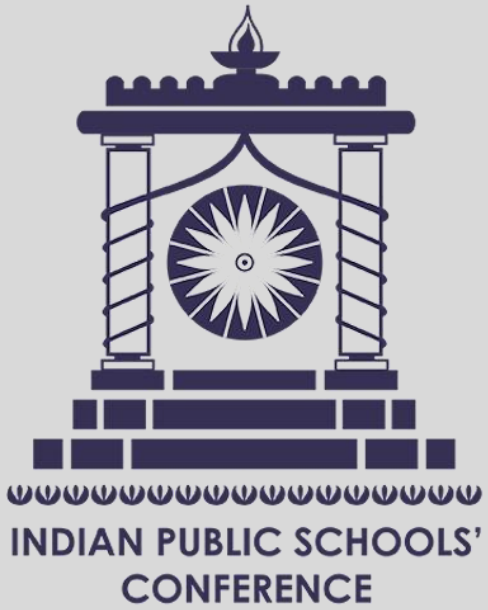
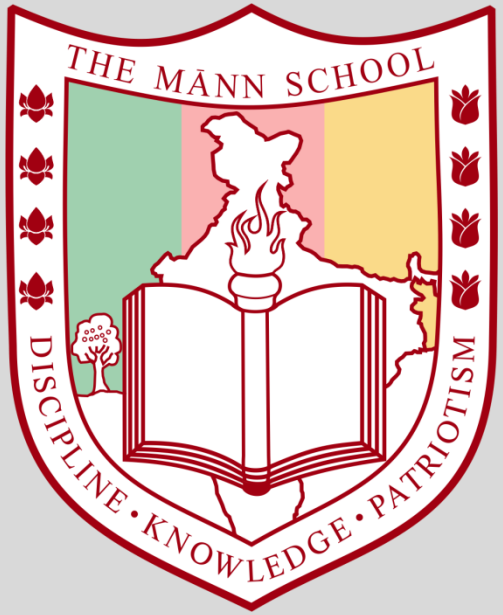




Environmental Stewardship Through Student Leadership


THE MANN SCHOOL
Mapsian

CONTENTS

ABOUT THE SCHOOL

- The Mānn School (TMS), located in Holambi Khurd, near Alipur on G.T. Karnal Road, New Delhi, has been a symbol of quality education and holistic development since its inception in 1989.
- The school is happily far away from the city's pollution and crowd.
- TMS has also been certified under ISO-9001:2015 and ISO 14001:2015.
- Its charming, picturesque surroundings provide a perfect atmosphere for young minds to blossom.
- Students not only learn what their textbooks offer but also connect with nature and discover their hidden talents.

PROBLEM STATEMENT

In an era marked by rapid urbanisation and unsustainable consumption, our planet faces unprecedented ecological crises - from biodiversity loss and pollution to resource depletion and climate change. While environmental awareness exists, a critical gap persists between knowledge and action, particularly among youth. Schools, as centres of learning and social change, are uniquely positioned to bridge this divide by transforming passive awareness into active environmental stewardship.

The Mānn School addresses this challenge through its comprehensive sustainability program, targeting four critical areas by undertaking some practical student-centric projects :

1. **Biodiversity Management:** Project Green Corridor
2. **Waste Management:** Plastic Mukt Abhiyaan 2.0
3. **Energy Management:** Project ‘Energy Guardians’
4. **Water Management:** Community Water Quality Testing & Awareness

BIODIVERSITY MANAGEMENT
PROJECT GOAL

Project Green Corridor: To create a 200m native plant corridor to connect fragmented habitats on campus.

- Project Green Corridor aims to plant 300 native trees/shrubs along the fragmented locations in the school campus by December 2025 to enhance biodiversity.
- Monthly audits by the Eco Club students will track progress, supported by the garden maintenance staff.

BIODIVERSITY MANAGEMENT
PROJECT TEAM

TEACHER I/C: K RAVI CHANDRA





STUDENT TEAM LEADERS:

1. ASHVINI JANGIR	CLASS XI
2. MANGALAM KR. PANDEY	CLASS XI
3. APURVA DWIVEDI	CLASS X
4. SHIVEN SINGLA	CLASS IX
5. DAIWIK JAKHAR	CLASS VII

SUPPORT STAFF:

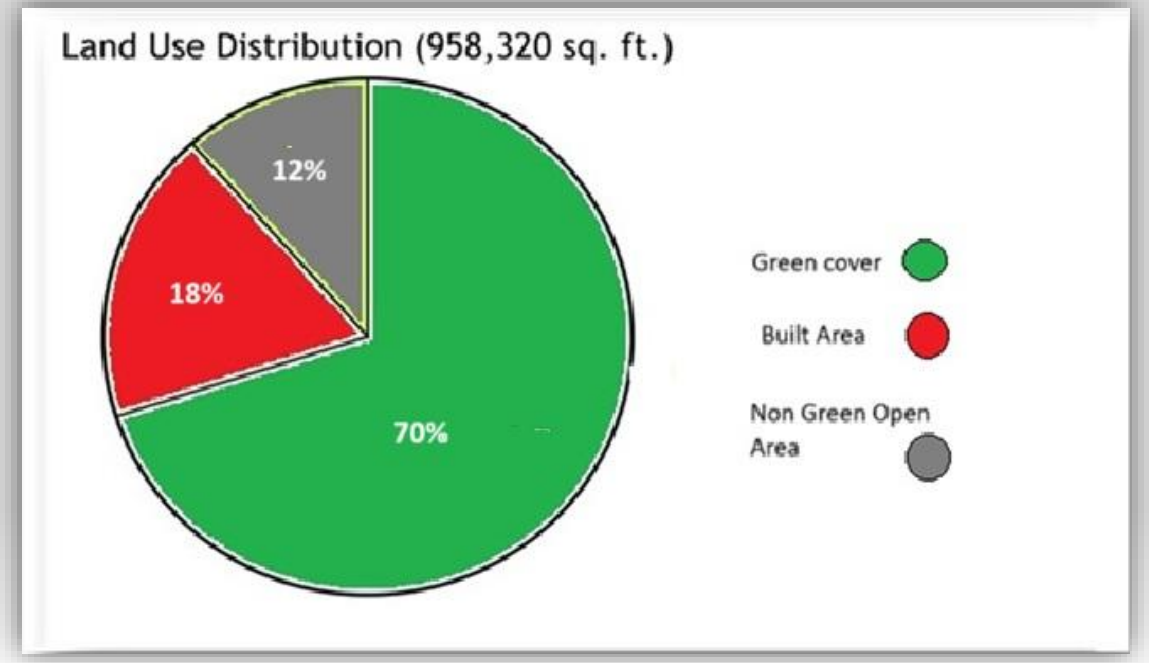
1. Mr MADHU (GARDENER)
2. Mr KARTIK (GARDENER)

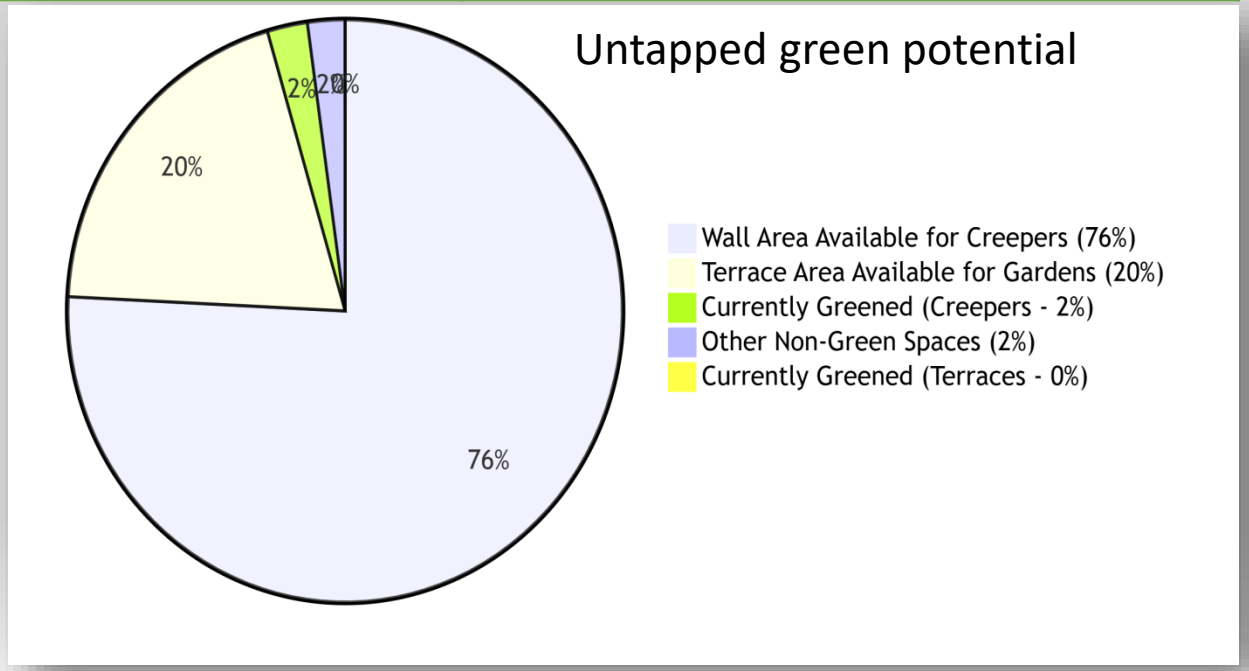
BIODIVERSITY MANAGEMENT
BASELINE ASSESSMENT

DETAILS	VALUE IN SQ. FT.
TOTAL AREA OF THE SCHOOL	9,58,320
TOTAL AREA OCCUPIED BY BUILDING	1,76,583
TOTAL OPEN AREA	7,81,737
AREA COVERED BY GREENERY	6,70,824
% OF GREEN COVER COMPARED TO TOTAL SCHOOL AREA	70%
% OF GREEN COVER COMPARED TO TOTAL OPEN AREA	85%
TOTAL AREA OF THE WALLS	2,02,944
TOTAL AREA OF THE OPEN TERRACE	58,803
AREA COVERED BY CREEPERS ON THE WALLS	6,088
AREA COVERED BY GARDEN IN THE OPEN TERRACE	0
% OF CREEPERS COMPARED TO TOTAL WALL AREA	3%
% OF GARDEN COVER COMPARED TO TOTAL OPEN TERRACE AREA	87%

BIODIVERSITY MANAGEMENT
BASELINE ASSESSMENT

Metric	Calculation	Value in %
Green Cover/Total Area	6,70,824 ÷ 9,58,320	70%
Green Cover/Open Area	6,70,824 ÷ 7,81,737	85%
Creeper Coverage/Walls	6,088 ÷ 2,02,944	3%
Terrace Utilisation	0 ÷ 58,803	0%





BIODIVERSITY MANAGEMENT PROJECT ACTION PLAN

Phase 1: Preparation (January 2025 – March 2025)

1. Site Assessment

• It started with the identification of fragmented zones using campus maps.

• The students did soil testing for its pH, nutrients, moisture level, and specific gravity.

2. Resource Mobilisation

• Saplings were procured for the plantation; 60% from the school nursery, 40% from the local forest dept.

3. Student Training

•Students of the Eco Club **'Green Warriors'** and volunteers attended the workshop on native species (e.g., Neem, Peepal, Amaltas) and their planting techniques.

GREEN WARRIORS IN ACTION

Eco Club students team up with gardeners to beautify the campus, raking leaves, weeding, and transforming lawns into vibrant green spaces. Hands-on lessons in sustainability, led by teachers and staff, nurture both the environment and young eco-warriors.

YOUNG GARDENERS IN TRAINING: THE MANURE MASTERCLASS

From compost to campus beauty, our Eco Club students master manure management, teaming with gardeners to feed lawns the natural way while learning sustainable soil care.






BIODIVERSITY MANAGEMENT
PROJECT ACTION PLAN

Phase 2: Implementation (April 2025 –September 2025)

1. Plantation Drives

• Sapling plantation is carried out in clusters in and around the school campus at regular intervals and on national holidays.

2. Maintenance Protocol

• **Watering:** Students assigned as **'Tree Guardians'** along with gardeners ensure appropriate watering of the plants weekly.

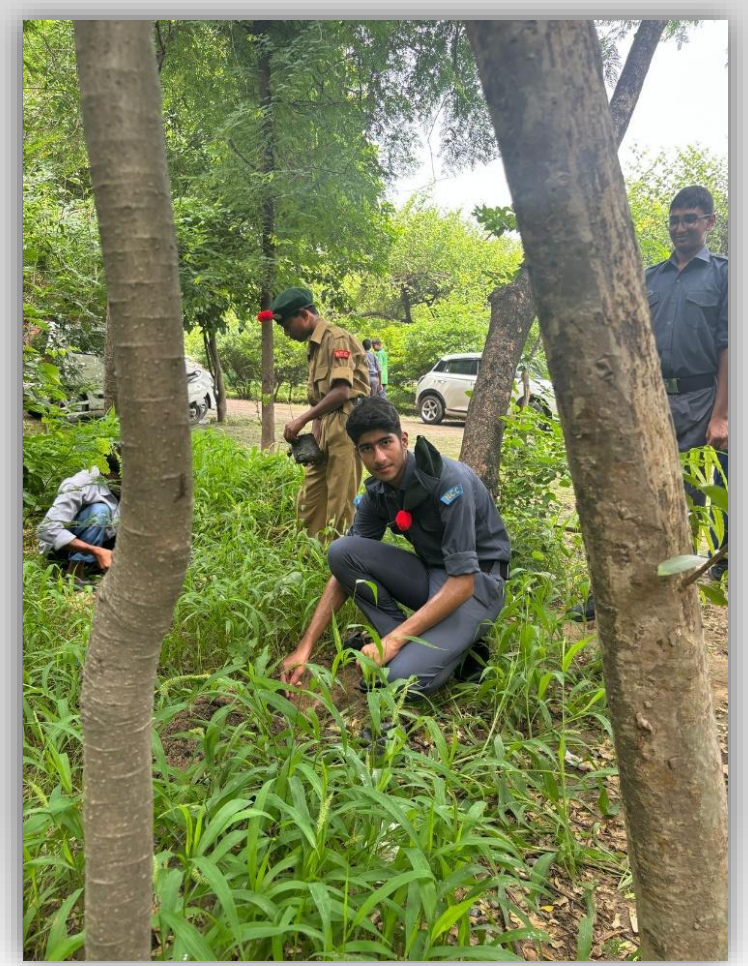
• **Mulching:** We use the compost prepared from the dried leaves for manuring the lawns and the playground.

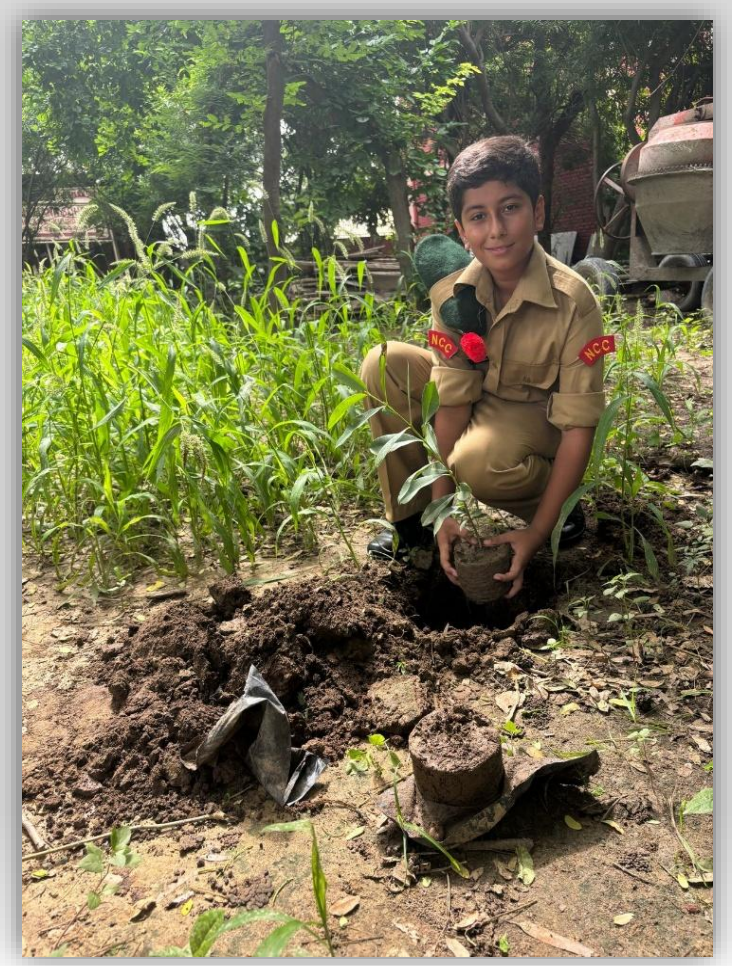
3. Community Engagement

• Earth Day and initiatives like **"Ek Ped Maa Ke Naam"** involve all students and their parents.

FROM ROOTS TO IMPACT: WHERE EVERY SAPLING TELLS AN SDG STORY!

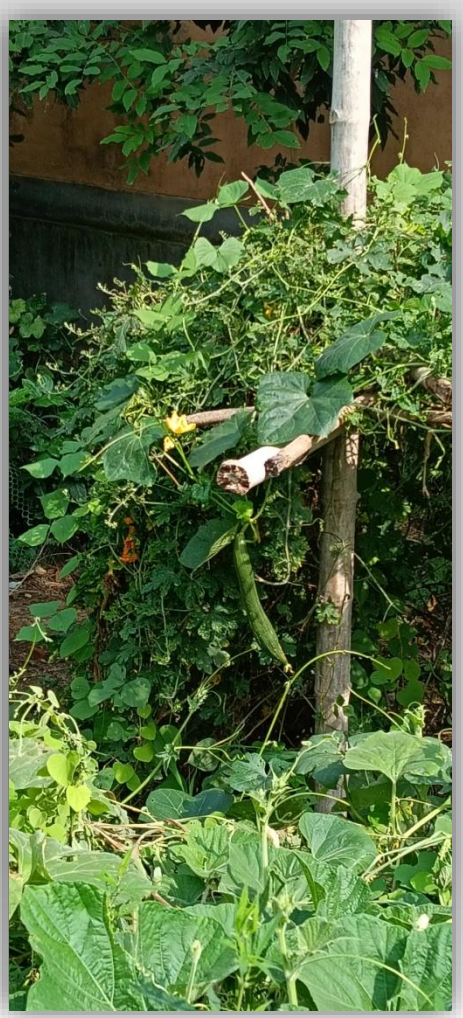
Rooting for a Sustainable Future: Our school integrates sapling plantation into every national and environmental celebration, transforming Republic Day, Independence Day, and World Environment Day into climate action (SDG 13) and biodiversity (SDG 15) initiatives. Each planted sapling grows our commitment to a sustainable future.





FROM SEED TO TABLE

More than just plots of soil, our vibrant vegetable garden is a living classroom where students and gardeners collaborate to grow fresh, organic produce for daily school meals, transforming lessons in biology and sustainability (SDG 2, 12) into delicious, tangible results.



SAPLING PLANTATION: ‘EK PED MAA KE NAAM’

Our school community has embraced our Honourable Prime Minister's green vision with heartfelt enthusiasm. Our students and their mothers became green warriors! Each planted sapling - captured in joyful photographs - represents growing love for nature and family, creating living legacies that will breathe for generations.

BIODIVERSITY MANAGEMENT PROJECT ACTION PLAN

Phase 3: Monitoring & Expansion (October 2025 – December 2025)

Monthly Audits

- Regular tracking of the survival rate, growth (height/leaf count) is kept, and the same is documented whenever the Department of Environment under DoE asks for it.

BIODIVERSITY MANAGEMENT
TREE PLANTATION DOCUMENTATION

Monthly Plantation/Greening Report
Month and Year: MARCH- 2023

1	Name of the School and ID	THE MANN SCHOOL (1310250)
2	Zone and District	NORTH WEST ZONE 10
3	Type of School (Govt/Govt. Aided/ Unaided)	UNAIDED
4	Name of HoS	SRINIVASAN SRIRAM
5	Mail Id of School	info@themannschool.com
6	Total Plantation Area Available in the School (in sq.meter)	45503 sq.m
7	Area Sub-Divided Direction Wise (in sq. meter)	
a	East	12500 sq.m
b	West	7100 sq.m
c	North	7500 sq.m
d	South	7300 sq.m

Sr. No	Month	Activities	No. of saplings planted w.e.f. 01.04.2022		
			Trees	Shrubs	Total
1	April -22	Plantation through Eco-Club	10	15	25
		Plantation through Herbal Garden	--	10	10
2	May -22	Plantation through Eco-Club	10	10	20
		Plantation through Herbal Garden	---	05	05
3	June -22	Plantation through Eco-Club	---	----	----
		Plantation through Herbal Garden	---	----	----
4	July-22	Plantation through Eco-Club	20	10	30
		Plantation through Herbal Garden	05	05	10
5	August-22	Plantation through Eco-Club (Special tree plantation drive 05/08/2022-10/08/2022) Tree plantation on 15/08/2022	15 20	20 05	35 25
		Plantation through Herbal Garden	10	05	15
6	September-22	Plantation through Eco-Club	10	10	20
		Plantation through Herbal Garden	---	05	05
7	October -22	Plantation through Eco-Club	05	05	10
		Plantation through Herbal Garden	---	05	05
8	November-22	Plantation through Eco-Club	05	05	10
		Plantation through Herbal Garden	---	05	05
9	December-22	Plantation through Eco-Club	02	02	04
		Plantation through Herbal Garden	---	05	05
10	January-23	Plantation through Eco-Club	03	03	06
		Plantation through Herbal Garden	---	04	04
11	February-23	Plantation through Eco-Club	04	02	06
		Plantation through Herbal Garden	---	03	03
12	March-23	Plantation through Eco-Club	04	03	07
		Plantation through Herbal Garden	---	03	03

Sign of HoS with Stamp

Name of HoS: SRINIVASAN SRIRAM

Mobile Number: 9999640061

Monthly Plantation/Greening Report
Month and Year: MARCH- 2024

1	Name of the School and ID	THE MANN SCHOOL (1310250)
2	Zone and District	NORTH WEST ZONE 10
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d	South	7300 sq.m

Sr. No	Month	Activities	No. of saplings planted w.e.f. 01.04.2023		
			Trees	Shrubs	Total
1	Apr -23	Plantation through Eco-Club	3	19	22
2	May-23	Plantation through Eco-Club	3	10	13
3	Jun -23	Plantation through Eco-Club	3	7	10
4	Jul-23	Plantation through Eco-Club	20	35	55
5	Aug-23	Plantation through Eco-Club	30	47	77
6	Sep-23	Plantation through Eco-Club	10	20	30
7	Oct-23	Plantation through Eco-Club	10	10	20
8	Nov-23	Plantation through Eco-Club	05	15	20
9	Dec- 23	Plantation through Eco-Club	05	30	35
10	Jan-24	Plantation through Eco-Club	05	20	25
11	Feb -24	Plantation through Eco-Club	02	25	30
12	Mar-24	Plantation through Eco-Club	05	15	20

Sign of HoS with Stamp

Name of HoS: SRINIVASAN SRIRAM

Mobile Number: 9999640061

BIODIVERSITY MANAGEMENT
TREE PLANTATION SURVIVAL REPORT DOCUMENTATION

Report on Survival rate of plants under Green Action Plan 2023-24 from April to November, 2023

S. No.	Name of District	Name of Zone	Total number of sapling planted from April 2023 to November 2023 (Govt./Govt. Aided/ Private Unaided Recognized Schools) (Zone-wise plantation report of every month enclosed)	Total number of survived plants (planted from April 2023 to November 2023) (Govt./Govt. Aided/ Private Unaided Recognized Schools)	Survival rate of plants (%) (Govt./Govt. Aided/ Private Unaided Recognized Schools)
1	East	1	7338	3770	51.4
2	East	2	17531	8795	50.1
3	East	3	5737	3202	56
4	North East-I	4	9460	6307	68
5	North East-II	5	3068	1698	55.34
6	North East-II	6	4601	3068	66.7
7	North	7	7075	6284	88.8
8	North	8	8019	6816	85
9	North West –A	9	11201	8960	80
10	North West –A	10	10966	8772	80
11	North West-B-I	11	10773	9157	85
12	North West-B-I	12	10666	8532	80
13	North West-B-II	13	30590	24472	80
14	West-A	14	2253	1723	76.5
15	West-A	15	2009	1524	76
16	West-A	16	3847	3091	80.34
17	West B	17	5693	4668	81.99

Format-II

Survival Report of Plantation for the Session 2022-23

Table 1

1	Name of the School and ID	THE MANN SCHOOL (1310250)
2	Zone and District	NORTH WEST ZONE 10
3	Type of School (Govt/Govt. Aided/ Unaided)	UNAIDED
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6	Total Plantation Area Available in the School (in sq.meter)	45503 sq.m
7	Area Sub-Divided Direction Wise (in sq. meter)	
a	East	12500 sq.m
b	West	7100 sq.m
c	North	7500 sq.m
d	South	7300 sq.m
8	Total No. of plants in the school premises. (Only a school building in charge will fill this column).	Total Plants = 12744 Trees = 10,323 Shrubs = 2421

Sr. No	Activities	Total Number of saplings planted in the school from 01.04.2022 to 31.03.2023			Existing (Survived) plants as on 31.03.2023		
		Trees	Shrubs	Total	Trees	Shrubs	Total
1	Plantation through Eco-Club	123	145	268	123	135	258

Table -2

Sr No.	Activities	Green Patch Area as on 31.03.2022 (in sq. meter)	Green Patch Area as on 31.03.2023 (in sq. meter)	Available Area for green Patch for the session 2023-24 (in sq. meter)
1	Greening by Grass and Creepers	140 sq.m	20 sq.m	138 sq. m

S.NO	NAME OF SCHOOL		TOTAL NUMBER OF SAPLINGS PLANTED IN THE SCHOOL FROM 01.04.2023 TO 31.03.2024			EXISTING (SURVIVED) PLANTS AS ON 31.03.2024		
			Trees	Shrubs	Total	Trees	Shrubs	Total
24	SBV Tikri Khurd Delhi		167	174	341	150	170	320
25	Junior Model School		5	50	55	5	50	55
26	govt coed sr sec school ghoga		20	45	65	15	38	53
27	DBRA SOSE SECTOR-18, ROHINI	1310469	34	25	59	30	15	45
28	GGSS JJ COLONY BAWANA		20	101	121	7	65	72
29	IITE LEAF PUBLIC SCHOOL,POOTH KHURD		4	48	52	18	48	66
30	GGSSS, SAMAIPUR		4	231	235	2	136	138
31	RSGSKV Bawana		33	115	148	25	59	84
32	The Mann School, Holambi Khurd		101	263	364	91	210	301
33	GGSSS PKT-2 SEC A-6 NARELA	1310410	4	120	124	0	90	90
34	Angiras Bharti Public School .Bankner		170	165	335	165	150	315

TREE PLANTATION: 'RARE AND EXOTIC SPECIES'

Transforming our campus into a living arboretum, we've recently introduced 47 exotic plant species, each a vibrant ambassador of global biodiversity. This bold green initiative doesn't just enhance our canopy cover; it creates a unique, cross-continental learning landscape where students can study rare flora from around the world, right in their schoolyard.

List of Plants purchased on 24.02.2025

S.No.	Name of Plant	Name of Plant in Hindi	Size	Qty. (Pcs.)
1	Adenium	रेगिस्तानी गुलाब	1 feet	50
2	Alamanda	गोल्डन ट्रम्पेट	6 feet	10
3	Arabian Jasmine	अरेबियन जैस्मीन	1.5 feet	25
4	Arica Palm	सुपारी ताड़	6 feet	50
5	Arica Palm	सुपारी ताड़	3 feet	50
6	Ashok English	अशोक वृक्ष	4 feet	20
7	Bismarkiya Palm		3 feet	5
8	Bouganvilliea	बोगेनवेलिया	2 feet	50
9	Casuarina	शी-ओक , ऑस्ट्रेलियाई पाइन	3 feet	50
10	China Rose Black Leaves	चीनी हिबिस्कस	4 feet	100
11	Chinese Honeysuckle	मधुमालती का पौधा	2 feet	20
12	Christmas Tree	सनोबर का पेड़	2 feet	5
13	Conocarpus	बटनवुड या बटन मैंग्रोव	6 feet	50
14	Crape Jasmine	चांदनी फ्लावर प्लांट	4 feet	30
15	Dicksonia Red	ऑस्टेलियाई टी फर्न	1 feet	50

List of Plants purchased on 24.02.2025

S.No.	Name of Plant	Name of Plant in Hindi	Size	Qty. (Pcs.)
16	Ficus Black	वीपिंग फिग	4 feet	50
17	Ficus Lyrata	फिडल-लीफ अंजीर	1.5 feet	5
18	Ficus Panda	वीपिंग फिग	2 feet	50
19	Ficus Repens	चिपकली बेल	1 feet	50
20	Ficus Star Light	आम अंजीर	2.5 feet	50
21	Foxtail Palm (Green Paradise)		9 feet	5
22	Foxtail Palm (Wodyeti)		9 feet	5
23	Golden Brush	गोल्डन बॉटल ब्रश	3 feet	50
24	Golden	गोल्डन बॉटल ब्रश	3 feet	20
25	Hamelia	हमिंगबर्ड बुश	3 feet	20
26	Muraya Hybrid	मरुआ पौधा	1.5 feet	100
27	Murraya Paniculata	मरुआ पौधा	3 feet	100
28	Putranjiva	पुत्रजीव	4 feet	100
29	Rabish Palm	ब्रॉडलीफ लेडी पाम या बांस पाम	2 feet	20

List of Plants purchased on 24.02.2025

S.No.	Name of Plant	Name of Plant in Hindi	Size	Qty. (Pcs.)
30	Radermachera	चाइना डॉल	3 feet	20
31	Ravenea Rexona	मैजेस्टी पाम	3 feet	10
32	Rebina Rexona Palm		3 feet	5
33	Rose Deshi	पनीर गुलाब	1 feet	50
34	Terminalia	हरीतकी	8 feet	5
35	Triangle Palm		4 feet	5
36	Ixora (Yellow / Red)		1 feet	4
37	Morpankhi		1.5 feet	5
38	Champa		7 feet	4
39	Strawberry		5 inches	5
40	Rakhi Bel		4 feet	4
41	Cijyum		6 feet	1
42	Lareta		6 feet	1
43	Gudhal		1 foot	10
44	China Ficus		6 Feet	3
45	Pheonix Palm		4 Feet	4
46	Ficus Latusa		7 Feet	1
47	Dahliya		3 Inches	100

TREE PLANTATION: ‘RARE AND EXOTIC SPECIES’

The following are some of these plant species:

1. **BISMARCKIA PALM**- This palm is native to Madagascar and is not commonly found in India.
2. **DICKSONIA RED**: This is a type of tree fern native to Australia and is quite rare in India.
3. **FICUS LYRATA**: Also known as the Fiddle-leaf Fig, it is native to West Africa and is uncommon in India.
4. **FOXTAIL PALM** (Green Paradise)- Native to Australia, this palm is relatively rare in India.
5. **RABISH PALM**: This palm is not commonly found in India and is considered exotic.
6. **RAVENEA REXONA**: Native to Madagascar, this palm is rare in India.
7. **REBINA REXONA PALM** - Another rare palm, not commonly found in India.
8. **FOXTAIL PALM** (Wodyeti) - Another variety of Foxtail Palm, also native to Australia and rare in India.

‘RARE AND EXOTIC PLANT SPECIES’

BISMARKIYA PALM

DICKSONIA RED

FICUS LYRATA

RAVENEA REXONA

REBINA REXONA PALM

FOXTAIL PALM (GREEN PARADISE)

FOXTAIL PALM (WODYETI)

RABISH PALM

THE MĀNN SCHOOL CAMPUS

A BURST OF WINGS, A CHOIR OF BEAKS – LIFE HERE SINGS IN JOY!

Hoopoe

Indian Grey Hornbill

Purple Sunbird

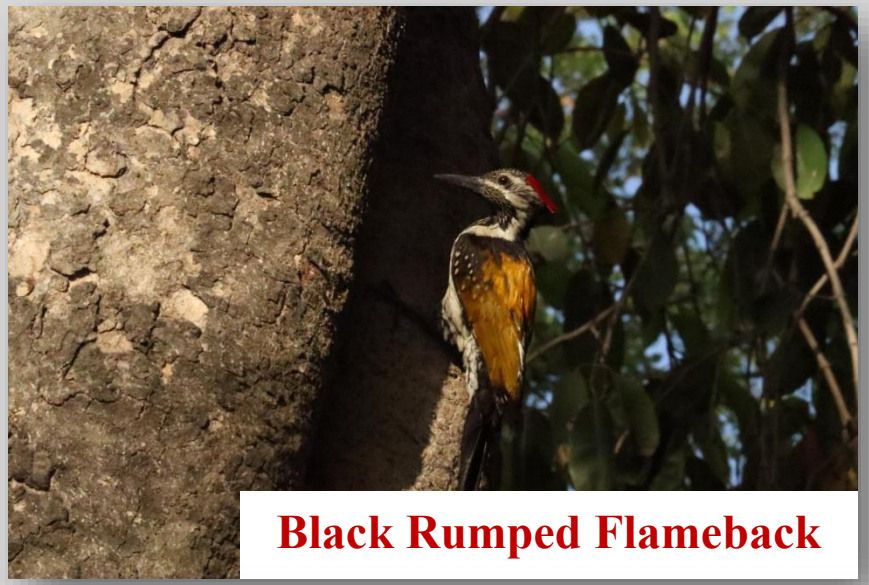
White Throated Kingfisher

Yellow-Vented Warbler

Oriental Magpie Robin

THE MĀNN SCHOOL CAMPUS

NATURE'S STAGE – WHERE EVERY BIRD PERFORMS A MASTERPIECE!



Black Rumped Flameback

Jungle Babbler

Red Whiskered Bulbul

Red Naped Ibis

Red Vented Bulbul

Indian White-Eye

BIODIVERSITY MANAGEMENT EVALUATION CRITERIA

Criteria	Evaluation Questions	Measures Taken (Biodiversity Management)	Green Warrior Score (1-5)	Inspection committee Score (1-5)
Relevance to Environmental Issues	Does the project address a real and pressing environmental issue (e.g., waste management, energy conservation, biodiversity, climate change)? Is it locally relevant?	- Native tree plantation drives. - Wildlife habitat creation (birdhouses, insect hotels).	**5**	
Educational Impact	Are students actively involved in designing, implementing, and monitoring the project? Does it enhance environmental awareness and foster responsibility? Are there interdisciplinary learning opportunities?	- Student-led biodiversity audits. - Workshops on local ecosystems.	**4**	
Sustainability	Can the project be sustained over time without excessive external resources? Does it promote long-term behavioral changes (e.g., reducing waste, conserving water)? Are renewable resources prioritized?	- Permaculture gardens. - Composting with organic waste. - Rainwater harvesting for green spaces.	**5**	
Participation and Collaboration	Are all stakeholders (students, teachers, staff, local community) involved? Does it encourage teamwork? Are external experts or organizations engaged?	- Community biodiversity festivals. - Teacher training on conservation.	**5**	

BIODIVERSITY MANAGEMENT EVALUATION CRITERIA

Criteria	Evaluation Questions	Measures Taken (Biodiversity Management)	Green Warrior Score (1-5)	Inspection committee Score (1-5)
Innovation and Creativity	Does the project employ innovative or creative solutions? Are unique methods or tools used for education, monitoring, or implementation?	- Mobile apps for species identification. - "Adopt-a-Tree" programs with QR code tracking. - Art installations using recycled materials.	**5**	
Measurable Outcomes	Are there clear, measurable goals (e.g., waste reduction percentage, energy savings)? Is there a system to monitor progress and assess impact?	- Annual biodiversity surveys (species count). - Carbon sequestration metrics from planted trees. - Reduction in pesticide use.	**5**	
Environmental Impact	Does the project lead to tangible benefits (e.g., increased green cover, reduced carbon footprint)? Are unintended negative consequences mitigated?	- Increase in pollinators (bees/butterflies). - Soil health improvement. - Noise/air pollution buffers with green walls.	**4**	
Scalability and Replicability	Can the project be scaled up or replicated in other schools? Does it provide a model or best practices for others?	- Manuals/documentation shared with other schools. - Seed bank for native species.	**5**	

BIODIVERSITY MANAGEMENT EVALUATION CRITERIA

Criteria	Evaluation Questions	Measures Taken (Biodiversity Management)	Green Warrior Score (1-5)	Inspection committee Score (1-5)
Cost-Effectiveness	Are resources used efficiently? Is the cost justified by the project's impact?	- Use of recycled materials for infrastructure. - Grants/funding for native species procurement.	**5**	
Documentation and Communication	Is the project well-documented? Can students effectively present its goals and achievements?	- Student-maintained biodiversity blogs/vlogs. - Annual "Green Report" publication.	**4**	
Cultural and Ethical Sensitivity	Does the project respect local culture and traditions? Are ethical considerations (inclusivity, fairness) addressed?	- Inclusive participation (all student groups).	**5**	
Resilience and Adaptability	Can the project adapt to unforeseen challenges (e.g., weather changes, resource availability)? Does it prepare students to think critically about solving problems in varying contexts?	- Drought-resistant native plant selection.	**5**	

BIODIVERSITY MANAGEMENT
GREEN WARRIORS SPEAK

WASTE MANAGEMENT
PROJECT GOAL

"Plastic Mukt Abhiyaan 2.0" – Ban on Single-Use Plastic (SUP)

To transform The Mānn School and its surrounding community into a **single-use plastic (SUP)-free zone** while achieving **100% paper waste recycling/reuse**, through student-led campaigns, sustainable alternatives, and circular economy practices.

WASTE MANAGEMENT
PROJECT TEAM

TEACHER I/C: K RAVI CHANDRA

STUDENT TEAM LEADERS:

1. GARGI	CLASS XI
2. MANPREET SHARMA	CLASS X
3. TRINA NINGOMBAM	CLASS IX
4. RUDRANSH	CLASS VIII
5. NISHTHA KHATRI	CLASS VII

SUPPORTIVE ADMIN STAFF:

1. Mr AJIT KASHYAP
2. Mr RISHAV SAXENA

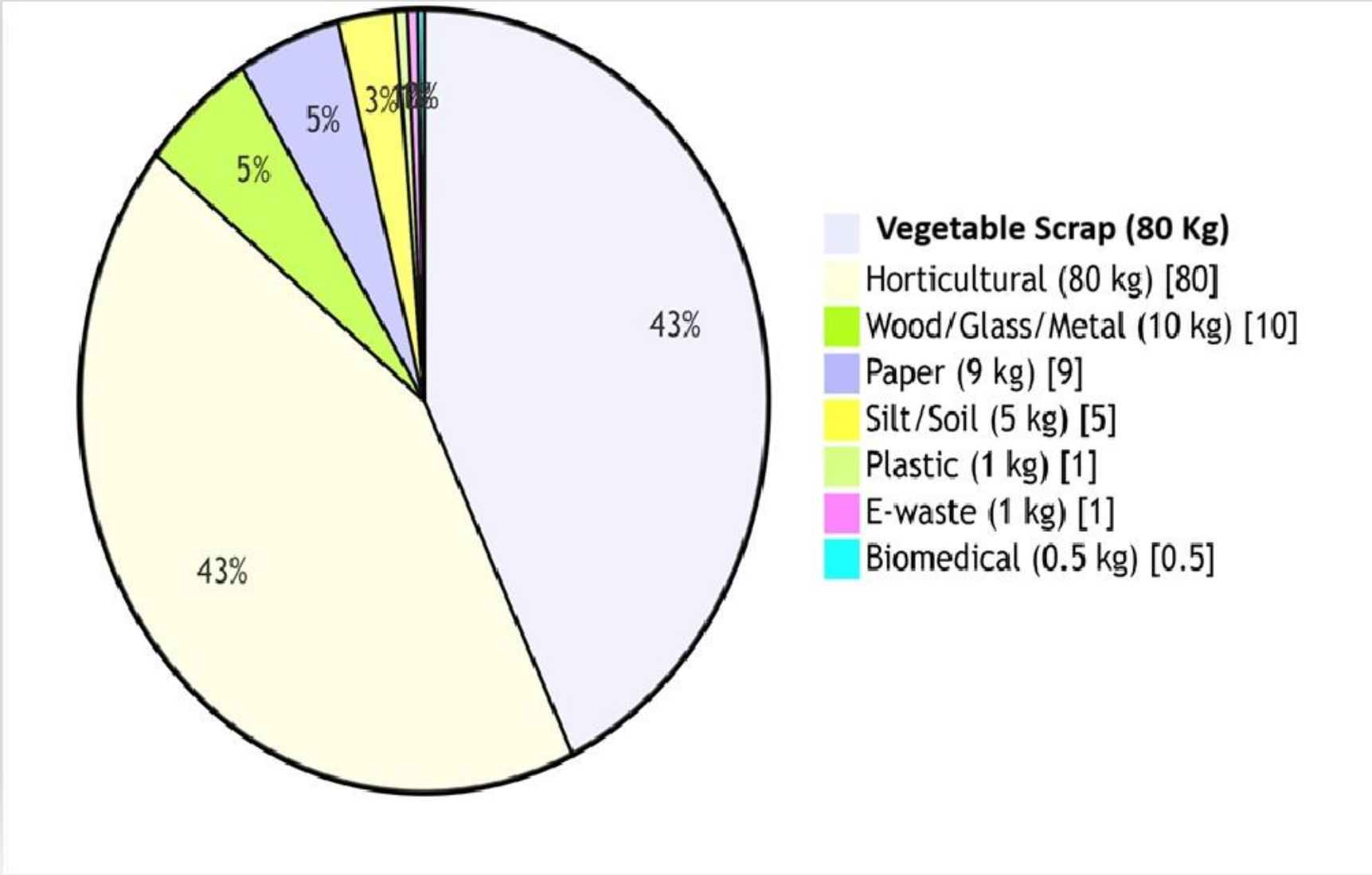
WASTE MANAGEMENT
BASELINE ASSESSMENT

TYPE OF WASTE	SOURCE	QUANTITY (per month)
Plastic	Entire school	1 kg
Paper	Classrooms, labs, staffroom and library etc.	9 kg
Silt, soil, mud	Open areas of the school.	5 kg
Vegetable scraps (including peels of onion and vegetables)	Classrooms, tuckshop, dining hall.	80 kg
Horticultural waste	Lawns, ground,clay pots and planted area	80 kg
Wood , glass, metal scrap, other scrap	Everywhere	10 kg
Electronic and computer consumables	Offices, labs, classrooms and staffrooms	3 kg
Biomedical waste	Infirmary/Clinic or the sick room	½ kg
Others specify	Everywhere	
Total waste		188.5 kg

WASTE MANAGEMENT
BASELINE ASSESSMENT

Type of waste	Quantity reused and / or recycled	Percentage
Plastic	Segregated Plastic waste was also handed over to ICPE during the plastic collection drive in school. 10 % of the plastic waste is sold to the junk dealer	90% utilization
Paper	Newspapers are used to decorate the display boards, and papier Mache is used to create decorative items. Old books are donated to NGOs, underprivileged children, and old-age homes. 15 % of the paper waste is sold to junk dealer	85 %utilization
Soil, silt and mud	Distributed evenly in unpaved area.	100% utilization
Vegetable scrap	Vegetable scrap/ waste goes to pig farms for use in the saddler's house, and vegetable peels go to the composting area for the formation of manure	100% utilization
Horticultural waste	Vermicomposting and natural composting	100% utilization
Wood, glass, metal scrap	Wood is used up by the in-house carpenter in the repair works. 20 % of the glass waste and scrap are sold to the junk dealer	80% utilization
Biomedical waste	Our doctor, Dr. R.P. Singh, forwards the biomedical wastes to Bhagwan Mahavir Jain Hospital, where they recycle it	100% utilization

WASTE MANAGEMENT
BASELINE ASSESSMENT



WASTE MANAGEMENT
PROJECT ACTION PLAN

Phase 1: Preparation & Awareness (Week 1- Week 4)

- **Objective:** Build knowledge, gather data, and mobilise the student team.
- **Key Actions:**
- **Student Eco-Task Force Formation:**

  Student leaders are selected from classes VI – XII. They are recognised as the **'Trash Titans'.**

  They are assigned the roles of **Audit Team, Awareness Squad, and Vendor Liaison Group.**

  A workshop has been conducted for these Green Warriors on **SUP hazards, plastic and paper waste audits, and its advocacy**.

WASTE MANAGEMENT PROJECT ACTION PLAN

Phase 1: Preparation & Awareness (Week 1- Week 4)

Baseline SUP and paper waste audit

Students audit the plastic waste and paper waste in the school campus **(canteen, classrooms, events)** and nearby shops.

They document the types of SUP, quantity of SUP **(e.g., straws, bags, packaging),** types, quality, and amount of paper wasted.

They create a **'Heat Map'** to identify high-usage zones for the SUPs and a data sheet for paper waste.

WASTE MANAGEMENT
PROJECT ACTION PLAN

Phase 1: Preparation & Awareness (Week 1- Week 4)

Awareness Campaign Launch

An awareness drive will be carried out involving all the students, teachers, and volunteers.

Student-designed posters, assembly skits, and social media appeals **(#SayNoToPlastic)** become an integral part of the drive.

Pledge drive: Students and teachers take a pledge to discourage the use of SUP and to recycle paper waste from the local vendors and shopkeepers.

WASTE MANAGEMENT PROJECT ACTION PLAN

Phase 2: Intervention (Month 2- Month 6)

SUP Elimination

Replacing any form of SUP in canteen and dining hall with steel cutlery/paper straws.

Rewarding or complimenting the compliant vendors with **'Green Shop'** badges.

Annual 'Plastic-Free' drives to distribute student-made cloth bags.

Paper Waste Revolution

Installing **'Paper Banks'** in the school, students sort recyclable (notebooks) and compostable paper waste.

Semi Annual Upcycling workshops: Transform waste paper into some reusable items/ bookmarks/gift items, and decorative items.

Community Partnerships

Training/motivating local vendors to adopt alternatives

Collaborating with recyclers for paper waste collection

WASTE MANAGEMENT
PROJECT ACTION PLAN

Aligned with SDG 12 & 13, our Blue Nudge Ambassadors (Class IV onwards) lead a paper waste collection & segregation drive, turning waste into impact. Recognised for sustainable action, we're shaping eco-conscious leaders for a greener future.

WASTE MANAGEMENT
PROJECT ACTION PLAN

Phase 3: Sustain & Scale (Month 7- Month 12)

Monitor Progress:

Monthly weigh-ins: Keeping a track of SUP reduction (%) and paper recycled (kg).

Readings are displayed regularly on the **'Waste Warrior Leaderboard'.**

Celebrate & Expand:

We celebrate Eco Week Annually, and this year we have a proposal to award the **'Eco Excellence Trophy'** title to the best of the classes that align their actions with the project goals.

Also, the success stories are shared with the neighbouring schools.

METAMORPHOSIS OF WASTE BY THE GREEN WARRIORS

- Our young conservationists champion SDG 15 (Life on Land) by handcrafting bird feeders, providing vital summer sustenance for our feathered friends while turning sustainability into beautiful, functional art.

FROM TRASH TO TREASURE

- Transforming Waste into Wonder: Our Eco Club breathes new life into paper waste through creative papier-mâché upcycling (SDG 12), crafting stunning decorative pieces from the in-house paper recycling unit for our Annual Exhibition.

PLASTIC MUKT ABHIYAAN

Our young eco-ambassadors take environmental education beyond classroom walls! Through vibrant street plays, interactive vendor engagements, and practical cloth bag distribution, they transform Holambi Village into a sustainability classroom. Driving on SDG 11 (Sustainable Cities) and SDG 12 (Responsible Consumption), their recurring 'Do Not Litter' campaign doesn't just clean streets, it sows seeds of behavioural change, turning awareness into action for greener communities.

COMMUNITY OUTREACH PROGRAMME

Wherever our students explore, from mountain treks to heritage tours, they carry the message of plastic-free living, educating communities about the national ban on single-use plastics. We turn awareness into action by empowering local vendors with reusable cloth bags, creating a sustainable ripple effect.

These purposeful initiatives prove how small steps, when multiplied by passionate youth, can drive big changes towards responsible consumption (SDG 12).

WASTE MANAGEMENT EVALUATION CRITERIA

Criteria	Evaluation Questions	Measures Taken (Waste Management)	Trash Titans' Score (1-5)	Inspection committee Score (1-5)
Relevance to Environmental Issues	Does the project address pressing issues (e.g., biodiversity, waste, energy, water)? Is it locally relevant?	- Plastic Mukt Abhiyaan 2.0: Ban on single-use plastics (SUP). - 100% paper waste recycling/reuse.	**5**	
Educational Impact	Are students actively involved? Does it foster awareness and interdisciplinary learning?	- Student-led SUP audits and "Heat Maps". - Papier-mâché upcycling workshops (SDG 12).	**5**	
Sustainability	Can the project be sustained long-term? Does it promote behavioural change?	- Vermicomposting of horticultural/food waste. - Cloth bag distribution to vendors.	**5**	
Participation & Collaboration	Are stakeholders (students, staff, community) engaged? Are external partners involved?	- Community outreach: Street plays, vendor training, collaborations with recyclers/hospitals.	**5**	

WASTE MANAGEMENT EVALUATION CRITERIA

Criteria	Evaluation Questions	Measures Taken (Waste Management)	Trash Titans' Score (1-5)	Inspection committee Score (1-5)
Innovation & Creativity	Does the project use innovative solutions?	-'Paper Banks' in classrooms. -Eco Week with "Tidy Titan Trophy".	**5**	
Measurable Outcomes	Are goals quantifiable? Is progress monitored?	-Semi Annually weigh-ins of SUP reduction (%) and paper recycled (kg). -90% plastic waste utilisation.	**4**	
Environmental Impact	Does it yield tangible benefits? Are negatives mitigated?	-100% utilization of food/horticultural waste. -Biomedical waste recycled via Jain Hospital.	**5**	
Scalability & Replicability	Can it be scaled/replicated?	-"Green Shop" badges for compliant vendors. -Success stories shared with neighbouring schools.	**5**	

WASTE MANAGEMENT EVALUATION CRITERIA

Criteria	Evaluation Questions	Measures Taken (Waste Management)	Trash Titans' Score (1-5)	Inspection committee Score (1-5)
Cost-Effectiveness	Are resources used efficiently?	- Recycled materials for infrastructure. - Junk dealer partnerships for scrap sales.	**5**	
Documentation & Communication	Is the project well-documented? Can students communicate outcomes?	- Social media campaigns (**#SayNoToPlastic**) . - Pledge drives documented.	**5**	
Cultural & Ethical Sensitivity	Does it respect local culture/traditions? Are ethical considerations addressed?	- Inclusive participation (all student groups). - Donation of old books to NGOs.	**5**	
Resilience & Adaptability	Can it adapt to challenges (e.g., weather, resources)?	- Contingency plans for SUP ban enforcement.	**5**	

WASTE MANAGEMENT
TRASH TITANS SPEAK

ENERGY MANAGEMENT
PROJECT GOAL

Project 'Energy Guardians': To cultivate energy-conscious behaviours among students while achieving measurable reductions in classroom energy use through peer monitoring and data-driven actions.

ENERGY MANAGEMENT PROJECT TEAM

TEACHER I/C: Ms DIVYA RATHI

STUDENT TEAM LEADERS:

1. AADYA SHRESTH	CLASS XI
2. AMRIT VATS	CLASS X
3. KANAV SONI	CLASS IX
4. PARTH MANN	CLASS VIII
5. PONISH DABAS	CLASS VII

SUPPORT STAFF:

1. Mr RISHAV SAXENA (EM)
2. Mr SHIV KUMAR (HEAD ELECTRICIAN)

ENERGY MANAGEMENT
BASELINE ASSESSMENT / AUDIT OF FUEL CONSUMPTION

S. No	Source of energy	Quantity consumed/monthly average
1	Electricity from Discom (kWh)	258
2	Electricity from generator (diesel) (litres)	50 Ltrs
3	Petrol (litres)	335 Ltrs
4	Diesel (litres)	50 Ltrs
5	CNG (kilogrammes)	800 KG
6	Kerosene (litres)	NA
7	Coal (kilogrammes)	NA
8	Wood (kilogrammes)	NA
9	Animal waste (kilogrammes)	NA
10	Solar (units)	15000 Units approx.
11	Wind (kwh)	NA
12	LPG (kilogrammes)	40 cylinders approx. (in summer) 50 cylinders approx. (in winters)
13	Piped Natural Gas (Litres or standard cubic metre)	NA
14	Biogas (Litres or Cubic metre)	NA

ENERGY MANAGEMENT
BASELINE ASSESSMENT / AUDIT OF APPLIANCE USAGE

S. No	Appliances/Equipment	Number	Size/Wattage	BEE Star Rating	Power Usage / Day
1	Air Conditioners	40	1.5 Ton/ 1200 W	5 Star *****	384 kWh/ Day
2	Refrigerator	5	183 Ltrs/ 215 W	5 Star *****	25.8 kWh/day
3	Microwave	5	11 inches/ 1000W	5 Star ****	10 kWh/day
4	LED Lights	740	18 W	5 Star *****	79.9 kWh/ day
5	CFL Bulbs	120	9 W	5 Star *****	6.48 kWh/ day
7	Fans	550	50 W	3 Star ***	165 kWh/day

ENERGY MANAGEMENT
BASELINE ASSESSMENT / AUDIT OF POWER USAGE

Month	Solar Generated (TATA, kWh)	Billed Consumption (CER, kWh)	Efficiency (%)	Grid Dependency (%)	Remarks
Jun 2023	1,520	1,680	90.5%	9.5%	Slightly higher solar output and efficiency compared to Jun 2021
Jul 2023	4,600	4,950	92.9%	7.1%	Improved solar generation, maintaining low grid dependency
Aug 2023	5,000	5,200	96.2%	3.8%	Peak performance with the highest efficiency this year
Sep 2023	4,700	4,900	95.9%	4.1%	Consistent efficiency, slightly better than Sep 2021
Oct 2023	4,400	4,650	94.6%	5.4%	Stable performance, matching Oct 2021 trends
Nov 2023	4,100	4,350	94.3%	5.7%	Minor dip in solar output due to seasonal changes
Dec 2023	3,900	4,150	94.0%	6.0%	Slightly lower efficiency but still on par with Dec 2021
Jan 2024	3,750	3,980	94.2%	5.8%	Steady performance despite winter conditions
Feb 2024	4,050	4,300	94.2%	5.8%	Recovery in solar output compared to Jan 2024
Mar 2024	~4,200 (partial)	~4,450 (partial)	~94.4%	~5.6%	Strong finish to the fiscal year, with partial data showing consistency

ENERGY MANAGEMENT PROJECT ACTION PLAN

1. Student Energy Audits (No Meters Required)

Tool	Method	Frequency
Checklist Sheets	Energy Guardians will note: - Lights/fans left ‘ON’ - Unplugged devices in the classes / labs	Daily random checks
Classroom Whiteboards	Energy Star Ratings will be made public (⭐ to ⭐⭐⭐⭐⭐)	Weekly updates
Bill Analysis	Pre/Post-project kWh usage will be compared	Monthly during Science / Physics class

ENERGY MANAGEMENT PROJECT ACTION PLAN

2. Behaviour Change Strategies

1. "Switch Off" Stickers: Student-designed reminders near all switches.

Implementation:
A school-wide competition will be organised where students design creative, eye-catching stickers with slogans like ***"Save Energy—Switch Off!"*** or ***"Be a Hero, Kill the Glow!"***

Attractive and creative designs will be selected and printed on waterproof and durable sheets.

They will be placed **right next to light switches, fans, and AC units** in classrooms, labs, and common areas.

The most attractive and creative design will be awarded during the school assembly.

ENERGY MANAGEMENT PROJECT ACTION PLAN

2. Teacher Partnerships: 2-minute "Energy Minutes" during morning assembly

Implementation:
Teachers will take turns giving a **quick tip (2 minutes max.)** at the start of the day, e.g.:

"Did you know? Keeping fans on when not needed wastes enough electricity to charge 100 phones!"

"Today's challenge: If you're the last to leave class, check all switches!"

Topics of discussion will change weekly (e.g., electricity, water, paper waste).

ENERGY MANAGEMENT PROJECT ACTION PLAN

3. Eco Club ‘Mystery Audits’: Surprise checks with instant feedback

Implementation:

Eco Club members (or a rotating student team) will conduct **unannounced checks** of classrooms during breaks.

They note:

Lights/fans left ‘ON’ in empty rooms

Unnecessary AC usage in classrooms

Instant feedback:

They may leave a **smiley (✓) or frowny (✗) sticky note** on the door with a brief comment (e.g., *"Great job—all switches off!"* or *"Oops! Fan was running—let’s improve!"*).

Weekly **public recognition** (e.g., ‘Most Energy Efficient Class of the Week’).

ENERGY MANAGEMENT

Powering the Future: The Mānn School's solar revolution harnesses SDG 7 (affordable & clean energy) while lighting young minds!

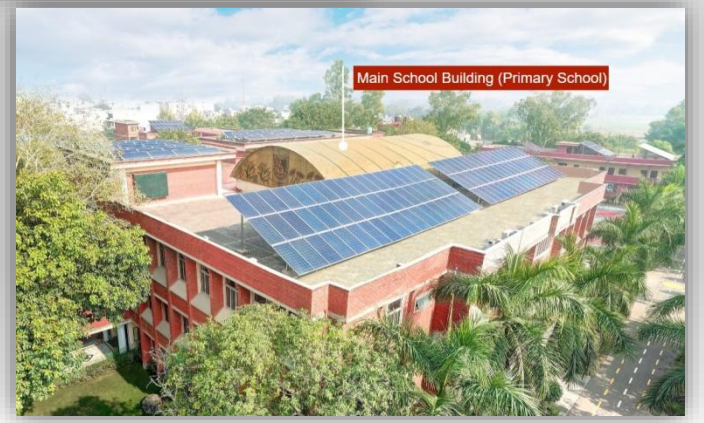
Our campus transforms sunlight into both clean electricity and priceless learning opportunities through:

🌞 **300 kVA Rooftop Solar Array** - A shimmering sea of panels meeting 75%+ of our power needs.

🌡️ **Natural Climate Control** - Solar-shaded buildings maintain cooler temperatures.

♨️ **Solar Thermal Systems** - Harnessing the sun's warmth for sustainable hot water.

This investment in renewable infrastructure doesn't just slash costs, it energises sustainability education, proving green technology can power both our grid and our students' imaginations for a brighter tomorrow.



SOLAR WATER HEATERS ON ROOFTOP

ENERGY MANAGEMENT

“Lighting the Way to Sustainability: The Mānn School illuminates SDG 7 (Affordable & Clean Energy) & SDG 13 (Climate Action) Through Cutting-Edge LED Efficiency!”

Our campus shines as a beacon of sustainable innovation with:

💡 **100% LED Lighting** – From classrooms to conference halls, washrooms to walkways.

🌎 **Energy-Smart Infrastructure** – Slashing power consumption while enhancing visibility.

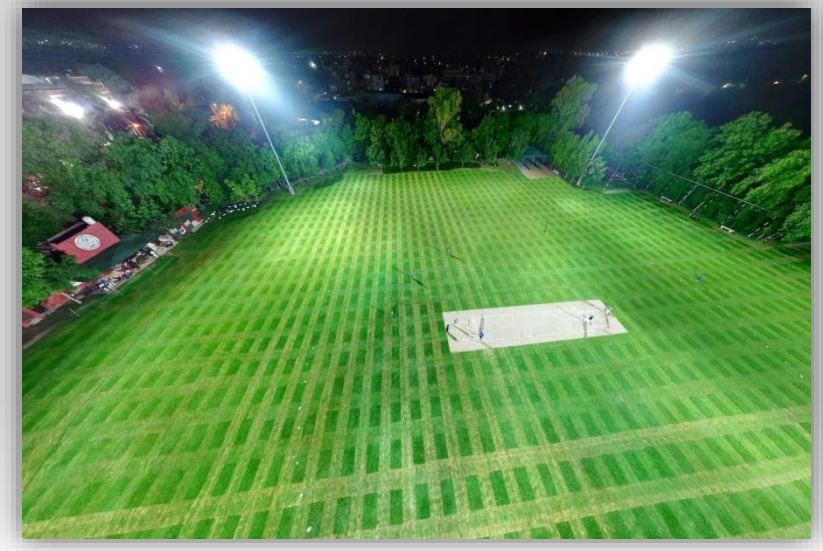
📊 **Measurable Impact** – Dramatically reducing our carbon footprint, lumen by lumen.

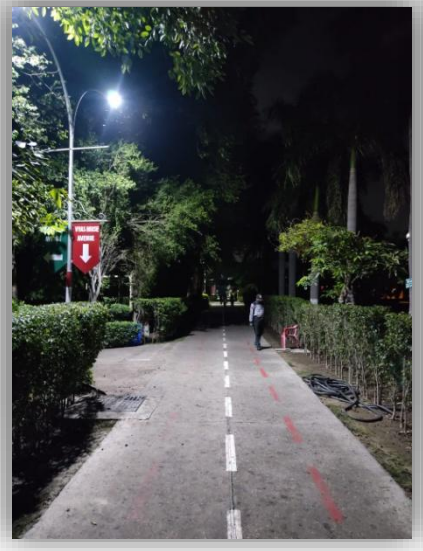
This campus-wide commitment to efficient lighting doesn’t just brighten spaces, it enlightens minds about responsible energy use, proving sustainability can be both brilliant and practical.

ENERGY MANAGEMENT

LED lights illuminate every habitable space, either outdoors or indoors.






ENERGY EFFICIENT MEASURES AT THE MĀNN SCHOOL

Driving sustainable change: Our campus embraces clean mobility with ‘Birdie’ – the electric vehicle revolutionising intra-campus travel while advancing SDG 7 (affordable & clean energy) and SDG 13 (climate action).

ARCHITECTURAL MARVEL

Girls' hostel (White Flower Hall): Its architecture has been recognised as the most energy efficient and sustainable. It has featured in ARCHITECTURE + DESIGN magazine and WORLD ARCHITECTURE NEWS magazine.

ARCHITECTURAL MARVEL

The school building provides an aesthetic feel with its lush green lawns, façade of trees, and naturally shaded lanes.

ENERGY MANAGEMENT EVALUATION CRITERIA

Criteria	Evaluation Questions	Measures Taken (Energy Management)	Energy Guardians' Score (1-5)	Inspection committee Score (1-5)
Relevance to Environmental Issues	Does the project address pressing energy issues (e.g., conservation, renewable energy)? Is it locally relevant?	- Project "Energy Guardians" to cultivate energy-conscious behaviours. - 300 kVA Rooftop Solar Array meeting 75%+ of power needs.	**5**	
Educational Impact	Are students actively involved? Does it enhance awareness and interdisciplinary learning?	- Student Energy Audits using checklists and bill analysis in Science/Physics classes. - "Energy Minutes" during morning assemblies.	**4**	
Sustainability	Can energy-saving practices be sustained long-term? Does it promote behavioural change?	- 100% LED lighting campus-wide. - Solar thermal systems for sustainable hot water.	**5**	
Participation & Collaboration	Are stakeholders (students, staff, community) engaged?	- Eco Club 'Mystery Audits' with instant feedback (smiley/frowny notes). - Teacher partnerships for energy tips.	**5**	

ENERGY MANAGEMENT EVALUATION CRITERIA

Criteria	Evaluation Questions	Measures Taken (Energy Management)	Energy Guardians' Score (1-5)	Inspection committee Score (1-5)
Innovation & Creativity	Does the project use innovative energy solutions?	- "Switch Off" stickers near switches competition. - Electric vehicle ('Birdie') for intra-campus travel.	**5**	
Measurable Outcomes	Are energy goals quantifiable? Is progress monitored?	- Monthly kWh usage comparisons (pre/post-usage). - Solar efficiency tracking (e.g., 96.2% in Aug 2023).	**5**	
Environmental Impact	Does it reduce carbon footprint? Are negatives mitigated?	- 75%+ solar energy dependency (reduced grid use). - Natural climate control via solar-shaded buildings.	**5**	
Scalability & Replicability	Can it be scaled/replicated?	- Energy-smart infrastructure model shared with other schools.	**5**	

ENERGY MANAGEMENT EVALUATION CRITERIA

Criteria	Evaluation Questions	Measures Taken (Energy Management)	Energy Guardians' Score (1-5)	Inspection committee Score (1-5)
Cost-Effectiveness	Are resources used efficiently?	- Grants/funding for renewable tech.	**5**	
Documentation & Communication	Is the project well-documented?	- Public "Waste Warrior Leaderboard" for energy savings.	**4**	
Cultural & Ethical Sensitivity	Does it respect local needs?	- Inclusive student roles in audits (all grades). - Ethical procurement of renewable tech.	**5**	
Resilience & Adaptability	Can it adapt to challenges (e.g., weather)?	- Drought-resistant energy plans. - Backup systems for monsoon/low-solar periods.	**5**	

ENERGY MANAGEMENT
ENERGY GUARDIANS SPEAK

WATER MANAGEMENT
PROJECT GOAL

Community Water Quality Testing & Awareness

Students will test water quality in nearby community water sources (wells, taps) every quarter and share findings with local authorities by the end of the school year.

WATER MANAGEMENT
PROJECT TEAM

TEACHER I/C: K RAVI CHANDRA

STUDENT TEAM LEADERS :

1. PRATIK SHARMA	CLASS XI
2. SAMARTH NARAYAN	CLASS X
3. KARTIK SHARMA	CLASS IX
4. AAHANA KHATRI	CLASS VIII
5. RUDRA TUSHIR	CLASS VII

SUPPORT STAFF:

1. Mr RISHAV SAXENA (EM)
2. Mr PRASHANT (PLUMBER)



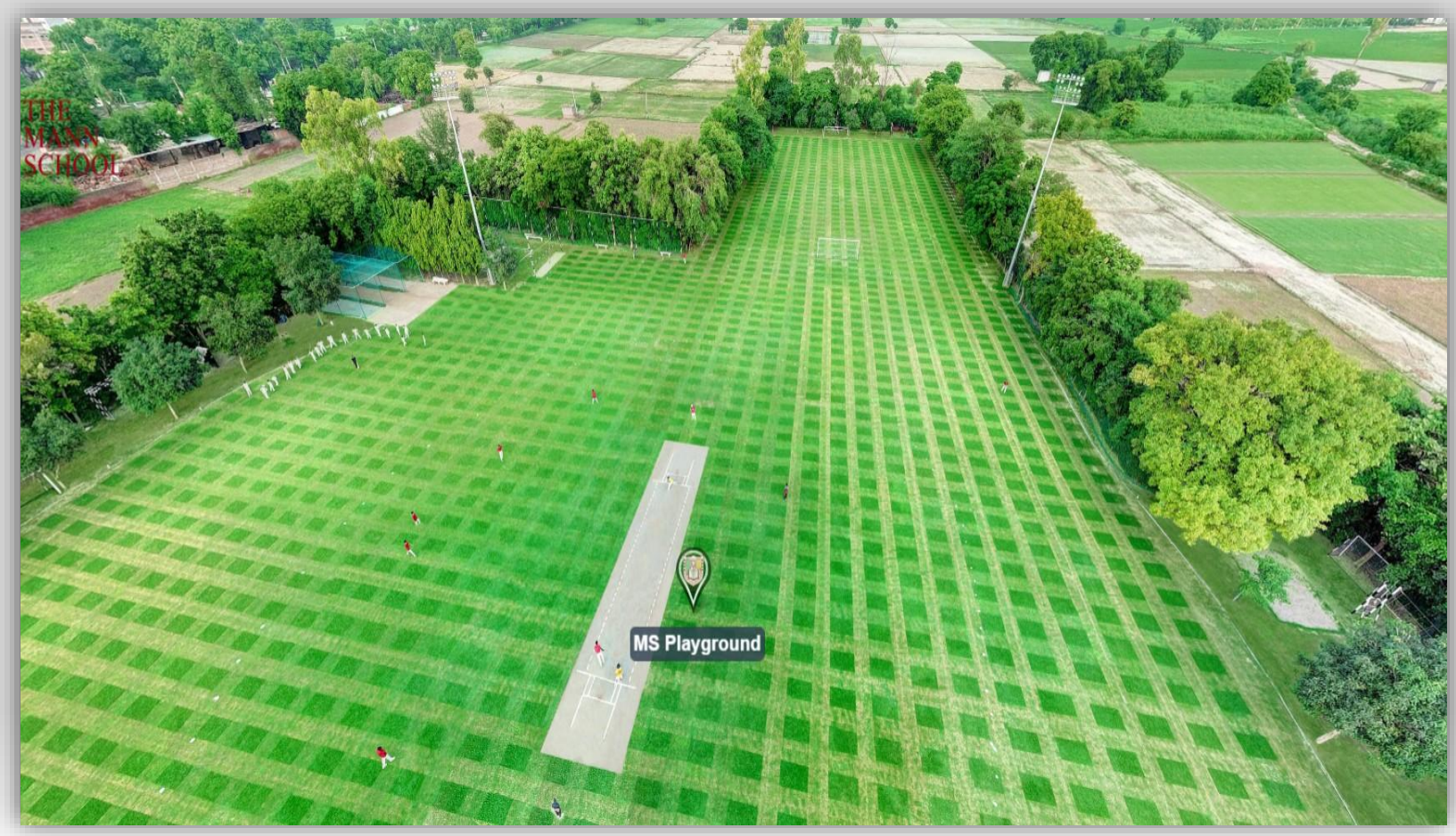


WATER MANAGEMENT
BASELINE ASSESSMENT

Details	Value in Sq. ft.
Total area of the school	9,58,320
Total area occupied by buildings	1,76,583
Total open area	7,81,737
Area covered by Water bodies	776
% of Water body compared to total school area	0.80%
% of Water body compared to total open area	0.099%

WATER MANAGEMENT

More than a playground, our field is a living ecosystem where sport meets sustainability. The permeable turf embraces SDG 6 by recharging groundwater with every rain, while its lush surface elevates athletic performance and nurtures biodiversity (SDG 15). Here, every game played also plays its part in nurturing the planet, a winning combination for athletes and the Earth.



WATER MANAGEMENT
BASELINE ASSESSMENT

Sr. No	Pit size in feet	Volume of pits in cubic ft.	Capacity in cubic metre(m^3)	Capacity in litres
1	28x10x12	3,360	95.14	95,140
2	5x5x5	125	3.54	3,540
3	20x11x12	2,640	74.76	74,760
4	3x3x4	36	1.02	1,020
Total		**6,161**	**174.46**	**1,74,460**

RAINWATER HARVESTING

Harvesting Every Drop for a Sustainable Future: Our School’s four Rainwater Harvesting Pits uphold SDG 6 (Clean Water & Sanitation) by Capturing Nature's Bounty!

This innovative water conservation system transforms rainfall into a precious resource, channeling thousands of litres to nourish our lush lawns and thriving gardens, turning every monsoon into an opportunity for responsible irrigation and environmental stewardship.

WATER MANAGEMENT
BASELINE ASSESSMENT

SR. NO.	LOCATION	DIMENSIONS	TOTAL AREA in Sq.m (m^2)
1	**VIJAYANTA TANK LAWN**	50 X 30	1,500 Sq.m
2	**SCIENTIA PARK**	36 X 20	720 Sq.m
3	**HORSE RIDING ARENA**	47 X 38	1,786 Sq.m
4	**PLAYGROUND**	6.5 acres	26,304.6 Sq.m
		TOTAL AREA	31,750.6 Sq.m

WATER WISDOM: CONSERVATION, INNOVATION & RESPONSIBILITY

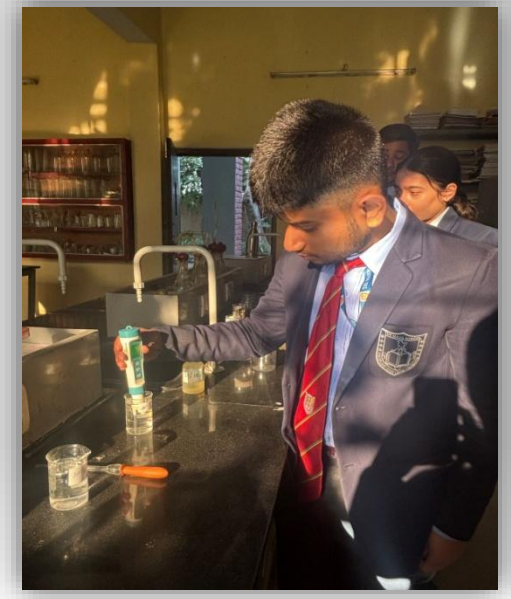
Our young innovators have engineered an advanced drip irrigation system using ATL lab modules, merging science and technology (STEM learning) with SDG 6 (Clean Water) and SDG 12 (Responsible Consumption).

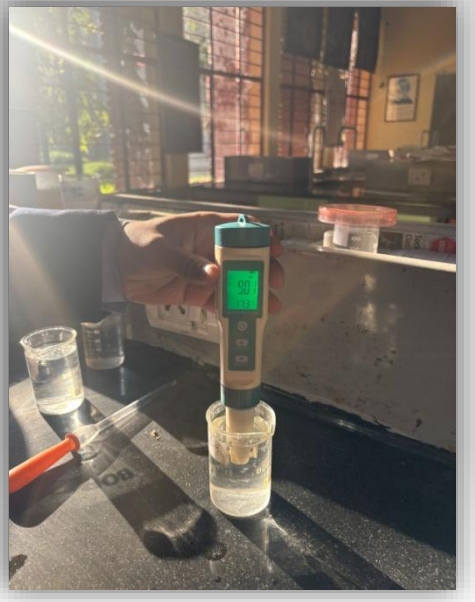
Looking ahead, we've proposed an ambitious expansion:

Automated smart irrigation networks adjusting to soil conditions.

Hydroponic farming stations as living labs for soil-less agriculture.

AI-powered water monitoring ensuring optimal usage of water.





WATER MANAGEMENT PROJECT ACTION PLAN

Phase 1: Planning & Preparation: Month 1

1.Team Formation & Roles:

Students identified as **"Jalrakshaks"** will be assigned their specific role in the project. (e.g., testers, data recorders, outreach coordinators).

2. Source Selection:

Frequently used water sources are identified (e.g., public taps, wells, streams).

Map locations and note contamination risks (e.g., nearby industries, sewage lines).

3.Testing Protocol Design:

Parameters to be tested are finalised and explained to the students: **pH, turbidity, bacteria (*E. coli*/*Coliforms)***. They are equipped with the pH strips, turbidity tubes, and test kits.

4. Permissions & Safety:

Offsite testing approval should be taken from the school authority and local authorities (if required).

Students should be aware of safe water sampling and hygiene practices.

WATER MANAGEMENT
PROJECT ACTION PLAN

Phase 2: Testing & Data Collection (Quarterly)

1.Field Testing:

Each water source is to be visited with test kits, and a record of the results is to be maintained on standardised sheets.

Photos/videos are taken as proof for documentation.

2.Data Compilation:

Recorded results are fed into a spreadsheet for analysis.

Based on the results, we classify the water sources as "safe" or "unsafe" as per WHO standards.

SURVEY OF THE SCHOOL CAMPUS

Empowering young environmental stewards: Our students lead cutting-edge campus sustainability audits aligned with global goals.

Through our **Environmental Management Program**, budding scientists conduct:

🔬 **Soil Health Tests** (SDG 15: Life on Land)

💧 **Water Quality Analyses** (SDG 6: Clean Water)

🌬️ **Air Quality Monitoring** (SDG 11: Sustainable Cities)

🌿 **Greenery & Waste Audits** (SDG 12: Responsible Consumption)

These hands-on surveys don't just collect data, they empower students to become solution architects, turning critical environmental insights into actionable strategies for campus sustainability.

SURVEY OF THE SCHOOL CAMPUS

These hands-on surveys don't just collect data; they empower students to become solution architects, turning critical environmental insights into actionable strategies for campus sustainability.

SURVEY OF THE SCHOOL CAMPUS

AIR QUALITY MONITORING

SOIL PARAMETERS MONITORING

WATER PARAMETERS MONITORING

ELECTRICITY USAGE MONITORING

PLANTS SURVIVAL RATE MONITORING

CLASSROOM DIMENSIONS AUDIT

SOLID WASTE MANAGEMENT SURVEY

SURVEY OF THE SCHOOL CAMPUS

S.No	AREA	SPECIFIC AREA		SOIL PARAMETERS			WATER PARAMETERS				AIR PARAMETERS		
			Date of survey	pH	Temprature °c	Humidity %	pH	Temprature °c	Humidity %	Salt ppm	Air Quality	Temprature °c	Humidity %
1	Senior School Building	Water cooler	03.07.2024	7.5	29.8	40.50%	7.42	19.4	39	0.1	17	25	49%
2		Chemistry Lab	07.08.2024	7.12	31.1	45%	7.42	26.5	45	0.13	18	31	48%
3		Biology Lab	14.08.2024	7.49	28	49%	7.03	29.9	44	0.13	25	28	44%
1	Primary School building	Water cooler	03.07.2024	8.12	30	52	7.14	27	44	0	25	28	44%
2		Water Cooler	10.07.2024	8.12	30	52	7.2	30	53	0.01	33	29	53%
3		Vijayanta Lawn	07.08.2024	8.12	30	52	7.2	30	53	0.01	33	29	53%
4		The Meadows	14.08.2024	7.58	32.8	53	7.2	30	53	0.01	33	29	53%
1	Hostels	Girls Hostel	04.09.2024	7.12	31.1	55%	7.09	26.5	45	0.13	18	31	48%
2		Junior Boys Hostel	11.09.2024	7.69	30	60%	7.03	29.9	78	0.13	25	28	44%
3		Dayanand House	11.09.2024	7.69	30	60%	7.03	29.9	78	0.13	25	28	44%
4		Buddha House	11.09.2024	7.69	30	60%	7.03	29.9	78	0.13	25	28	44%
5		Vyas House	11.09.2024	7.69	30	60%	7.03	29.9	78	0.13	25	28	44%
1	Sports Area	Playground	04.09.2024	7.12	31.1	55%	7.09	30	80	0.13	25	28	44%
2		Swimmimg Pool	11.09.2024	7.8	30	65	7.59	33	76	0.13	25	28	44%
1	Common Places	Library	07.08.2024	8.12	30	52	7.08	33	53	0.01	18	26	53%
2		Dining Hall	14.08.2024	7.58	32.8	53	7.04	33	53	0.01	16	25	45%

WATER MANAGEMENT
PROJECT ACTION PLAN

Phase 3: Analysis & Reporting: Month 3 (after first test) + Ongoing

1.Trend Analysis:

Quarterly results to be compared to identify contamination patterns.

2.Report Creation:

Design infographics for community outreach, and summarised results will be generated for submission.

3.Stakeholder Engagement:

This project will help the local community to get a detailed analysis of the water quality of their frequently used water bodies.

WATER MANAGEMENT EVALUATION CRITERIA

Criteria	Evaluation Questions	Measures Taken (Water Management)	Jalrakshaks' Score (1-5)	Inspection committee Score (1-5)
Relevance to Environmental Issues	Does the project address water conservation and quality? Is it locally relevant?	- Community Water Quality Testing of nearby sources (wells, taps). - Rainwater Harvesting (4 pits storing 174,460 liters).	**5**	
Educational Impact	Are students involved in water projects? Does it enhance awareness?	- Student-led water testing (pH, turbidity, bacteria). - STEM-based drip irrigation system using ATL lab modules.	**5**	
Sustainability	Are water solutions long-term? Do they promote conservation?	- Permeable turf playground recharges groundwater. - Proposed smart irrigation networks.	**5**	
Participation & Collaboration	Are stakeholders engaged in water initiatives?	- Quarterly community water reports shared with authorities. - Parent involvement in conservation drives.	**4**	

WATER MANAGEMENT EVALUATION CRITERIA

Criteria	Evaluation Questions	Measures Taken (Water Management)	Jalrakshaks' Score (1-5)	Inspection committee Score (1-5)
Innovation & Creativity	Are innovative water solutions implemented?	- AI-powered water monitoring proposed. - Hydroponic farming stations as living labs.	**4**	
Measurable Outcomes	Are water goals quantifiable? Is progress tracked?	- Monthly water audits of usage/sources. - Groundwater recharge metrics from permeable turf.	**5**	
Environmental Impact	Does it improve water availability/quality?	- 0.8% water body coverage on campus (improving). - Reduced runoff via rainwater harvesting.	**4**	
Scalability & Replicability	Can water solutions be scaled?	- Rainwater harvesting model shared with other schools. - DIY water testing kits for community use.	**5**	

WATER MANAGEMENT EVALUATION CRITERIA

Criteria	Evaluation Questions	Measures Taken (Water Management)	Jalrakshaks' Score (1-5)	Inspection committee Score (1-5)
Cost-Effectiveness	Are water resources used efficiently?	- Low-cost drip irrigation systems.	**4**	
Documentation & Communication	Is water data well-documented?	- Infographic reports for community outreach. - Student-maintained water quality logs.	**4**	
Cultural & Ethical Sensitivity	Does it respect local water traditions?	- Integration of traditional water wisdom in projects. - Equitable access to clean water.	**5**	
Resilience & Adaptability	Can it handle water scarcity/challenges?	- Drought-resistant landscaping. - Monsoon-ready drainage systems.	**4**	

WATER MANAGEMENT
JALRAKSHAKS SPEAK

AWARDS AND ACCOLADES

The Mānn School is honoured to be amongst the first two schools to have received the prestigious **Platinum Category Award** under the Green Campus Programme of the **Climate Reality Project** of the **Al Gore Foundation.**

AWARDS AND ACCOLADES

AWARDS AND ACCOLADES

GLOBAL EDUCATION AWARDS 2019

THIS CERTIFICATE OF EXCELLENCE
IS PROUDLY PRESENTED TO

THE MANN SCHOOL
IN
GREEN SCHOOL OF THE YEAR AWARD
(DELHI NCR)
CATEGORY

SCOO NEWS
CHANGING TEACHERS' Lives Every day, Everywhere!

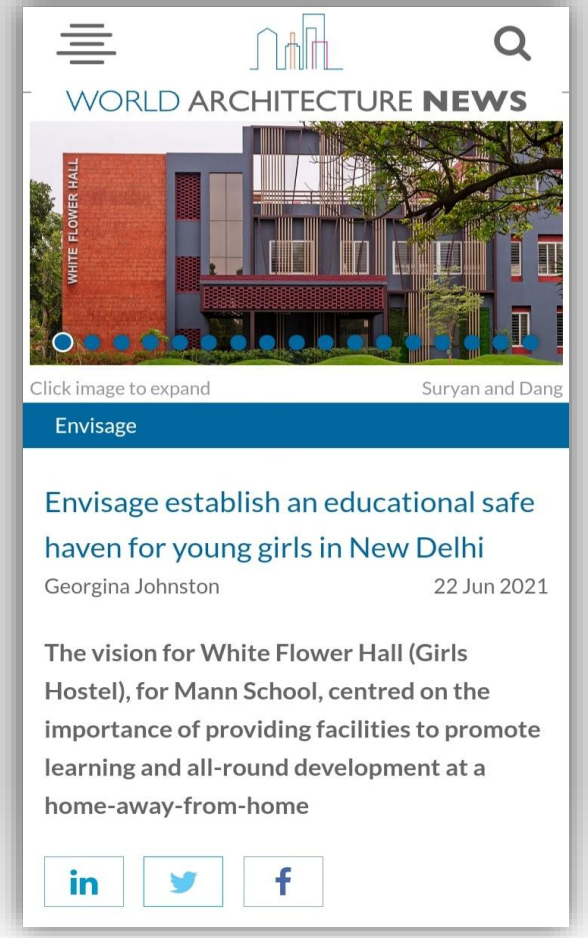
10TH AUGUST, 2019
THE ANANTA, UDAIPUR

RAVI SANTLANI
CEO

AWARDS AND ACCOLADES

MS girls' hostel (White Flower Hall) features in ARCHITECTURE + DESIGN magazine.

The Girls' hostel - White Flower Hall - figures in the WORLD ARCHITECTURE NEWS magazine, the fourth feature in three years.


WORLD ARCHITECTURE NEWS

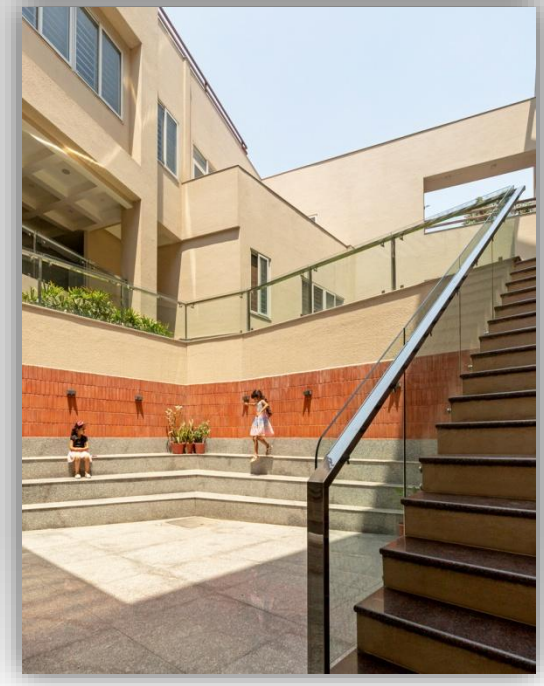
Click image to expand Suryan and Dang

Envisage

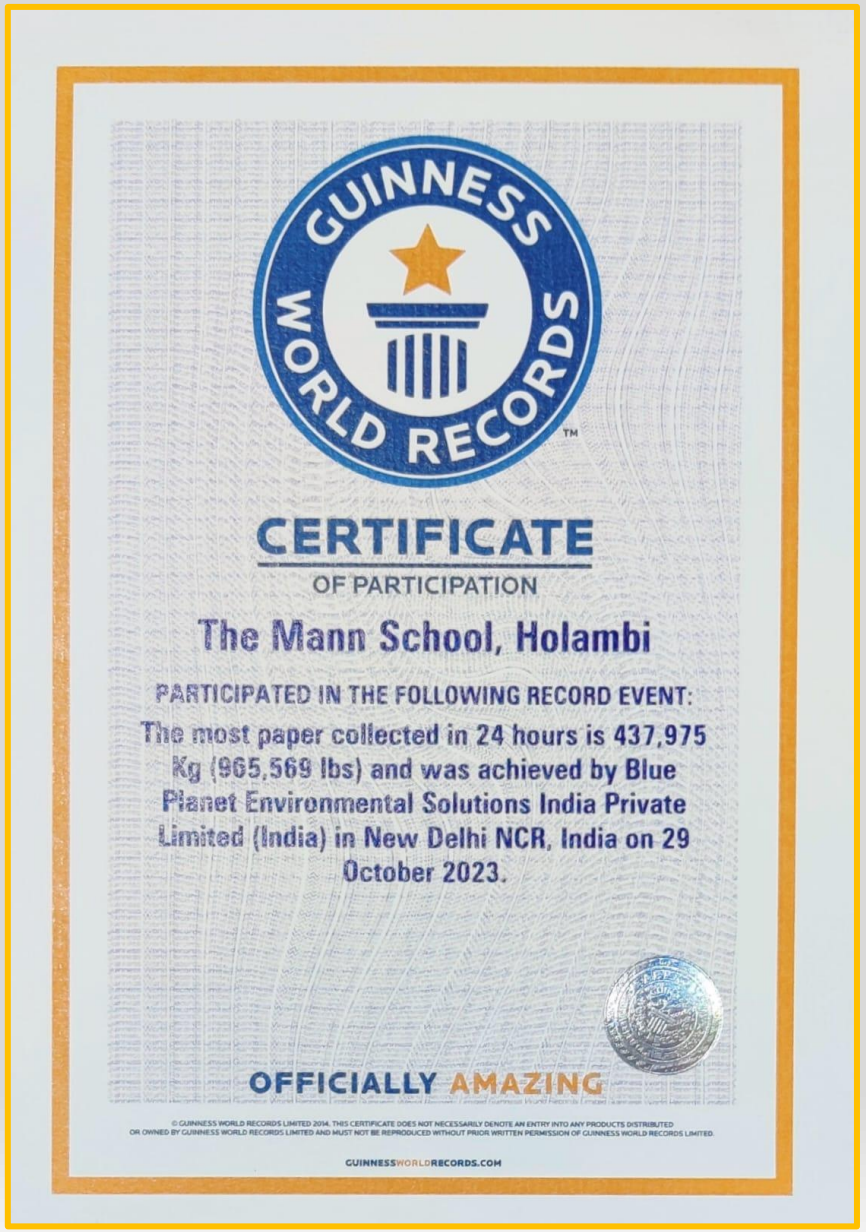
Envisage establish an educational safe haven for young girls in New Delhi

Georgina Johnston 22 Jun 2021

The vision for White Flower Hall (Girls Hostel), for Mann School, centred on the importance of providing facilities to promote learning and all-round development at a home-away-from-home



AWARDS AND ACCOLADES



GUINNESS WORLD RECORDS™

CERTIFICATE

OF PARTICIPATION

The Mann School, Holambi

PARTICIPATED IN THE FOLLOWING RECORD EVENT:

The most paper collected in 24 hours is 437,975 Kg (965,569 lbs) and was achieved by Blue Planet Environmental Solutions India Private Limited (India) in New Delhi NCR, India on 29 October 2023.

OFFICIALLY AMAZING

GUINNESSWORLDRECORDS.COM

AWARDS AND ACCOLADES

AWARDS AND ACCOLADES

NITI Aayog | SUPPORTED BY AIM ATAL INNOVATION MISSION | AICTE | शिक्षा मंत्रालय MINISTRY OF EDUCATION | 1M 1B 1 MILLION 1 BILLION | oppo

GENERATION GREEN

CERTIFICATE OF RECOGNITION

Is awarded to

THE MANN SCHOOL, DELHI

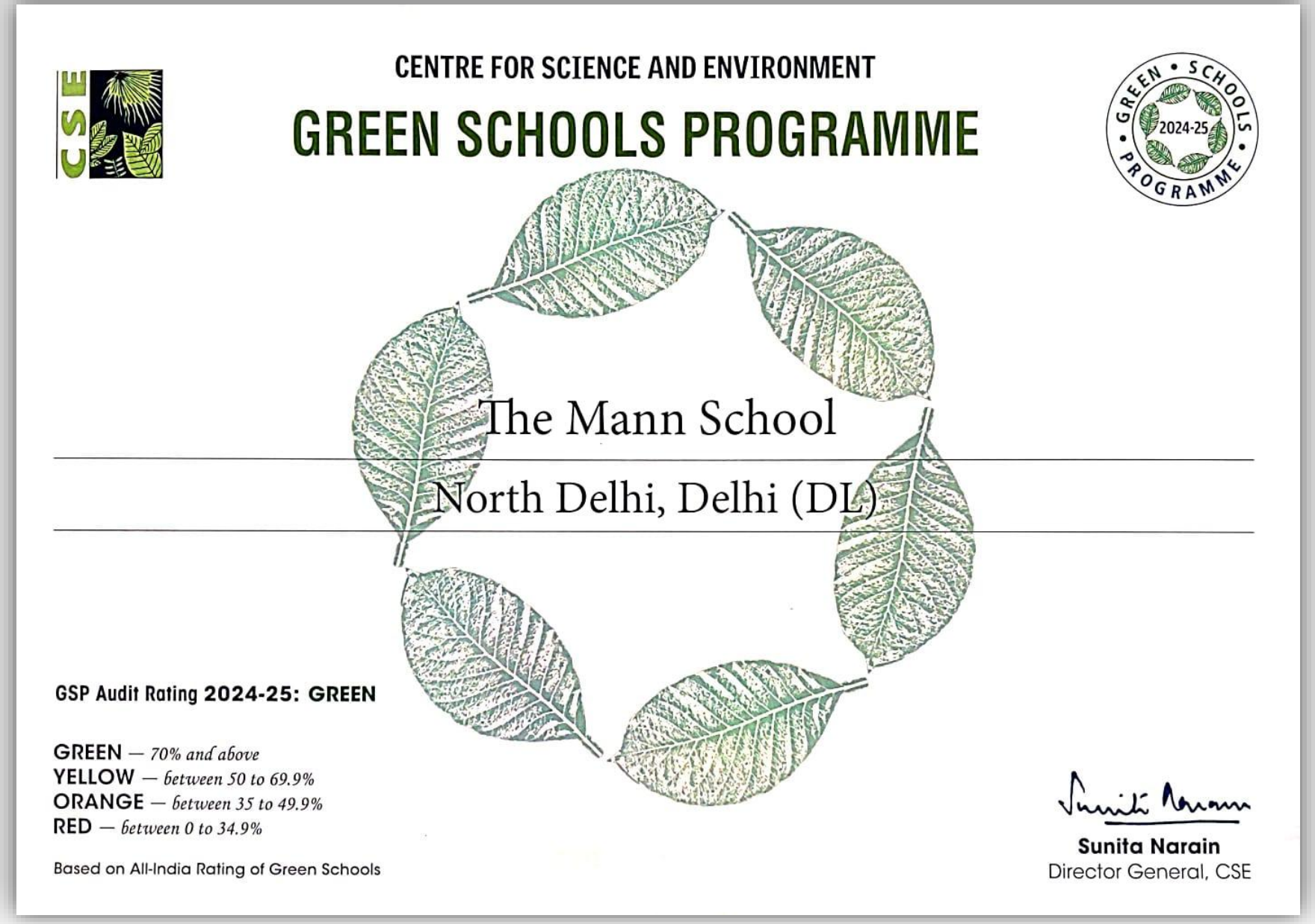
For being a **Eco Conscious Champion School** in the **Generation Green 2024**—an initiative by **OPPO India**, in collaboration with **AICTE**, supported by **Atal Innovation Mission Niti Aayog**, managed by **1M1B**, empowering the youth to embrace and advocate sustainability for a greener future.

We applaud your commitment to sustainability and responsible e-waste management, contributing to a cleaner, greener future for generations to come.

www.iamgenerationgreen.in

Dr. Chintan Vaishnav Mission Director, AIM	**Dr Chandrasekhar Buddha** Chief Coordinating Officer, AICTE	**Manav Subodh** Founder and Chief Mentor, 1M1B	**Rakesh Bhardwaj** Head, Public Affairs, OPPO INDIA

AWARDS AND ACCOLADES



AWARDS AND ACCOLADES

इलेक्ट्रॉनिकी एवं
सूचना प्रौद्योगिकी मंत्रालय
MINISTRY OF
ELECTRONICS AND
INFORMATION TECHNOLOGY

Bajaj
FOUNDATION

YOUTH
ECO
SUMMIT

Certificate

of Recognition

This certificate is awarded to

THE MANN SCHOOL

In recognition of your remarkable participation in the Youth Eco Summit 2025,
"Future Green Leaders: Powering an E-waste Revolution."

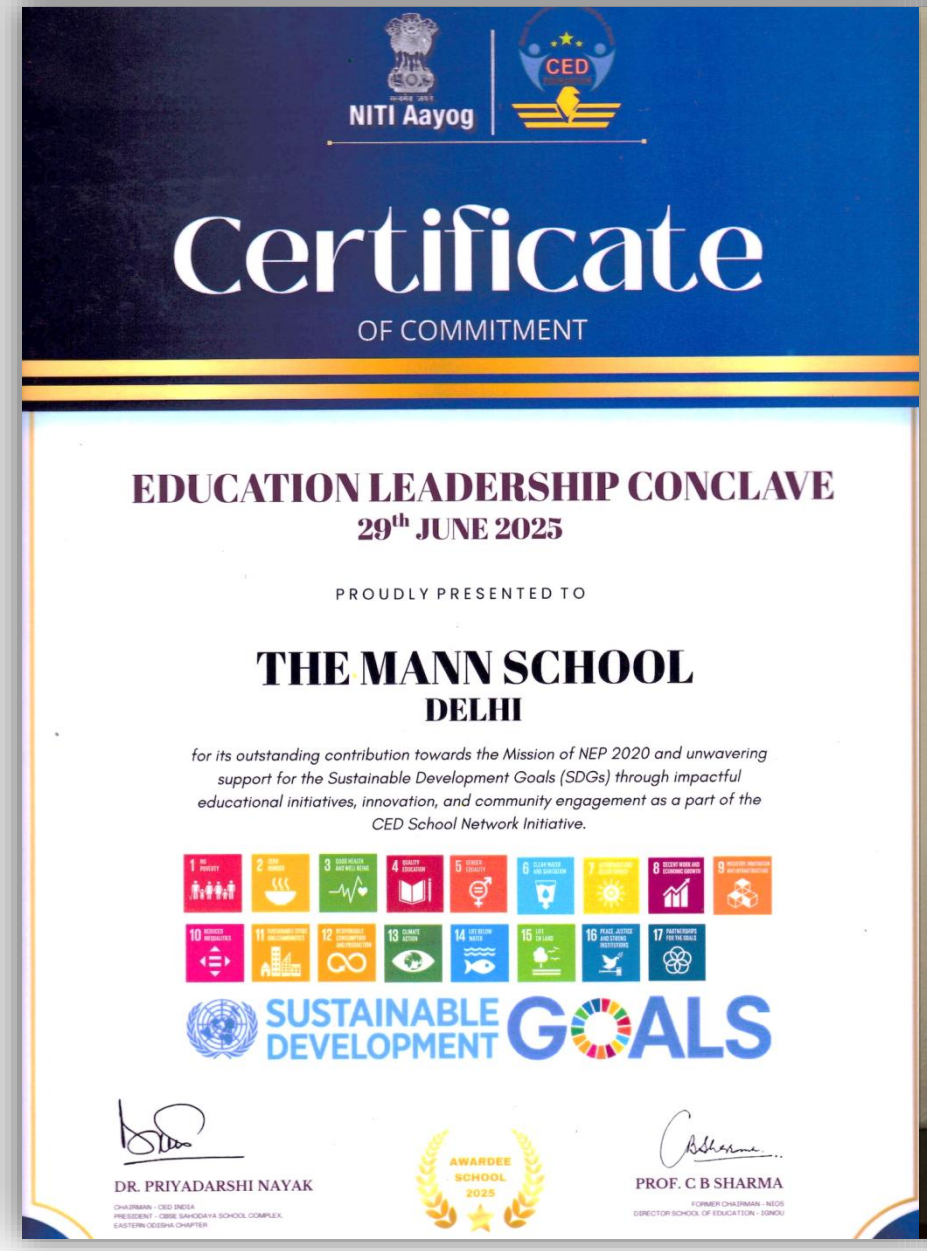
Your unwavering dedication to sustainability and commitment to driving meaningful change exemplify the incredible potential of youth in shaping a greener and more sustainable future.

Keep inspiring and leading the way toward a better tomorrow!

29th January, 2025
Date

Pankaj Bajaj
Signature

AWARDS AND ACCOLADES



NITI Aayog

CED

Certificate

OF COMMITMENT

EDUCATION LEADERSHIP CONCLAVE

29th JUNE 2025

PROUDLY PRESENTED TO

THE MANN SCHOOL

DELHI

for its outstanding contribution towards the Mission of NEP 2020 and unwavering support for the Sustainable Development Goals (SDGs) through impactful educational initiatives, innovation, and community engagement as a part of the CED School Network Initiative.

SUSTAINABLE DEVELOPMENT GOALS

DR. PRIYADARSHI NAYAK

CHAIRMAN - CED INDIA
PRESIDENT - OBSE SAHODAYA SCHOOL COMPLEX,
EASTERN ODISHA CHAPTER

AWARDEE SCHOOL 2025

PROF. C B SHARMA

FORMER CHAIRMAN - NIOS
DIRECTOR SCHOOL OF EDUCATION - IGNOU

THE MĀNN SCHOOL

"FORGING A GENERATION OF SUSTAINABLE LEADERS"

At The Mānn School, we are not just nurturing minds—we are cultivating a legacy of sustainability that echoes the United Nations' Sustainable Development Goals. From our lush green corridors (SDG 15) to solar-powered classrooms (SDG 7), from plastic-free campaigns (SDG 12) to community water stewardship (SDG 6), every initiative is a testament to our unwavering commitment to the planet. Together, we've turned classrooms into living labs, students into eco-innovators, and our campus into a beacon of green excellence.

As we move forward, we pledge to amplify our impact, inspire global change, and prove that education is the most powerful tool for a sustainable tomorrow. The future is green, and it begins here, with us.

The Mānn School expresses profound gratitude to the IPSC Trust for providing this forum to showcase its student-driven sustainability initiatives. Your platform has empowered our young eco-leaders to demonstrate real-world impact—from biodiversity corridors to solar innovation. This recognition fuels our commitment to practical, planet-conscious education. Thank you for believing in hands-on learning that shapes both scholars and stewards of tomorrow.

Warm regards,
The Mānn School Family


THANK
YOU