of the school management has strengthened, making climate action an integral part of school life. Practices such as waste segregation, resource conservation and sustainable habits are now embedded in the school culture. The most remarkable change is in the students themselves—they now speak the language of climate, confidently discussing carbon footprints, sustainability and solutions.

## A Climate Action Leadership Challenge

GenCAN is the flagship climate education initiative of HCLFoundation and the Centre for Environment Education (CEE), designed to transform schools through a four-step Climate Action Leadership Challenge. This progressive framework guides schools from understanding climate change to implementing local solutions, measuring impact, and inspiring community action.

Launched as a pilot programme in 2023, GenCAN has evolved into a structured and scalable model for climate action in schools. Following a successful pilot, the programme expanded significantly in its second year and further strengthened its reach, partnerships, and impact in its third year.

Today, GenCAN empowers students and teachers to become informed, responsible, and action-oriented climate leaders who drive meaningful and sustained climate action within their schools and communities.



# GenCAN: Impact and Learnings

## Strengthened Climate Literacy

Students developed a strong understanding of climate science, local-global linkages, and climate solutions.

## Innovation for Sustainability

Students designed creative local solutions such as biomass briquettes, cloth bags, QR-coded gardens, composting and plastic bottle walls.

## Student led Footprint Audit

Students conducted carbon footprint audits, analysed school data, and applied systems thinking to identify solutions.

## Beyond the School Campus

Climate-friendly practices spread to homes and communities through student-led awareness, campaigns and family engagement.

## Climate Action in Practice

Schools implemented measurable actions on energy, water, waste and plastic reduction, leading to positive behaviour change.

## Youth Leadership & Life Skills

The programme nurtured confidence, leadership, collaboration, critical thinking and problem-solving among students.

## Creating Climate Champion

Students effectively documented and communicated their climate journeys, inspiring peers and embedding climate action into school culture.

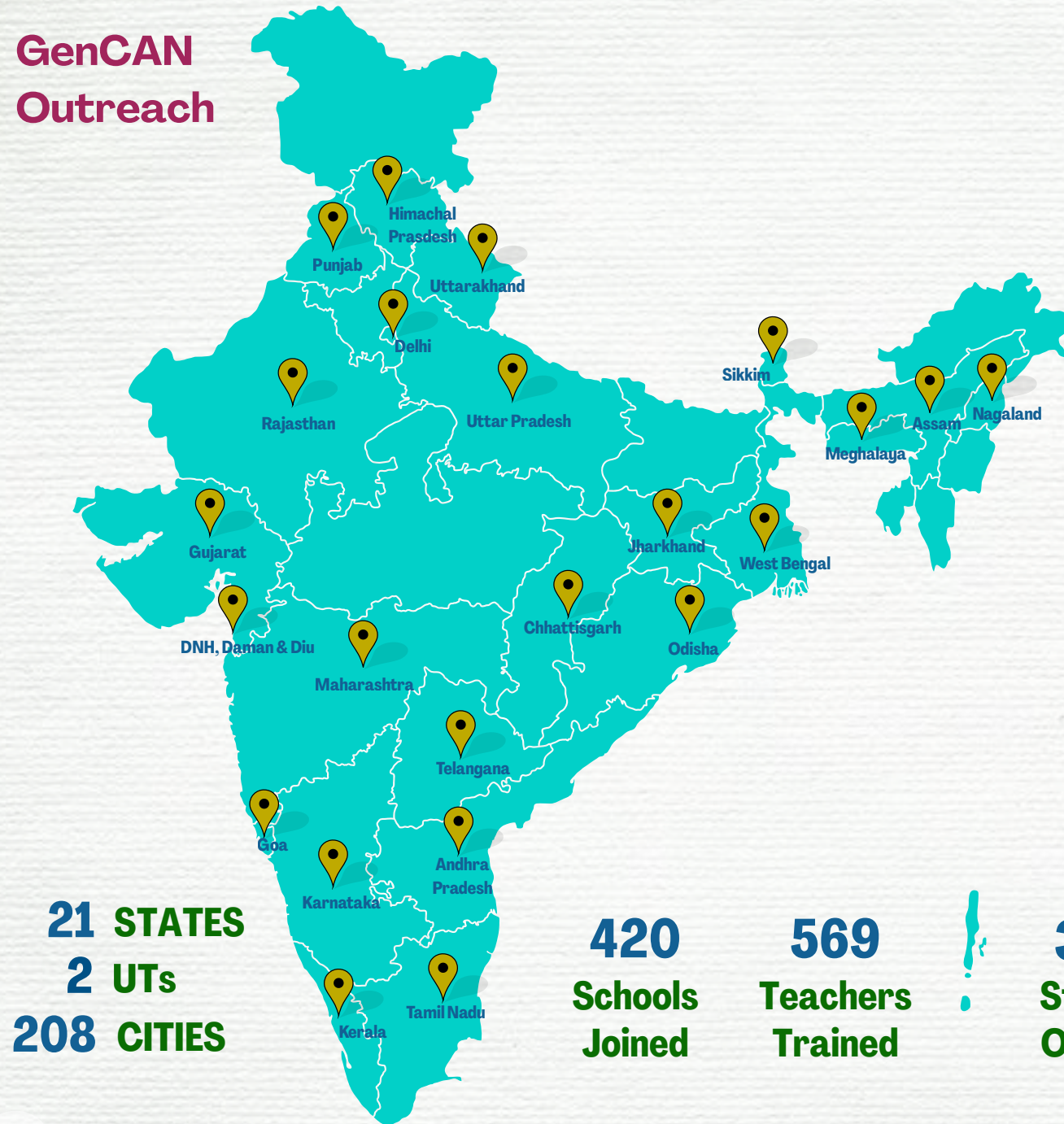


## From Learning to Community Action

*Govt. Sr. Sec. School Dasgrain, Rupnagar, Punjab*

The GenCAN journey demonstrates how sustained student leadership can transform small initiatives into lasting climate action. In the first year, students learnt vermicomposting from a local farmer and raised awareness through engaging nukkad nataks. As the programme evolved, these initial efforts grew into school-wide and community-led action. Today, students work with local plastic recyclers to ensure responsible plastic waste management, while the vermicompost they produce nourishes more than 150 trees on the school campus. Climate-friendly practices have become part of the school's everyday culture, supported by strong community partnerships. By connecting classroom learning with local action, the school has shown how young people can become effective catalysts for sustained climate action.

## GenCAN Outreach



**21 STATES**  
**2 UTs**  
**208 CITIES**

**420**  
**Schools**  
**Joined**

**569**  
**Teachers**  
**Trained**

**3043**  
**Students**  
**Oriented**

### Participation in 2025

GenCAN schools worked on the four-step Climate Action Leadership Challenge in 2025. Student leaders in guidance of mentor teachers took climate literacy quiz, conducted climate awareness sessions and school carbon footprint audit. Based on the survey observations and data analysis, carbon emission reduction action plan was implemented. The year saw powerful stories of behaviour change, whole school engagement, positive handprint actions and community partnership.



## Challenge 1 Climate Literate

The journey begins with building a strong foundation. Students develop an understanding of climate change- its science, causes, and local impacts- while also reflecting on their own attitudes and responsibilities.

Learning is made engaging through activities, discussions, and participation in the national GenCAN Climate Literacy Quiz. As their confidence grows, students step into the role of communicators- sharing their knowledge with peers and spreading awareness through assemblies, campaigns, creative expressions, and community outreach. This stage transforms students from passive learners into active climate communicators. This step, students move from being climate learners to climate communicators.

**105232** Climate Awareness Outreach



## Challenge 2 Climate Detective

In this stage, students take on the role of investigators. They conduct a school-level carbon footprint audit, closely examining key areas such as electricity use, water consumption, waste generation, and transportation patterns.

This process helps them identify “hotspots”—areas where emissions or resource use are highest and understand the everyday practices contributing to them. By collecting and analysing real data, students develop critical thinking skills and a deeper connection to the problem.

**12,273** Total school carbon footprint  
tonnes



## Challenge 3 Climate Hero

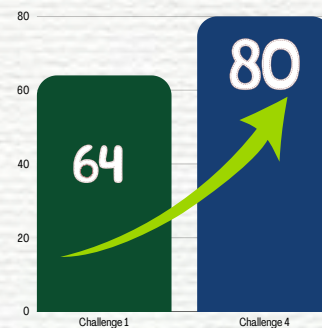
With insights from their audit, students move into action. They design and implement a Climate Action Plan tailored to their school's needs. Actions may include reducing energy consumption, improving waste management, conserving water, promoting sustainable transport, or introducing nature-based solutions. Students take ownership of these initiatives, working collaboratively to bring about measurable change within their school and community. This stage is about turning ideas into impact.

**744**  
tonnes **Total carbon emission reduced**

## Challenge 4 Climate Reporter

The final step focuses on reflection and storytelling. Students document and share their climate action journey through reports, presentations, videos, posters, and digital media. By communicating their experiences and impact, they inspire others to take action. This stage also verifies improvements in climate literacy, demonstrating positive change and climate leadership.

**Increase in Climate Literacy**



### Stories that Spark Change

This third edition of the GenCAN Compendium is a celebration of that leadership. It brings together voices and actions from diverse corners of India—rural and urban, coastal and mountainous, resource-rich and resource-constrained. In these pages, you will find students who have turned waste into resources, reimaged water use, restored green spaces, and mobilised entire communities. Their stories remind us that meaningful change does not always begin with large-scale solutions—it often starts with awareness, collaboration, and the courage to act.



1

## Building Climate Awareness Through Collective Effort

G. B. Chowkhani High School, Makum, Tinsukia, Assam



Establishment Year: **1958**

School Type: **Urban Government (Co-ed) School**

Students Enrolled (2025-26): **1182**

**360**  
Boys



**822**  
Girls

The school serves students from diverse backgrounds, including Tea-Garden and Moran tribal communities. Despite long travel distances, limited time, and financial constraints, students and teachers worked together to build a meaningful climate action journey through collaboration and persistence.





## CLIMATE ACTION JOURNEY

Climate action gradually became embedded in the culture of the school through the efforts of eight Climate Leader students who encouraged their peers to adopt more sustainable habits. Their journey began with water and electricity audits, which helped them understand how resources were being used and where improvements could be made.

Using the findings from these audits, students launched awareness campaigns across the campus. "Switch Off" and "Save Water" signages were placed in classrooms and common areas. Climate awareness was further promoted through bulletin boards, rallies, assemblies, guest lectures, and participation in climate literacy activities.

Water conservation became a key priority. The school installed a rainwater harvesting system that provided water for maintaining campus greenery. Students also promoted sustainable transport practices such as walking, cycling, carpooling, and bike pooling through competitions and awareness campaigns.

Waste management emerged as another area of action. Students practiced waste segregation, created bamboo dustbins for plastic collection, and participated in "best out of waste" activities that transformed discarded materials into useful products. Recognising the need for better facilities, the school community collectively contributed towards purchasing separate bins for wet and plastic waste.

The principal further strengthened these efforts by supporting the installation of LED bulbs to reduce electricity consumption. Their collective efforts demonstrate how student leadership, community support, and small everyday actions can create lasting environmental change.





## SCHOOL CLIMATE ACTION



### SAVING ELECTRICITY

- Adopted switching off lights and fans for an hour
- Placed signages in all classrooms
- Replaced 45 CFL bulbs and 11 tubelights with LEDs



### TRANSPORT CHANGE

- Adopted walking by 464 and cycling by 353 students
- All 7 staffs now come by car pooling



### WATER CONSERVATION

- Installed RWH system as pilot project (1500 L tank)



### WASTE MANAGEMENT

- Recycled 160 kg/yr plastic & 100 kg/yr paper waste
- Started aerobic composting pit and prepared compost 1760 kg/yr.



**9.03**  
(in tonnes)



**5.46**  
(in tonnes)



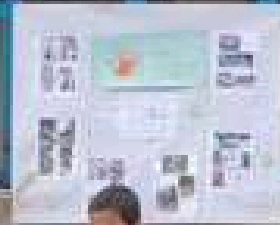


2

## Where Every Step Uphill Leads to Change

Government Junior High School, Perbing, Namchi, Sikkim

# GOV T.J.R. HIGH SCHOOL PERBING. ESTD. 1976.



Establishment Year: **1976**

School Type: **Rural Government (Co-ed) School**

Students Enrolled (2025-26): **51**

**34**  
Boys



**17**  
Girls



Tucked away in a remote valley of Sikkim, Government Junior High School, Perbing serves a small rural community where access itself is a journey - students and teachers walk along mountain paths to reach school each day. With limited infrastructure, no boundary walls, and even classrooms without basic lighting, the school reflects both the challenges and resilience of life in a remote Himalayan village.



## CLIMATE ACTION JOURNEY



In a school with limited infrastructure but abundant enthusiasm, a team of five Climate Leaders, guided by their mentor teacher, set out to make sustainability a part of everyday life. Their journey began with practical actions to improve waste management. Students introduced waste segregation systems and established composting within the school campus. They also promoted a plastic-free culture by discouraging plastic-wrapped food and encouraging sustainable alternatives.

Looking beyond conventional solutions, students creatively transformed discarded materials into useful products. Old clothes became rugs and aprons, pillow covers were repurposed into handbags, and waste items such as yarn, keys, and used sacks were converted into decorative wind chimes and body scrubbers. These activities not only reduced waste but also encouraged students to think differently about consumption and resource use.



Efforts were extended beyond the school grounds. Regular cleanliness drives were organised along the paths leading to the school, and bamboo bins were strategically placed to prevent littering. Segregated plastic waste was collected and handed over to local recyclers, ensuring responsible disposal. Water and energy conservation also became part of students' daily routines. They made it a habit to switch off lights, taps, and computers when not in use, demonstrating that conservation is possible even where resources are scarce.

The impact soon spread to the wider community. Through awareness campaigns and consistent action, families began adopting better waste management practices. One student inspired her family to build a compost pit at home, where compost is now used to grow vegetables and flowers. This journey shows that meaningful climate action is not defined by infrastructure or resources.



## SCHOOL CLIMATE ACTION



### SAVING ELECTRICITY

- Adopted switching off lights and fans for an hour
- Placed “switch-off” signage near switchboards



### TRANSPORT CHANGE

- Adopted walking by 7 students



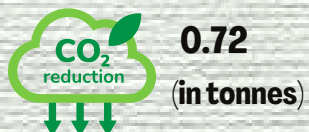
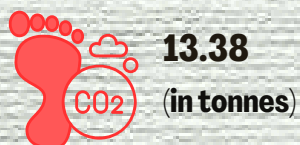
### WATER CONSERVATION

- Installed RWH system as pilot project ( 2000 L tank)
- Placed “Save water” signages near taps



### WASTE MANAGEMENT

- Started waste segregation and composting within the school campus
- Prepared 110 kg/yr compost.





3

## From Constraints to Climate Action

Jirang Government Higher Secondary School, Ribhoi, Meghalaya



Establishment Year: **1964**

School Type: **Rural Government (Co-ed) School**

Students Enrolled (2025-26): **386**

**161**  
Boys



**225**  
Girls

Located in a hilly rural region, this government school serves students who travel long distances—often 5–6 km on foot—through challenging terrain to access education. Despite limited infrastructure, including irregular electricity and internet connectivity, and the absence of a compound boundary, the school continues to nurture a strong sense of resilience and community among its learners.





## CLIMATE ACTION JOURNEY

Guided by their mentor teacher, a seven-member Climate Leader Team set out to identify practical ways to make their school more environmentally responsible. Through observations and discussions, students recognized that water conservation, waste management, and environmental awareness were areas where they could take meaningful action.

The team's first initiative focused on reducing water wastage. Students measured the amount of water lost through leaking taps and shared their findings with classmates, encouraging simple conservation practices. To spread awareness further, they created climate information boards and posters, displaying them across the school campus and along routes leading to the school. These messages helped engage both students and community members in conversations about environmental responsibility.

Recognizing the need for better waste management, students used locally available bamboo and cane to design and install waste segregation bins. Biodegradable waste was composted within the school, while plastic waste was collected separately and sent to a local recycling vendor. Regular campus clean-up drives became an important part of school life, fostering teamwork and a sense of ownership among students. One of the major challenges was the absence of a boundary wall, which allowed waste from nearby areas to enter the campus. Despite this, students remained committed to maintaining a clean environment and continued their efforts with determination.

The impact soon extended beyond the school. Students encouraged their families to adopt waste segregation and responsible water-use practices at home. These young climate leaders demonstrated how simple actions, collective effort, and creative use of local resources can create lasting environmental change.





## SCHOOL CLIMATE ACTION



### SAVING ELECTRICITY

- Displayed energy saving posters on the path to school
- Adopted switching off lights and fans for an hour



### TRANSPORT CHANGE

- Adopted walking by 5 students



### WATER CONSERVATION

- Repaired 2 leaky taps saving around 50 litres per day
- Diverted waste water to near by farm land



### WASTE MANAGEMENT

- Recycled 20 kg/yr plastic waste and 5 kg/yr metal waste
- Started segregation using bamboo and cane bins
- Collected plastic bottles which are given to the recycler.

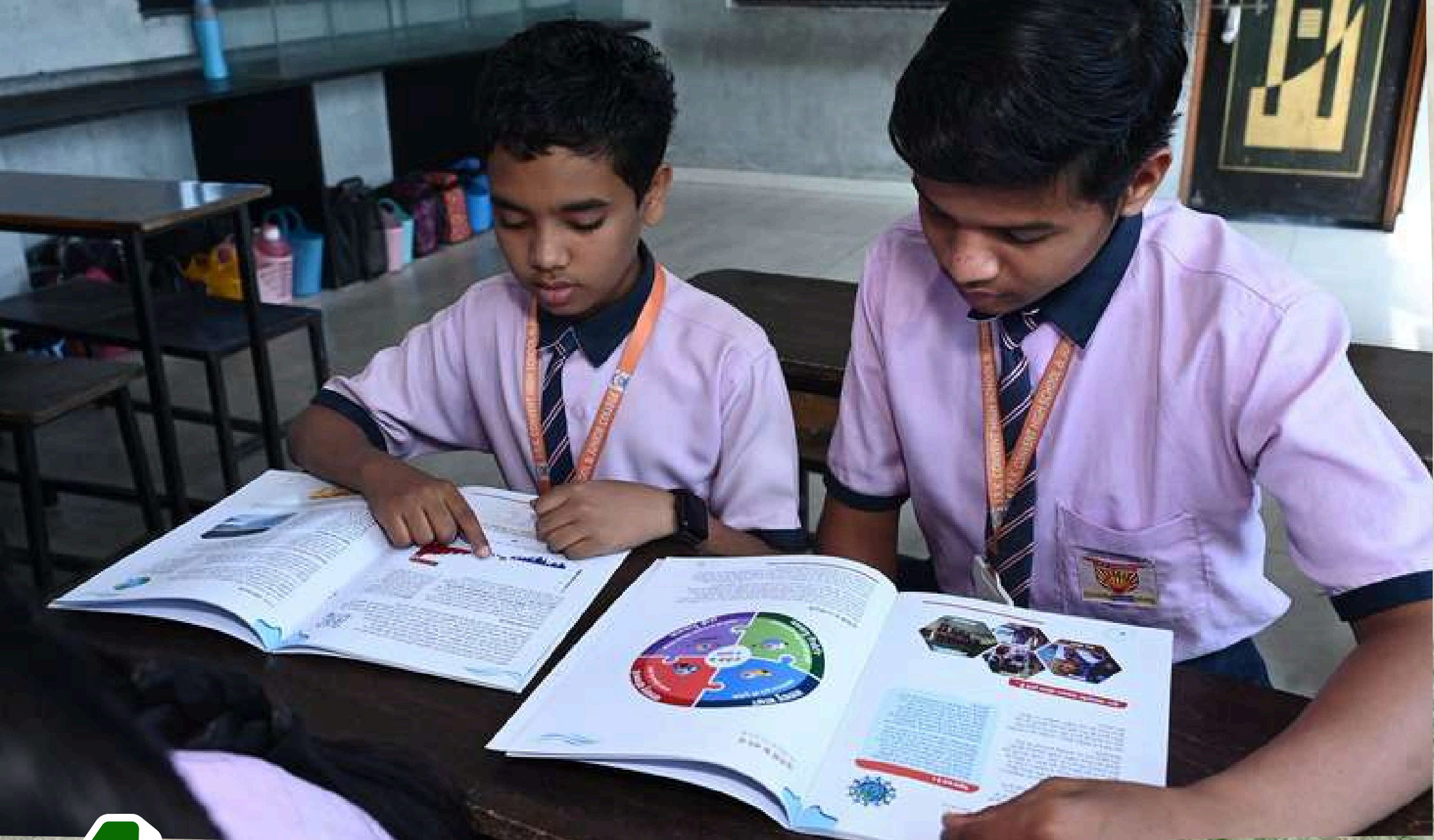


**6.58**  
(in tonnes)



**0.29**  
(in tonnes)





# 4

## From Awareness to Action

JRK Convent High School and Junior College (E), Nagpur, Maharashtra



Establishment Year: **2002**

School Type: **Urban Private (Co-ed) School**

Students Enrolled (2025-26): **472**

**205**  
Boys



**267**  
Girls

Located in the urban landscape of Nagpur, the school brings together a diverse student community. While the school offers a structured academic environment, it also faces challenges such as limited time within the school schedule and relatively low engagement from parents and the wider community in environmental initiatives.



# CLIMATE ACTION JOURNEY



A team of eight Climate Leaders, supported by their mentor teachers, set out to make climate action an integral part of school life. To move from awareness to action, the school conducted a comprehensive green audit and carbon footprint assessment. The findings helped students understand their environmental impact and identify practical areas for improvement. Students from Grades 1 to 9 were gradually introduced to climate change concepts, where each class appointed Power and Water Monitors who took responsibility for tracking resource use and encouraging their peers to adopt mindful habits.



Waste management soon emerged as a priority. Students initiated composting within the school and began exploring innovative solutions, including the development of a natural water filtration model that connected classroom learning with real-world environmental challenges. Plans were also developed for establishing a rainwater harvesting system to strengthen water conservation efforts.

The school promoted sustainable mobility through bike pooling, with 25–30% of students and teachers choosing to share rides and reduce transport-related emissions. Regular climate assemblies and classroom discussions kept students engaged and ensured that climate action remained a visible part of everyday school life.

Over time, noticeable behavioural changes emerged. Students became more conscious of switching off lights and fans when not needed, waste segregation became routine, and classrooms took greater responsibility for conserving resources. These efforts resulted in measurable reductions in electricity consumption, reflected in lower electricity bills, demonstrating how small, consistent actions can lead to meaningful environmental change.



## SCHOOL CLIMATE ACTION



### SAVING ELECTRICITY

- Adopted switching off lights and fans for two hours



### TRANSPORT CHANGE

- Adopted walking by 70 and cycling by 60 students
- Adopted carpooling by 10 staff members



### WATER CONSERVATION

- Reduced water usage by 30 liters/day



### WASTE MANAGEMENT

- Recycled 60 kg/yr plastic waste and 360 kg/yr paper waste
- Started aerobic compost pit.



**52.52**  
(in tonnes)



**1.26**  
(in tonnes)





5

## Growing Change in Limited Time

Valampara Primary School, Valam, Mahesana, Gujarat



Establishment Year: **1982**

School Type: **Rural Government (Co-ed) School**

Students Enrolled (2025-26): **230**

**113**

Boys



**117**

Girls

Located in rural Gujarat, it operates under challenging conditions. Ongoing construction has resulted in the school running in two shifts, and the afternoon timing leaves limited scope for additional activities. With constrained infrastructure, the school faced multiple limitations—yet chose to move forward with determination.



## CLIMATE ACTION JOURNEY



Despite limited time and infrastructure, the seven-member Climate Leader Team demonstrated remarkable commitment and creativity in driving climate action within their school and community. Their journey began with awareness-building activities, including assemblies, dance performances, street plays, and village rallies, helping climate conversations reach both students and local residents.



Waste management soon became a key focus area. Students introduced a five-bin waste segregation system and established composting and vermicomposting units, processing nearly five kg of organic waste daily using cow dung. They also recycled waste paper into handmade sheets for art and craft activities. Old wedding cards and calendars collected from homes were creatively repurposed into paper bags, which were distributed to local shops and the health centre as an alternative to single-use plastics.

The team also implemented practical solutions for water conservation. RO wastewater was channelled for gardening through a simple pipe system, while clay pot drip irrigation helped reduce water use for plants. A tippy tap system was installed to promote water-efficient handwashing practices among students. To enhance biodiversity, students planted 70 native plant species and learned to identify, nurture, and care for them, often bringing manure from home to support their growth. Sparrow nesting houses were also installed, creating habitats for local bird populations.

The initiative inspired lasting behaviour change. Students began celebrating birthdays by sharing moong instead of chocolates to reduce plastic waste and encouraged their families to conserve water and electricity. Through awareness campaigns and practical demonstrations, their efforts extended well beyond the school, inspiring positive action across the community.





## SCHOOL CLIMATE ACTION



### SAVING ELECTRICITY

- Adopted switching off lights and fans for three hours
- Placed signages in all classrooms
- Replaced 1 CFL bulb and 5 ordinary tubelights with LED



### TRANSPORT CHANGE

- Adopted walking by 228 and cycling by 2 students
- Adopted bike/car pooling by 7 staffs and walking by 1 teacher



### WATER CONSERVATION

- Diverted RO waste water to kitchen garden
- Adopted drip irrigation through pots
- Using Tippy Tap for washing hand



### WASTE MANAGEMENT

- Recycled 6 kg/yr plastic and 12 kg/yr paper waste
- Started aerobic composting pit and prepared compost 1100 kg/yr.



**5.01**  
(in tonnes)



**1.42**  
(in tonnes)





6

## Girls Leading Change Amidst Rural Challenges

KGBV Rajpuri Kala Lakhanpur, Sarguja, Chhattisgarh



Establishment Year: **2007**

School Type: **Rural Government Residential Girls School**

Students Enrolled (2025-26): **100**



**100**  
Girls

Located in a rural region of Sarguja, serves girls from communities facing multiple social and environmental challenges. Low literacy levels, limited transport and communication facilities, land acquisition pressures, mining activities, and recurring human-elephant conflict shape the realities of the region. Despite these constraints, the school has emerged as a space where young girls are becoming active leaders of climate action and community awareness.



## CLIMATE ACTION JOURNEY



Guided by their mentor teachers, six Climate Leader students transformed their school into a model of resource conservation through practical, low-cost solutions. Their journey began with improving waste management by introducing waste segregation and composting practices across the campus, helping students understand the value of reducing and recycling waste.

Water conservation became another key focus area. Students constructed a soakage pit capable of managing nearly 350 litres of wastewater daily and developed a kitchen garden nourished using recycled water and compost. Overflow water was collected in a 500-litre storage tank and reused for dishwashing, while wastewater from handwashing and cleaning areas was channelled to nearby agricultural land. Demonstrating creativity and problem-solving skills, students repaired two leaking taps using pieces of bicycle tube, saving an estimated 200 litres of water every day. Kitchen waste was also converted into liquid fertilizer through a simple filtration process, supporting gardening activities while reducing waste.

To promote energy conservation, conventional bulbs were replaced with LEDs and energy-saving signages were displayed throughout the campus. Students further demonstrated the principles of circularity by repurposing waste materials into mathematical signs, teaching aids, and classroom models.

The impact extended beyond the school. Nearly 200 saplings were planted within the campus and surrounding village areas, while students collected plastic waste from nearby shops and ensured it reached the local SLRM centre for recycling. Inspired by these efforts, a local farmer adopted composting practices, and neighbouring schools began establishing compost pits, awareness signages, and plantation activities, expanding the reach of climate action across the community.





## SCHOOL CLIMATE ACTION



### SAVING ELECTRICITY

- Adopted switching off lights and fans for three hours



### TRANSPORT CHANGE

- Motivated 104 students from nearby school who adopted walking



### WATER CONSERVATION

- Reused 305 liters to water plants from the MDM kitchen and RO filter
- Repaired two damaged taps which saved around 200 liters per day
- Constructed 3 soak pits for RWH system



### WASTE MANAGEMENT

- Recycled 75 kg/yr plastic and 120 kg/yr paper waste
- Started aerobic composting pit and prepared 264 kg/yr compost.



**5.99**  
(in tonnes)



**1.43**  
(in tonnes)





7

## Growing Everyday Climate Habits

Government Senior Secondary School Jabbowal, Amritsar, Punjab



ਸਰਕਾਰੀ ਮੁਕਤੀ ਸਕੂਲ  
ਜਲੰਧਰ



Establishment Year: **1988**  
School Type: **Rural Government (Co-Ed) School**  
Students Enrolled (2025-26): **375**



Situated in rural Punjab, it steadily nurtured a culture of environmental responsibility among its students. While the school initially faced challenges such as limited community participation and interruptions caused by academic schedules, continued engagement through the GenCAN programme helped students gradually build momentum and ownership around climate action.



## CLIMATE ACTION JOURNEY

Through the GenCAN programme, a team of six students embarked on a journey of practical climate action that transformed both their school campus and daily habits. Beginning with energy conservation, they placed “Switch Off Lights/Fans” reminder posters in classrooms and replaced two conventional bulbs with energy-efficient LED lights. These simple interventions encouraged students and teachers to use electricity more responsibly.

The students then turned their attention to waste management. They introduced waste segregation and composted organic waste and dry leaves generated on campus. Demonstrating creativity and innovation, they collected dry leaves and waste paper, mixed them with water, and pressed the mixture into self-designed moulds to produce biofuel briquettes. They also gathered discarded foam from nearby furniture shops and repurposed it into classroom dusters, giving waste materials a second life.

Water conservation became another important focus area. Students repaired two leaking taps, saving an estimated 90 litres of water every day, and initiated efforts to restore the school's rainwater harvesting system. To enhance campus greenery, they planted 11 saplings and continued maintaining the kitchen garden. The team also promoted sustainable mobility. As a result, 18 students regularly travelled to school by bicycle, while four teachers adopted carpooling practices.

Awareness activities, including an ecosphere board and documentary screenings, helped reinforce environmental learning across the school community. Together, these actions fostered a culture of conservation, responsibility, and innovation, demonstrating how student-led initiatives can translate climate awareness into meaningful and lasting change.



## SCHOOL CLIMATE ACTION



### SAVING ELECTRICITY

- Adopted switching off lights and fans for two hours
- Replaced 1 CFL bulb and 1 ordinary tubelight with LED



### TRANSPORT CHANGE

- Adopted walking by 362 and cycling by 18 students
- Adopted car pooling by 8 staff members



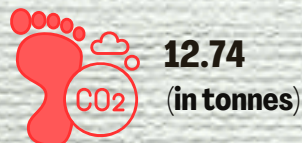
### WATER CONSERVATION

- Reused 90 liters of water from the MDM kitchen
- Repaired a damaged tap which saved around 100 liters per day
- Water usage reduced by 650 liters/day



### WASTE MANAGEMENT

- Recycled 36 kg/yr plastic, 156 kg/yr paper and 40 kg/yr e-waste
- Prepared compost 88 kg/yr using aerobic composting pit
- Made eco-friendly biofuel briquettes.





8

## Young Climate Leaders Driving Change

PM Shri Composite School Beremau, Sandila, Hardoi, Uttar Pradesh



## CLIMATE ACTION JOURNEY



The school's GenCAN journey began with a team of eight students closely observing how resources were being used on campus and identifying opportunities for improvement. When they discovered water wastage from leaking taps, they took immediate action by getting the leaks repaired and encouraging their peers to close taps properly after use.

Students also focused on energy conservation. Conventional bulbs were replaced with LED lights, and conservation signages were displayed across the campus to promote the habit of switching off lights and fans when not in use. Waste management soon became another priority. Students introduced waste segregation and composting through a compost pit, which was later strengthened with a NADEP composting system. Source segregation practices were adopted, and the use of polythene was discouraged within the school.

A student-maintained kitchen garden became a living laboratory where compost and reused water were utilised for growing plants, helping students connect environmental concepts with everyday practice. Sustainable mobility was also encouraged, with five students regularly cycling to school and three teachers adopting carpooling.

The impact of these efforts extended beyond the campus. Through village rallies, community meetings, bulletin boards, morning assemblies, and door-to-door outreach, students encouraged local residents to conserve water, segregate waste, avoid open waste burning, reuse water for plants, and plant trees around their homes. Their efforts inspired six families to begin composting at home and increased awareness about responsible resource use across the village, demonstrating how student-led actions can drive meaningful environmental change in both schools and communities.



## SCHOOL CLIMATE ACTION



### SAVING ELECTRICITY

- Adopted switching off lights and fans for an hour
- Installed solar panel system of 3 kWp capacity



### TRANSPORT CHANGE

- Adopted walking by 99 and cycling by 3 students
- Adopted car pooling by 8 staff members



### WATER CONSERVATION

- Reused 120 liters to water plants from the MDM kitchen and hand pump
- Made two soak pits for waste water management
- Repaired four leaky taps saving around 250 litres per day



### WASTE MANAGEMENT

- Prepared compost 880 kg/yr using aerobic composting pit
- Banned plastic in school campus



**4.5**  
(in tonnes)



**5**  
(in tonnes)





9

## Students Taking the Lead for a Greener Campus

Nehru Govt. Boys Hr. Sec. School, Nanganallur, Chennai, Tamil Nadu



## CLIMATE ACTION JOURNEY

A eight-member Climate Leader Team took the lead in strengthening climate literacy and sustainability practices within the school. Their journey began with detailed audits of energy, water, waste, and transportation systems, which helped them identify areas of resource wastage and develop a climate action plan tailored to the school's needs.

To build awareness, the students conducted quizzes and interactive activities for learners from other classes, encouraging wider participation in environmental action. These efforts helped make climate discussions a regular part of school life and inspired more students to contribute to positive change.

One of the team's most impactful initiatives was the creation of a leaf composter to manage dry leaf litter generated on campus. The composter prevented nearly 200 kg of leaf waste from being burnt or discarded each year and produced nutrient-rich compost that was used for gardening and maintaining school plants.

Water conservation was another key focus area. Students designed a simple system to redirect wastewater from the handwashing station to nearby garden areas, saving nearly 500 litres of water daily. They also monitored water use across the campus and reported leaking taps and other issues to teachers for prompt action.

While parent and community participation remained limited, students carried climate messages into their homes and neighbourhoods, encouraging family members and friends to adopt more sustainable practices. Over time, the school witnessed reduced littering, improved resource management, and a stronger sense of environmental responsibility among students, demonstrating the lasting impact of student-led climate action.





## SCHOOL CLIMATE ACTION



### SAVING ELECTRICITY

- Adopted switching off lights and fans for two hours/ day
- Increased solar panel system capacity by 2 kWp



### TRANSPORT CHANGE

- Adopted walking by 215 and cycling by 220 students



### WATER CONSERVATION

- Repaired three leaky taps saving around 75 litres per day.



### WASTE MANAGEMENT

- Prepared compost 440 kg/yr through aerobic composting pit
- Repurposed 10 plastic bottles into planters.



**19.35**  
(in tonnes)



**3.9**  
(in tonnes)





10

## Climate Action Growing Alongside Fields and Families

Z.P.H. School, Rompivalasa, Srikakulam, Andhra Pradesh



## CLIMATE ACTION JOURNEY

Guided by their mentor teacher, a team of six Climate Leaders took the lead in promoting climate awareness and sustainable practices within their school and community. To make climate change more relatable and engaging, they created posters and developed YouTube videos, sharing key messages with fellow students and a wider audience. Climate quizzes were also organised for different classes, encouraging participation and strengthening climate literacy across the school.

The team regularly connected with community members through awareness campaigns, WhatsApp groups, and initiatives promoting the use of cloth bags as an alternative to single-use plastics. These efforts helped extend environmental action beyond the school campus and into local households.



Within the school, the team introduced waste segregation practices and established a vermicomposting system to manage waste generated through the MDM kitchen. The compost produced was used to nourish a vegetable garden developed by students, while recycled wastewater supported its irrigation. This practical initiative demonstrated how waste could be transformed into a valuable resource. Students also contributed to local greening efforts by preparing seed balls for dispersal during the monsoon season. Water and energy conservation became part of everyday school life, with students promoting the habit of switching off lights and fans when not in use and identifying leaking taps for repair.

These efforts resulted in noticeable behavioural changes among students and their families, including better waste segregation, reduced plastic use, and greater resource conservation. Equally important, the experience strengthened students' confidence, leadership, teamwork, communication, and public speaking skills, empowering them to become effective climate ambassadors.



## SCHOOL CLIMATE ACTION



### SAVING ELECTRICITY

- Adopted switching off lights and fans for 4 and 2 hours respectively
- Replaced 26 ordinary tubelights with LED.



### TRANSPORT CHANGE

- Adopted walking by 88 and cycling by 87 students



### WATER CONSERVATION

- Reused 20 liters to water the plants from the MDM kitchen
- Repaired two leaky taps saving 50 litre of water per day
- Made 17 small size soak pits for waste water management



### WASTE MANAGEMENT

- Recycled 24 kg/yr plastic and 180 kg/yr paper waste
- Prepared 440 kg/yr compost through composting process.



**9.48**  
(in tonnes)



**3.09**  
(in tonnes)



# INSPIRING GENCAN MENTOR TEACHERS

1

## Ms. Mebarica Thangkhiew

Jirang Govt. Higher Sec. School, Ribhoi, Meghalaya

Proactive, dedicated, and resilient, Ms Mebarica went beyond routine responsibilities to ensure meaningful participation in the GenCAN programme despite the challenges of difficult terrain and limited infrastructure. In the absence of internet facilities at the school, the teacher often used personal resources to support programme activities and documentation. Through constant encouragement and guidance, the teacher inspired students to take initiative, share climate knowledge across different classes, and actively engage the wider school community in climate action.



Government School

## Ms. Dipti Verma

KGBV Lakhanpur, Surguja, Chhattisgarh

2

The teacher transformed GenCAN into a catalyst for change within the school and surrounding community. After conducting a carbon audit and recognizing the school's high carbon footprint, particularly as a residential campus, the teacher guided students and staff in implementing sustainable practices such as wastewater reuse, composting, waste upcycling, kitchen gardening, soakage pit construction, and energy conservation.

The initiative soon expanded beyond the school through awareness campaigns, rallies, and community outreach, inspiring local shops to recycle plastic, households to adopt composting, and neighbouring schools to join the movement. Through dedicated leadership, the teacher helped turn a school-based climate action project into a thriving community effort for environmental sustainability.



3

**Mr. Sanjeev Kumar**

**Government Senior Secondary School Jabbowal, Amritsar, Punjab**

Under the guidance of Mr. Sanjeev, students identified innovative solutions to local waste challenges by transforming discarded materials into useful resources.

Observing that a nearby furniture workshop generated large quantities of waste foam, they collected and repurposed it into classroom dusters, promoting recycling and resource efficiency. They also addressed the issue of paper waste in the school by combining used paper with dry leaves to produce biofuel briquettes. Through these hands-on initiatives, students learned the value of resource recovery and sustainable living.

**Ms. Srijana Kharel**

**Government Junior High School Perbing, Namchi, Sikkim**

Despite working in a remote village with poor internet connectivity and limited resources, the mentor teacher remained deeply committed to ensuring that students actively completed all GenCAN challenge activities.

By dedicating extra time beyond regular school hours for composting, plantation, and hands-on climate action, the teacher consistently motivated and guided the students throughout the journey. The teacher also played a crucial role in engaging and convincing parents to support their children's participation, helping build trust and community involvement in the programme.

4



**Ms. P Swathi**

5

**Z.P.H. School, Rompivalasa, Srikakulam, Andhra Pradesh**

She provided strong and consistent support throughout the GenCAN journey by ensuring regular student participation and actively coordinating community outreach, awareness campaigns, and programme documentation.

By effectively integrating climate action activities with ongoing school initiatives, she helped strengthen student engagement and community involvement in sustainable practices.



Government Senior Secondary School, Mamring, Pakyong, Sikkim

6

**Ms. Priyanka Patel**

**Valampara Primary School, Valam, Mehasana, Gujarat**

Taking on the dual responsibility of Principal and Mentor Teacher, Ms Priyanka played a pivotal role in transforming GenCAN into a whole-school movement. By dedicating extra hours beyond school time, engaging teachers across subjects, and personally researching native plant species suitable for plantation, the teacher ensured that climate action became deeply rooted in the school environment.

The teacher also actively reached out to parents and visited homes across the village to build awareness and encourage community participation, inspiring students and families alike to become part of the climate action journey.



7

**Ms. Monika Verma****PM Shri GSSS Gullarwala, Baddi, Solan, Himachal Pradesh**

Ms. Monika played an important role in the successful implementation of the GenCAN programme by actively involving both students and parents at every stage. Through her continuous guidance and encouragement, she motivated students to take ownership of climate action and helped build a strong sense of collective responsibility within the school and community.

Under her leadership, the school introduced a proper waste segregation system by categorizing waste into six different types for effective management and disposal. She also initiated riverside clean-up drives, where students actively participated in protecting local water bodies and spreading awareness about cleanliness. She further encouraged creativity and sustainability by promoting Saura art on recycled paper, helping students connect environmental action with cultural learning. Her efforts have inspired students to adopt practical sustainable habits and made climate responsibility a meaningful part of everyday school life.



Government Senior Secondary School, Mamring, Takseng, Jammu



# CLIMATE ACTION LEADERS LEADING BY EXAMPLE



**Vandana Ekka, Grade 8**

*KGBV Rajpuri Kala Lakhanpur, Sarguja, Chhattisgarh*

Before joining GenCAN, I did not know much about environmental conservation and how small daily actions can create a big impact. Like many others, I used resources without thinking deeply about saving water, reducing waste, or protecting nature. After becoming a part of GenCAN, I learned many important things such as carbon footprint, handprint and adopting eco-friendly habits in daily life. These activities helped me understand how our actions affect the environment and how we can bring positive change. The biggest change was in my own habits. I started switching off unnecessary lights and fans, started saving water, and avoiding single-use plastic. Inspired by GenCAN, I shared these learnings with my family and people in my village. I explained to them the importance of saving water, using solar energy, planting trees, and reducing pollution. Slowly, people started understanding these ideas and making small changes in their own lives. Today, I feel proud that GenCAN has not only changed my thinking but also made me a messenger of environmental awareness in my community. This journey has taught me that if one person starts taking responsibility, many others can be inspired to create a greener and healthier future.

When our teachers introduced us to the GenCAN programme, I started looking at my school differently. During our climate audit, my teammates and I noticed how much water was being wasted every day near the handwashing area. We discussed many ideas with our mentors and CEE field educator, from fixing leakages to using sensors. Finally, we spoke to our Vice Principal and suggested connecting the outlet pipe directly to the nearby garden and soakage area. When the pipe was installed, it felt like a big achievement for us. Now, nearly 500 litres of water is saved every day, and the garden benefits from it too. Another issue we observed was the amount of dry leaves being burned or thrown away in our school campus. I felt that this waste could become something useful instead. Along with my teammates, I helped set up and maintain leaf composters in the school. Every two days, we take turns stirring the compost pile for aeration so the leaves decompose faster. Slowly, the dry leaves turned into rich compost for plants around the campus. Through speeches and environmental quizzes, I also encouraged other students to join us and think more about conservation. GenCAN taught me that solving environmental problems does not always begin with something huge, it begins when students take initiative, speak up with confidence, and work together with the school community to create meaningful change.



**S. Archit, Grade 8**

*Nehru Govt. Boys Hr. Sec. School, Nanganallur,  
Chennai, Tamil Nadu*



**Punith, Grade 7**

*GHPS Saneguruvanhalli, Bengaluru, Karnataka*

After attending student orientation session, I learned about climate change and its impacts, greenhouse gases, and carbon footprint. After collecting data, I got to know about our school's carbon footprint, my team and I decided to take action on reducing our school's carbon footprint. During the waste audit, we noticed that there was no proper segregation, so along with the climate leaders team, we started segregating dry and wet waste and provided it to BBMP for recycling. Along with my friends, we have prepared a school garden and planted chilli and tomato saplings.

From GenCAN, I was able to improve my communication and leadership skills and learned how students can become climate leaders in our community, and how small actions can reduce carbon footprint. I was inspired to take more actions in different areas. I feel proud to be a part of a movement that inspires us to protect nature.

Being part of the GenCAN, it has inspired me to take actions in different areas. With the guidance of the mentor teacher, along with my friend Shakeena and Kiran, we prepared a vermicomposting pit this taught us how biodegradable waste can turn into organic manure that enriches the soil and helps our school garden flourish. I was also involved in creating water soaking sinks within the school campus, and actively took part in waste management activities by setting up colour-coded bins, segregating waste and providing it to the recycler.

We also organized a community meeting, which was made possible through teamwork and cooperation. Teachers motivated me, and other school staffs helped me with setup and maintenance. Everyone's involvement turned this initiative into a united movement for climate action. Through teamwork and day to day practice, I learned that protecting the planet is everyone's duty. I am inspired now to continue sustainable habits at home and communities.



**B Kavya, Grade 8**

*Z.P.H. School, Rompivalasa, Srikakulam, Andhra Pradesh*



**Gauri, Grade 8**

*PM Shri Composite School Beremau, Hardoi, UP*

The GenCAN initiative gave me opportunities to develop my leadership skills. I represented my school in an inter-school student exchange programme with Seth M.R. Jaipuriya School, Sandila, Hardoi, where I shared ideas and learned from students of another school. This experience helped me build confidence and learn the importance of collaboration. I got the opportunity to visit a bank and police station as part of experiential learning. This was a very unique and inspiring experience for me. For one hour, I served as Station In-Charge at the police station, where I guided the staff to maintain cleanliness and shared the importance of environmental responsibility. I also advocated restricting the use of single-use plastic within the police station premises.

Through all these experiences, GenCAN has helped me grow as a responsible student leader. It has taught me that even small actions can create a big impact. Today, I feel more confident, aware, and committed to working for environmental protection and inspiring others to do the same.

Through my participation in the GenCAN programme, I have developed a strong understanding of climate science and sustainable living practices. I actively practice waste segregation and other environmentally responsible actions at home and encourage my family and friends to do the same.

These experiences have helped me become more aware of my role in protecting the environment and inspired me to lead by example. I am enthusiastic about climate action and strive to motivate others in my school and community to adopt sustainable habits and contribute towards a greener future.



**Sumon Ripnar, Grade 11**

*Jirang Govt. Higher Sec. School, Ribhoi, Meghalaya*



**Siddharth Ramteke, Grade 9**

*JRK Convent School, Nagpur, Maharashtra*

Being a part of GenCAN changed the way I think about the environment and everyday actions related to climate change. One memorable experience during the evaluation was the on-the-spot task where I had to teach a class how to read an electricity bill. GenCAN made me confident in discussing climate topics with others. I explained the concept of electricity consumption, units like kWh and shared simple ways to reduce electricity use since many energy sources are non-renewable.

As a GenCAN Leader, I monitored the handprint actions carried out in our school and maintained records of them. Along with my team, we created a network of electricity and water monitors in each class. The monitors encouraged students to use alternate fans and avoid switching on tube lights when there was enough natural light in the classroom. We also worked on activities like making plastic bottle planters, preparing a water filter, conducting climate assemblies and creating a climate bulletin board. These experiences helped me understand how small actions taken together can contribute towards climate action in schools.

After our mentor teacher introduced us to the GenCAN programme, I understood that real change begins when people come together with a shared purpose. Inspired to take action, our team started spreading awareness about climate change through skits, rallies, and community campaigns that encouraged people to adopt sustainable habits.

We promoted simple yet meaningful actions like switching off lights and fans when not in use, saving water, and encouraging students to practice these habits both in school and at home. What began as small individual actions gradually turned into a collective movement, creating a visible positive impact in our school and community.



**Siddharaj Thakor, Grade 8**

*Valampara Primary School, Valam, Mahesana, Gujarat*



**Vaishnavi Pal, Grade 8**

*Kasturba Gandhi Balika Vidyalaya Malihabad,  
Lucknow, UP*

After working on GenCAN programme, I understood the importance of energy conservation and environmental protection. Earlier, I was not fully aware of how small daily actions can create a big impact, but GenCAN changed my thinking and inspired me to take responsibility for the environment. Through the programme, I learned about saving water, reducing waste, and protecting nature. I started spreading awareness in my school and village about using water carefully, avoiding wastage, and planting more trees to reduce carbon dioxide and keep our surroundings clean.

To inspire others, I started creating awareness through storytelling, songs, and slogans. These creative ways helped me connect with people and made it easier to explain environmental issues to students and villagers. Through my stories and songs, I encouraged people to adopt simple sustainable practices in their daily lives. Slowly, I could see positive changes as more people became aware and started taking action. GenCAN has made me more confident and responsible. It taught me that even small efforts can bring meaningful change, and together we can build a cleaner environment and a better future for everyone.

After joining the GenCAN programme, I experienced many positive changes in my life. The programme helped me develop communication skills and gave me the confidence to express my thoughts clearly. A very memorable moment was during the Saraswati idol immersion at the local ghat. We noticed that some people were disposing waste improperly in the river. With confidence and responsibility, we respectfully intervened and explained how such practices harm the river ecosystem. We encouraged them to follow cleaner and more eco-friendly methods.

This was a proud moment for us, as it showed that GenCAN had given us the courage to speak up for environmental protection.

Through these actions, I have also motivated many other students and community members to take part in environmental activities. Seeing positive changes in the riverside area and in people's habits has shown me that even small actions can create a big impact.



**Asif Khan, Grade 11**

*PM Shri Tata Workers Union HS Kadma, Jamshedpur,  
Jharkhand*

## SHORTLISTED SCHOOLS



1

**Government High School CRP  
Baramunda, Khurda, Odisha**

Established in 1960, this rural co-educational government school with around 1,000 students turned environmental challenges into opportunities for student leadership and action. Facing issues like littering, limited funding, and insufficient cleaning staff, students initiated waste segregation, composting, and creative reuse of nearly 600 plastic bottles for garden boundaries and learning models.

Supported by alumni students, the school expanded its solar energy set up and installed rainwater harvesting system. Students also created climate change storytelling videos, saura art on recycled paper, and decorative items from waste materials. Their growing environmental awareness was reflected when they responsibly intervened during a local idol immersion event to discourage river pollution and promote eco-friendly practices.



2

**PM Shri Tata Workers' Union HS  
Kadma Jamshedpur, Jharkhand**



3

### Government Sr. Sec. School, Rohicha, Khurd, Rajasthan

Established in 1924, this rural co-educational government school with 232 students in a water-scarce region gradually strengthened its environmental practices despite limited leadership involvement and technical knowledge gaps. Students and mentors initiated waste segregation by labelling bins and collected over 100 kg of plastic waste for recycling through scrap dealers. Innovative water-saving measures such as drip irrigation using plastic bottles, water diversion channels for plants, and careful water storage practices helped conserve resources.

The school also adopted a daily one-hour lights-off practice and planted 55 saplings on campus. Beyond the school, students inspired change in the community by spreading awareness about waste segregation, even convincing a nearby shopkeeper to stop burning plastic waste.



4

### Jaspur Primary School, Mahesana, Gujarat



5

### **Zilla Parishad UPS Butibori, Nagpur, Maharashtra**

Established in 1861, this rural co-educational government school with 84 students gradually introduced sustainability practices. Despite facing challenges such as limited campus space, minimal management support, and dependence on mentor guidance, school made efforts to work on climate action areas. Based on environmental audit findings, the school started waste segregation and composting of mid-day meal waste using the drum composting method.

Students adopted energy-saving habits by switching off lights and fans when not in use and maintained a small kitchen garden growing coriander, spinach, and garlic. Though community engagement was initially absent, the programme helped build environmental awareness within the school, with activities being regularly documented and tracked through programme records.

Established in 1966, this urban co-educational private school located in a busy part of Delhi with 2253 students strengthened its sustainability efforts despite limited time within the school schedule and multiple responsibilities handled by the mentor teacher.

The school initiated energy-saving awareness campaigns through the Carbon Neutral Challenge, promoted carpooling among teachers and public transport use among students, and introduced paper bag and recycling initiatives. Composting was initiated with the support from the gardener, while an e-waste collection drive encouraged responsible disposal practices. Teachers also demonstrated creativity and sustainability by reusing waste cloth to make diary covers and repurposing packaging materials into teaching aids.



6

### **Green Fields School, Delhi**



7

**PM Shri GSSS Gullarwala, Baddi,  
Solan, Himachal Pradesh**

Established in 1996, this rural co-educational government school with 105 students strengthened environmental action despite limited institutional capacity and teachers being heavily engaged in administrative work. Students took active leadership by repairing leaking taps, promoting water conservation, replacing bulbs with LEDs, and encouraging others to switch off lights and fans when not in use.

Waste segregation, composting, and a student-maintained kitchen garden became regular practices. Sustainable transport habits also improved, with students shifting to bicycles and teachers beginning carpooling. Beyond the school, students conducted rallies, community meetings, and door-to-door awareness campaigns on waste segregation, avoiding plastic burning, saving paper, and reusing water for plants. Their efforts inspired villagers to plant trees and adopt composting at home, creating wider environmental awareness in the community.

Established in 1947, this rural co-educational government school with 931 students transformed its environmental practices through active participation in the GenCAN programme despite challenges such as limited campus space and irregular student participation due to migrant family backgrounds. Students initiated waste segregation and plastic recycling. The GenCAN team could reuse 1000 litres of RO wastewater on daily basis for the kitchen garden, toilets, handwashing, and dishwashing purposes.

Save electricity and water signages were placed across classrooms, and six climate bulletin boards helped spread awareness throughout the school. With limited plantation space inside the campus, students planted 30 saplings in nearby surrounding areas. Over time, the school reduced resource wastage through LED use, solar panels, repaired taps, and a plastic bottle bank. Students further extended awareness to their families, resulting in improved environmental responsibility and stronger community participation.



8

**Upper Primary School Purva,  
Lucknow, Uttar Pradesh**



9

### Upper Primary School Tugalpur, Noida, Uttar Pradesh

Established in 2007, this semi-urban co-educational government school with 321 students strengthened its environmental practices through collective student action despite limited space and the absence of a composting system. After joining the GenCAN programme, the school introduced waste segregation by labelling bins and ensuring every classroom had a dry waste dustbin, with students regularly collecting and transferring waste for recycling.

Energy-saving practices such as switching off lights and fans were promoted through signages, while students also monitored water use and reported leakages for repair. Awareness on reducing plastic use and promoting cloth bags was actively encouraged, and QR codes were installed on trees to support environmental learning. Through these efforts, the school also succeeded in reducing paper waste generation through shared responsibility and conscious practices.

Established in 2005, this urban co-educational private school with nearly 8,000 students has consistently strengthened its sustainability efforts through the GenCAN programme over the past three years. Despite challenges of engaging a very large student population and balancing activities within a tight academic schedule, students developed strong understanding of climate change concepts and regularly conducted audits on electricity, water, waste, and transport.

The school repaired 25 leaking taps, practiced daily switching off of lights, increased teacher carpooling participation from 15 to 35 teachers, and encouraged plantation of saplings on birthdays. Sustainability practices such as solar panels, CNG buses, and drip irrigation became learning tools for students, while digitalisation of assessments and school processes significantly reduced paper consumption.



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### DPS Nacharam, Hyderabad, Telangana



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### Anuppanadi Corporation High School, Madurai, Tamil Nadu

Established in 2007, this rural co-educational government school with 191 students strengthened environmental action despite limited involvement from school leadership, minimal infrastructure, and low community participation. Through the GenCAN programme, students actively promoted conservation practices by creating signages encouraging switching off lights and saving resources.

A student-led compost pit was developed and maintained, while twenty new saplings were taken care by the GenCAN team. Waste segregation began in 2024, with students separating wet and dry waste and taking turns cleaning classrooms. A waste audit revealed that unsegregated waste disposal generated 0.76 t CO<sub>2</sub>e annually; through daily composting of nearly 1 kg of vegetable waste. The school now diverts waste from landfills and reduces emissions by approximately 0.11 t CO<sub>2</sub>e each year, contributing to a cleaner and greener campus.

Established in 2007, this rural residential government girls' school with 100 students strengthened its environmental practices despite challenges such as large volumes of waste generation and limited infrastructure improvements due to the old building being under demolition plans. In its second year of the GenCAN programme, students actively implemented waste segregation at source and enforced a ban on polythene within the campus. Kitchen wastewater filtered through neem leaves was reused for flower beds and the kitchen garden, while energy-saving habits such as switching off lights and fans were promoted regularly.

Students creatively reused waste materials by making handicrafts and using old containers for plantation, while used tea leaves were applied for mulching plants. Plantation drives led to 30 saplings being planted in the village and along roadsides. Over time, students became active change-makers, carrying sustainable practices like composting, water reuse, plantation, and making cloth bags from old clothes into their homes and communities.



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### KGBV Malihabad, Lucknow, Uttar Pradesh



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**Govt. Model Primary School,  
Saneguruvanahalli, Bengaluru,  
Karnataka**

Established in 2002, this rural co-educational government school with 295 students strengthened its environmental efforts through the GenCAN programme despite challenges such as limited campus space and dependence on external mentoring support. Climate awareness among students increased significantly. Students actively conducted environmental audits and led awareness sessions, reaching 47 participants.

The GenCAN team initiated waste segregation by separating paper waste and connecting with local recyclers for responsible disposal. Students also maintained the school garden, regularly watered plants and continued the use of an existing rainwater harvesting system. Daily conservation practices such as monitoring leaking taps, reducing litter and promoting water-saving habits contributed to a cleaner campus environment. The programme inspired strong behavioural change among students, who became enthusiastic advocates for sustainability and encouraged their peers to participate in environmental action. Through these collective efforts, the school achieved an estimated reduction of 1.73 tonnes of CO<sub>2</sub>e emissions, while fostering a culture of environmental responsibility and climate action among students.

"There has been a notable shift in student agency and ownership, as students took responsibility for planning, executing, and documenting their initiatives. Beyond tangible environmental benefits, the GenCAN programme has successfully instilled long-term eco-conscious habits among students and staff. The initiative has strengthened the school's commitment to sustainability and ensured a lasting positive impact on environmental practices within the campus."

**Dr. Neeta Bisht, External Evaluator who is  
Head at Senior School, Hyderabad**

"It was encouraging to observe how the school community, including students and teachers, has embraced simple yet meaningful practices that contribute to environmental sustainability. Students, particularly the GenCAN leaders, displayed enthusiasm and a growing sense of responsibility as they promoted environmental awareness among their peers. During interactions, it was evident that they take the initiative to guide younger students and remind them to dispose of leftover food properly during the midday meal. Overall, the visit highlighted that even with limited resources, the school is making sincere efforts to integrate environmental responsibility into its everyday practices."

**Ms. Dikila Lepcha, External Evaluator working as  
Assistant Professor and faculty member, SCERT Sikkim**



## 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         |
| HCLF   | HCLFoundation                         |
| KGBV   | Kasturba Gandhi Balika Vidyalaya      |
| KWp    | Kilowatt 'Peak' Power                 |
| LED    | Light Emitting Diode                  |
| MDM    | Mid-Day Meal                          |
| MoE    | Ministry of Education                 |
| NEP    | National Education Policy             |
| NCF    | National Curriculum Framework         |
| RO     | Reverse Osmosis                       |
| RWH    | Rainwater Harvesting                  |
| SDGs   | Sustainable Development Goals         |
| SLRM   | Solid and Liquid Resource Management  |
| SWM    | Solid Waste Management                |



## GenCAN Climate Leaders in Action







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