



TATA

TATA AUTOCOMP

In collaboration
with



CSR REPORT

Green Schools Project

Koye, Chandus, Askhed, and Dawadmala Zilla Parishads



Green School Program
A CSR Initiative of TATA Association with Sustainability Initiatives
Zilla Parishad Schools within Khamarapati, Puri District

Tata AutoComp Systems Limited

Established in 1995 under the aegis of the Tata Group, Tata AutoComp Systems was founded to introduce advanced auto component technologies to India, catering to the expanding Indian automotive sector. Specializing in the design, development, manufacturing, and supply of auto-component products and services, the company operates through its various Divisions and Business Units (BUs), encompassing both Subsidiaries and Joint Ventures.

Tata AutoComp Systems Limited's Corporate Social Responsibility (CSR) efforts focus on improving the lives of communities and the environment. They concentrate on education, health, and livelihood development, with a particular emphasis on empowering marginalized groups like women, the physically challenged, and tribal communities.

Sustainability Initiatives (SI)

Sustainability Initiatives is a Pune-based non-profit organisation formed by professionals united by a passion for sustainable development, with the goal of driving positive change in urban spaces.

As we mark 14 years of working toward sustainable living in cities, we aim to continue collaborating and pushing forward to advance sustainability across all areas. Our goals align with the Sustainable Development Goals to contribute holistically to all aspects of sustainability.

“We focus on localizing the Sustainable Development Goals to suit Indian cities, aiming to create sustainable urban environments.”

About

Continuing TATA Group’s legacy of societal progress, Tata AutoComp Systems Limited, through its CSR initiatives, partnered with the NGO, Sustainability Initiatives (SI) to implement the Green Schools project. Successfully executed in four schools across Khed Taluka, Pune, SI introduced eco-friendly practices such as rainwater harvesting, wet waste composting, and eco-literacy. These initiatives promote sustainable living and empower students to adopt environmentally responsible habits for a climate-resilient future.

Contents

Introduction	02
Activities Conducted vs Impact Created	05
Volunteering Hours Covered	16
Objective of the Projects and model around implementation	17
Green Long-term Goals & Conclusion	18
SI as your CSR partner	19

CHAPTER 1 | Introduction

1.1 INTRODUCTION

As part of the Green School Project, four ZP schools from the Chakan area—Koye, Chandus, Askhed, and Dawadmala—were selected for development. A site visit was carried out to assess the school premises and identify opportunities for sustainable improvements. These initiatives are designed to foster sustainability and environmental awareness within the school communities. Tata AutoComp, renowned for its commitment to social responsibility, generously provided funding for the initiative.

Based on our analysis, the following projects were chosen.

1.2 IDENTIFICATION OF THE PROJECT WORK

1.2.1 For Zilha Parishad School, Chandus

No of students: 113

1. Installation of Rainwater Harvesting System.
2. Installation of 10 Low Flow water taps.
3. Organized 5 workshops on awareness and importance of “Environment, Reptiles & Amphibians, Sustainable Lifestyle, Green Energy and water management, Wet Waste Management” through games and activities.
4. Organized field visit for 120 Students, Parents and Teachers to Pimpri Chinchwad Science Park.
5. Installation of Wet Waste Composter.
6. Tree Plantation of 40 indoor and outdoor trees (with iron mesh).
7. Green Army
8. Green Calendar

1.2.2 For Zilha Parishad School, Askhed

No of students: 68

Project work completed for the financial year 2024-25.

1. Installation of 2 KW solar PV system.
2. Installation of Rainwater Harvesting system.
3. Installation of 10 Low Flow water taps.
4. Organized 5 workshops on awareness and importance of “Environment, Reptiles & Amphibians, Sustainable Lifestyle, Green Energy and water management, We waste Management etc” through games and activities.
5. Organized field visit for 70 Students, Parents and Teachers to Pimpri Chinchwad Science Park.
6. Installation of Wet Waste Composter.
7. Green Army
8. Green Calendar

1.2.3 For Zilha Parishad School, Koye

No of students: 144

1. Installation of Rainwater Harvesting system.
2. Installation of 15 Low Flow water taps.
3. Organized 5 workshops on awareness and importance of “Environment, Reptiles & Amphibians, Sustainable Lifestyle, Green Energy and water management, We waste Management etc” through games and activities.
4. Organized field visit for 150 Students, Parents and Teachers to Pimpri Chinchwad Science Park.
5. Installation of Wet Waste Composter.
6. Tree plantation of 40 indoor and outdoor trees (with iron mesh)
7. Green Army
8. Green Calendar

1.2.4 For Zilha Parishad School, Dawadmala

No of students: 264

1. Installation of 2 KW solar PV system.
2. Installation of Rain Water Harvesting system.
3. Installation of 15 Low Flow water taps.
4. Organized 3 workshops on awareness and importance of “Sustainable Lifestyle, Green Energy and water management, We waste Management etc” through games and activities.
5. Organized field visit for 260 Students, Parents and Teachers to Pimpri Chinchwad Science Park.
6. Installation of Wet Waste Composter.
7. Tree plantation of 40 indoor and outdoor trees (with iron mesh).

1.3 SCOPE AND OBJECTIVES OF THE GREEN SCHOOL PROJECT

1. Encouraging sustainable living by putting key environmental principles into everyday practice.
2. Promoting green school initiatives and enhancing environmental awareness through informal education.

1.4 BENEFICIARY COUNT

A total of 596 students benefited from the Green School Project across four Zilha Parishad Schools in Dawadmala, Koye, Chandus, and Askhed.





Tree plantation, Askhed



Low Flow Taps Installation, Koye



CSR Project Information Board, Askhed



Handovering Green Calendar, Chandus



Workshop in progress, Koye



Briefing about the Tree Plantation, Chandus

CHAPTER 2 | Activities Conducted and Impact Created

2.1 INSTALLATION OF RAIN WATER HARVESTING PITS

The catchment for the rainwater collection is the rooftop of structures in the school. Assuming 700mm rainfall for Chakan region and a average of 100 rainy days in a year, daily rainfall is 7mm per day. Although daily average is considered for calculation, the rainfall during flash rains daily catchment can be up to 3 to 4 times of the daily average and hence the recharge pits are planned in excess of the daily catchment to cater to these flash heavy intensity rains too.

Average of 8000 ltr per day is considered as the percolation rate per recharge pit. The recharge rate will exceed the average in June when the monsoon begins and fall below 8,000 liters per day in September when the ground is already saturated, however an average of 8000 litres per day recharge is a good standard for Chakan region.

The roof area and the annual rainfall determine the potential and recharge pit numbers for each site. The site-wise analysis for the same is as given.

Conclusion:

Four recharge pits are planned with a total annual potential of 24,00,000 liters (2400 CUM), meeting 60% of the school's domestic water needs. The rooftop catchment totals 9,10,000 liters annually, ensuring 100% roof harvesting. Future ground area connections to the pits are possible. The system can handle heavy rainfall, recharging up to twice the rainfall, ensuring long-term water self-sufficiency.

Recharge Pit Calculation

01

Dawadmala:

Roof Area = 17m X 5m X 4 roofs = 340 sq.mtr.

Considering rainfall of 0.007m per day, daily avg catchment = 2,380 ltrs

Considering rainfall of 0.7m per year, annual catchment = 2,38,000 ltrs

One recharge pit with a recharge rate of 8,000 ltr per day proposed.

02

Chandus:

Roof Area = 30m X 6m X 2 roofs = 360 sq.mtr.

Considering rainfall of 0.007m per day, daily catchment = 2,520 ltrs

Considering rainfall of 0.7m per year, annual catchment = 2,52,000 ltrs

One recharge pit with a recharge rate of 8,000 ltr per day proposed.

03

Koye:

Roof Area = 42m X 5m X 2 roofs = 420 sq.mtr.

Considering rainfall of 0.007m per day, daily catchment = 2,940 ltrs

Considering rainfall of 0.7m per year, annual catchment = 2,94,000 ltrs

One recharge pit with a recharge of 8,000 ltr per day proposed.

04

Askhed:

Roof Area = 12m X 5m X 3 roofs = 180 sq.mtr.

Considering the rainfall of 0.007m per day, daily catchment = 1,260 ltrs

Considering rainfall of 0.7m per year, annual catchment = 1,26,000 ltrs

One recharge pit with a recharge of 8,000 ltr per day proposed.

2.2 INSTALLATION OF SOLAR PANELS

Solar PV Off Grid systems have been installed at ZP schools at Dawadmala and Askhed

Capacity of PV system: 2 KW Off Grid Solar PWM Inverter (Warranty: 2 Years)

Panels: Monoperc P550W Non DCR Solar Panels with mounting and cabling

Battery: Lead Acid Battery 150 AH, 2 Nos (Warranty: 3+2 Years)

Sr. No	Description	Power	No. Of Units	Operating hours	Consumption (kWH)
1	Fan	60	8	6	2.88
2	Lights	20	14	6	1.68
3	LED Screen	300	6	6	10.8
	Daily Consumption				15.36
	Monthly Consumption				307.2

The consumption for two schools, Askhed and Dawadmala, is approx 300 units per month. This is met through 2+2 kW offgrid solar power plant and 2 sets of 150 AH battery bank. Each school is currently generating approximately **300 units of electricity** per month through the installed solar PV system. At the prevailing electricity rate of **₹17 per unit**, this results in a **monthly saving of ₹5,100**.

Thus, from day one, both the schools benefits from an estimated combined saving of ₹5,100 per month on electricity expenses.



Solar Panels installed at Askhed



Solar Panels installed at Dawadmala



2.3 INSTALLATION OF LOW FLOW WATER TAPS

Zp School Chandus:

Fixture Type	Duration per use (in minutes)	Daily use (per person/day)	Total occupants	Baseline		Installed	
				Flow rate / capacity (LPM / LPF)	Total daily water use (L)	Flow rate / capacity (LPM / LPF)	Total daily water use (L)
Faucet/Taps	0.25	4	125	13	1625	6	750
				Daily volume from Taps =		1625	750
				No. of operational days =		300	
						Baseline (L)	Proposed (L)
				Annual volume from flow fixtures (Grey water) =		487500	225000
				Reduction of water use due to low flow fixtures =		0	262500
				Percentage =			53.85%



Zp School Askhed:

Fixture Type	Duration per use (in minutes)	Daily use (per person/day)	Total occupants	Baseline		Installed	
				Flow rate / capacity (LPM / LPF)	Total daily water use (L)	Flow rate / capacity (LPM / LPF)	Total daily water use (L)
Faucet/Taps	0.25	4	80	13	1040	6	480
				Daily volume from Taps =		1040	480
				No. of operational days =		300	
						Baseline (L)	Proposed (L)
				Annual volume from flow fixtures (Grey water) =		312000	144000
				Reduction of water use due to low flow fixtures =		0	168000
				Percentage =			53.85%



ZP School Koye:

Fixture Type	Duration per use (in minutes)	Daily use (per person/day)	Total occupants	Baseline		Installed	
				Flow rate / capacity (LPM / LPF)	Total daily water use (L)	Flow rate / capacity (LPM / LPF)	Total daily water use (L)
Faucet/Taps	0.25	4	160	13	2080	6	960
				Daily volume from Taps =		2080	960
				No. of operational days =		300	
						Baseline (L)	Proposed (L)
				Annual volume from flow fixtures (Grey water) =		624000	288000
				Reduction of water use due to low flow fixtures =		0	336000
				Percentage =			53.85%



ZP School Dawadmala:

Fixture Type	Duration per use (in minutes)	Daily use (per person/day)	Total occupants	Baseline		Installed	
				Flow rate / capacity (LPM / LPF)	Total daily water use (L)	Flow rate / capacity (LPM / LPF)	Total daily water use (L)
Faucet/Taps	0.25	4	275	13	3575	6	1650
				Daily volume from Taps =		3575	1650
				No. of operational days =		300	
						Baseline (L)	Proposed (L)
				Annual volume from flow fixtures (Grey water) =		1072500	495000
				Reduction of water use due to low flow fixtures =		0	577500
				Percentage =			53.85%



It shows that installation of only low flow taps can save up to 50% water at source and can help in saving more than thousands of liters annually. Furthermore, the installation of low flow taps has also **avoided 237.88 KgCO₂e/year of carbon emission** that would have resulted otherwise from the project.

2.4 INSTALLATION OF WET WASTE COMPOSTERS

ZP School Chandus:

Sr no.	Population	Baseline for Waste Generation as per NBC (kgs/day)	Wet Waste Generated (kgs/day)
1	125	0.2	25
Capacity of Wet Waste Composter installed on Site (kgs/day)			5
Percentage of wet waste treated on site (%)			20%

ZP School Askhed:

Sr no.	Population	Baseline for Waste Generation as per NBC (kgs/day)	Wet Waste Generated (kgs/day)
1	80	0.2	16
Capacity of Wet Waste Composter installed on Site (kgs/day)			5
Percentage of wet waste treated on site (%)			31%

ZP School Koye:

Sr no.	Population	Baseline for Waste Generation as per NBC (kgs/day)	Wet Waste Generated (kgs/day)
1	160	0.2	32
Capacity of Wet Waste Composter installed on Site (kgs/day)			5
Percentage of wet waste treated on site (%)			16%

ZP School Dawadmala:

Sr no.	Population	Baseline for Waste Generation as per NBC (kgs/day)	Wet Waste Generated (kgs/day)
1	275	0.2	55
Capacity of Wet Waste Composter installed on Site (kgs/day)			5
Percentage of wet waste treated on site (%)			9%

Based on the above calculations it is clear that on an average 10-30% of the wet waste across all the schools is treated using the waste composter installed in the schools.
By converting this wet waste inside the campus, the projects are **avoiding around 14 KgCO2e/day**, considering 250 working days for a school, **around 3500 KgCO2e/annum** by diverting the waste from going into the landfill.



Composters installed at Koye



Composters installed at Dawadmala



Composters installed at Chandus



Composters installed at Askhed

2.5 SESSIONS/ WORKSHOPS

Interactive, game-based workshops and sessions were organized to engage students actively.

2.5.1 Reptiles & Amphibians:

While tigers and elephants are commonly discussed, a recent session focused on the importance of reptiles and amphibians. Students gained insight into the vital role these species play in ecosystems and environmental health. The session emphasized the need to protect these animals and the negative impact of harming them.

2.5.2 Life around us:

The children enjoyed engaging activities that highlighted the connection between biodiversity and human life. They learned how nature impacts our daily lives and the importance of preserving the environment for all living beings.

2.5.3 Sustainable Lifestyle:

Children participated in educational games designed to promote sustainable habits, including a giant Snake & Ladder, cards, and puzzles. For instance, in the Snake & Ladder game, players who landed on steps indicating energy wastage, such as "You did not switch off the light," were penalized by sliding down the snake. These activities effectively reinforced the significance of sustainable practices in daily life. Through interactive sessions and games, students learned about local ecology, sustainable habits, and the importance of protecting the environment in an engaging and fun way.



2.5.4 RWH & Solar PV Systems: Operation & Importance

For **RWH System**: During the training sessions for students, we covered important maintenance practices for rainwater harvesting systems. These included keeping rooftops clean and hygienic, especially before the monsoon; regularly cleaning water channels (gutters) during the rainy season and definitely before the first rain; and turning on the first rain separator valve only after the rooftop has been cleaned by the initial 1–2 showers. We also emphasized the need for pre-monsoon filter cleaning and the importance of maintaining a clean site to prevent contamination or overflow into the system.

For **Solar PV System**: In the student training, we covered basic Solar PV panel maintenance, including cleaning every six months (more often in dusty areas) and performing a visual inspection for damage. An annual professional check-up ensures everything functions properly. In the training for students, we covered key battery maintenance practices. We emphasized the importance of maintaining proper water levels to ensure the plates are submerged, using only distilled. We also discussed checking electrolyte levels with a hydrometer and keeping the battery in a cool, well-ventilated area to prevent overheating. Students were reminded to avoid direct sunlight and heat sources, and to monitor the battery's temperature in extreme conditions using a probe.

2.5.5 Wet Waste Composting : Operation & Importance

During the training session, students were guided on key practices for effective composting:

Chopping Organic Waste: Students were taught to cut food scraps like banana peels, citrus rinds, and leftover food into smaller pieces. This step helps speed up the composting process by increasing the surface area for decomposition.

Regular Aeration: They learned the importance of turning the compost every few days to allow proper airflow. This prevents the compost from becoming anaerobic, which can cause unpleasant odors.

Moisture Management: Proper moisture levels were emphasized. Students understood that compost should feel like a wrung-out sponge. If it becomes too wet, they were instructed to add dry brown materials such as shredded newspaper. If it's too dry, they can lightly sprinkle water to restore balance.

Proper Covering: The importance of covering the compost bin was also highlighted. Students were advised to use a lid or a layer of dry material to help retain moisture and prevent flies from entering the bin.



Training Session at Koye



Training Session at Askhed



Training Session at Dawadmala

2.6 FIELD VISIT TO PIMPRI CHINCHWAD SCIENCE PARK

The Science Park is a non-formal educational institution to communicate developments in Science & Technology among the masses, and encourage creativity and spirit of curo among the students. Apart from providing effective environment for non-formal science education Pimpri Chinchwad Science Park is sure to enthuse and excite the people especially students of the region creating awareness on important topical issues in science, technology and engineering. The visit to the PCMC Science Park was a perfect balance of fun and learning. Both students and teachers thoroughly enjoyed the experience. Snacks were arranged for everyone, adding to the overall enjoyment. The planetarium's 3D show was a highlight, offering an entertaining yet informative experience that captivated the audience and enhanced their understanding of the cosmos. Augmented reality provided students with a unique perspective, giving them exposure to the latest technological trends. It was a memorable and enriching visit for all involved.



A total of 595+ students, 30+ teachers and 15+ parents visited the science park

2.7 TREE PLANTATION OF 40 INDOOR AND OUTDOOR TREES (WITH IRON MESH)

We conducted a tree plantation drive, on 26.03.2025 at Zilha Parishad Schools located in Koye, Dhavadmala, Chandus and Askhed Budruk. The drive aimed to 15 trees and 25 indoor plants in each school (60 trees and 100 indoor plants in total) of various species to promote environmental sustainability. The site was prepared by digging pits and installing tree guards to protect the trees from animals. Native trees were chosen for planting. Planting native trees offers several benefits, including providing habitat and food for local wildlife, and helping to maintain the region's ecological balance by supporting native plant and animal species. A few fruit-bearing trees were included to delight the students' request.

Details of trees planted:

Sr. No	Tree Name		No. of Trees	Height of Trees
	Botanical Name	Common Name		
1	<i>Bauhinia Tomentosa</i>	Kanchan	8	6'0" To 7'0"
2	<i>Mimusops Elengi</i>	Bakul	8	6'0" To 7'0"
3	<i>Pongamia Pinnata</i>	Karanj	8	6'0" To 7'0"
4	<i>Lagerstroemia Indica</i>	Tamhan	8	6'0" To 7'0"
5	<i>Albizia Lebbeck</i>	Shirish	8	6'0" To 7'0"
6	<i>Magnifera Indica</i>	Kesar Mango	4	6'0" To 7'0"
7	<i>Magnifera Indica</i>	Hapus Mango	4	6'0" To 7'0"
8	<i>Artocarpus Heterophyllus</i>	Fanas (Jackfruit)	4	6'0" To 7'0"
9	<i>Manikara Zapota</i>	Chickoo	4	6'0" To 7'0"
10	<i>Syzygium Cumini</i>	Jambhul	4	6'0" To 7'0"

Details of shrubs planted:

Sr. No	Plant Name		No. of Plants	Height of Plants
	Botanical Name	Common Name		
1	<i>Chrysadilocarpus Lutescens</i>	Areca palm	20	3'6" To 4'0"
2	<i>Chamaecyparis Obtusa</i>	Golden Cypress	20	3'6" To 4'0"
3	<i>Jasminum Sambac</i>	Mogra	20	1'6" To 2'0"
4	<i>Hibiscus Mutabilis</i>	Jasvand	20	1'0" To 2'0"
5	<i>Codiaeum Variegatum</i>	Croton Petra	20	1'6" To 2'0"





Tree plantation at Chandus



Tree plantation at Koye



Tree plantation at Askhed

2.8. GREEN ARMY

A team of 10-15 students from each school is selected to form the Green Army. They will be responsible for maintaining the solar PV system and the rainwater harvesting system. The team will also assist in adding kitchen waste to the composting unit. It will ensure the trees are well-cared for, including watering them during the summer vacation when the school is closed. Every year, a new batch of the Green Army will be formed.



2.9. GREEN CALENDAR

An ecological activity is planned for each month, aligned with the significance of environmental days. These special days can be celebrated at school, with teachers guiding students on how to participate. SI has designed the calendar of activities and promises to provide ongoing guidance throughout the year to any school that may need it.

Day	Month	Speciality	Activity for Green Army	Details of the activity
5	January	Birds Day	Helping Birds: Provide Water at Home and School	Encourage students to put out water for birds at their homes and at school throughout the entire summer.
2	February	World Wetland Day	The Importance of Wetlands: Trees, Animals, and Stories	Let the teacher explain the importance of wetlands, highlighting the trees and animals that are commonly found in these areas. The teacher should share stories to help students better understand the unique ecosystem of wetlands.
3	March	World Wildlife Day	Wildlife Quiz	Hold a fun wildlife quiz with questions about animals and their habitats / food chain.

22	April	Earth Day	Community Clean Up	Organize a community clean-up to collect litter from the local area or schoolyard, teaching kids about the importance of keeping the environment clean.
22	May	World Biodiversity Day	Biodiversity Scavenger Hunt	Organize a scavenger hunt where students search for different types of plants, insects, and animals in the schoolyard or a nearby park. Students can make a checklist of biodiversity items to find and learn how each contributes to the ecosystem.
5	June	World Environment Day	Reduce, Reuse, Recycle Challenge	Challenge students to come up with ideas for reducing waste in their daily lives. Have them create posters or presentations about reducing plastic use, reusing items, and recycling. Older students can develop a project showing the impact of pollution on local ecosystems.
29	July	International Tiger Day	Tiger: Food, Habitat, and Threats	Gather information about tigers, focusing on their food, habitat, and the threats they face. Organize this information into groups and prepare to present it in front of the class within 3 minutes.
12	Aug	World Elephant Day	Elephant Facts & Art	Share interesting facts about elephants with the students. Younger kids can color elephant pictures or create elephant-shaped art, while older students can research elephants' behavior and write a short essay about that.
Last Sunday	Sept	World Rivers Day	River Pollution Awareness Poster	Discuss the importance of rivers for the environment and humans, and the impact of pollution. Students can create posters showing the negative effects of pollution on rivers. Older students can research local rivers and present their findings on how pollution is affecting them.
1	Nov	World Ecology Day	Best from Waste	Create a collage using newspapers. Topics : Birds, insects, trees, reptiles, amphibians.
5	Dec	World Soil Day	Sing a song.	Form a group, reverberate a song which is related to the soil and its importance. Students can write their own song/ poem as well.



CHAPTER 3 | Volunteering

3. VOLUNTEERING HOURS COVERED

Tata AutoComp is renowned for its commendable contributions to social welfare through its impactful funding initiatives. Their volunteers truly embodied this spirit, actively participating and making a meaningful difference on the ground. On 27th March 2025, at the PCMC Science Park, five dedicated volunteers contributed five hours towards various initiatives. On 26 Mar 25, a tree plantation drive was carried out in Askhed, where 30–35 enthusiastic volunteers participated over a span of 2.5 hours. Simultaneously, another plantation activity was organized in Chandus, involving 15 volunteers who also dedicated 2.5 hours to planting trees.



Tata Autocomp Volunteers & Green Army

CHAPTER 4 | From Objective To Model

4. OBJECTIVE OF THE PROJECTS AND MODEL AROUND IMPLEMENTATION.

4.1 Objective of the Projects

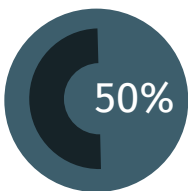
Promoting adherence to a new ethic for sustainable living involves fostering a deep commitment to environmental responsibility and conscious consumption. By translating articulated principles into actionable practices, individuals and communities can create lasting, positive change for the planet.

4.2 Model around implementation

To promote adherence to a new ethic for sustainable living, we implemented a series of practical initiatives designed to foster environmental responsibility and conscious consumption. Activities like Rain Water Harvesting, Solar PV installation, low-flow taps, tree plantation, and wet waste composting directly translated sustainability principles into actionable practices, engaging students in hands-on learning. Workshops on topics such as sustainable lifestyle, Life around us, and green energy further reinforced the importance of ecological awareness. Together, these efforts aim to create lasting, positive change by instilling responsible habits and a deep commitment to sustainability in both individuals and communities. The activities have successfully translated the principles of sustainable living into practical, everyday actions, helping students adopt Eco-conscious habits.



Gender Ratio



An equal representation of boys and girls ensures that both genders have the same opportunities to participate in, contribute to, and benefit from the program. This initiative sets a strong example of equity and inclusion.



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These projects contributed significantly to overall school development by introducing key sustainability practices such as solar PV installations, rainwater harvesting (RWH), tree plantation, and wet waste composting. Students enthusiastically engaged in the activities, particularly enjoying the 'Best Out of Waste' initiative, which fostered creativity and environmental responsibility. The visit to the Science Park offered a rare and exciting learning opportunity for students, especially from Zilla Parishad (ZP) schools, who often receive less exposure compared to their urban counterparts. This field trip not only introduced them to topics like automobiles, energy, and astronomy but also sparked curiosity and motivation to implement these ideas—like RWH systems—in their own homes.

Rajaram Shingade, Principal, Z.P. School, Askhed

CHAPTER 5 | Green Long Term Goals

5. FUTURE SUSTAINABILITY GOALS AND UPCOMING STRATEGIC PLANS

Based on the successful completion of the projects for the financial year 2024-25, our long-term sustainability goals are focused on further enhancing environmental awareness, promoting green energy solutions, and fostering responsible water and waste management practices. Moving forward, we plan to scale up the installation of solar energy systems and rainwater harvesting solutions across more schools and communities, ensuring energy efficiency and water conservation. Additionally, we aim to expand the number of low-flow water taps and composting units to reduce water wastage and promote waste-to-resource initiatives. Building on our workshops, we intend to create more interactive educational programs that focus on sustainable lifestyles, biodiversity conservation, and circular economy principles. Our strategic plans also include partnerships with more institutions to organize field visits and hands-on learning experiences, continuing to educate and engage future generations on the importance of sustainability.

In the **past two months**, we have successfully completed initiatives in **4 schools**. We assure you that we can execute similar programs in over **70-100 schools throughout the next three years**, expanding our impact and promoting sustainability and environmental awareness on a larger scale.

CHAPTER 6 | Conclusion

We thoroughly enjoyed the entire process, from designing these projects for children to executing them. The energy of the children was truly inspiring. ZP schools often lack the exposure we have in the city, which makes them appreciate every resource. Whether it's sharing a vada pav or going on a trip to the science park, they value these simple experiences. In the city, we often overlook the significance of such small things. Their appreciation reminds us to cherish what we have. It was a rewarding experience to see them find joy in the little moments.

We express our sincere gratitude towards Tata AutoComp for their generous funding, which made this project possible. We look forward to more such opportunities in the future.



CHAPTER 7 | SI as your CSR partner

To integrate scientific insights with regional context and traditional Indian knowledge, creating a universal yet contextual approach to sustainability. **Collaboration is key** to ensuring that decisions, policies, and actions are truly sustainable and holistic.

We are working towards building a knowledge resource pool to guide policy makers and decision makers in creating a better world for future generations through **research & publications, capacity building, advocacy & outreach and community outreach.**

How can SI help shape your CSR vision?

SI, with its strong legal entity, a pool of experts, and solid domain knowledge, stands as an ideal CSR partner in the field of environmental sustainability. Our expertise ensures that environmental initiatives are not only impactful but also comply with regulations, driving meaningful, long-term change. SI possesses a robust portfolio encompassing a wide range of projects, demonstrating its extensive expertise and capability. With significant organizational strength, SI is well-positioned to effectively execute projects of any scale, ensuring impactful results.

Environmental services SI can execute:

1. Rain water Harvesting
2. Solar PV: street lights on solar, water irrigation on solar,
3. Waste
4. Drinking water facility (eg: Water ATMs)
5. Tree plantation
6. Organic Waste to energy solution.
7. Green Roof: design and execution
8. High SRI finishes : Paint/ Tiles
9. Vertical wind turbine (VWAT)
10. Kinetic Energy Play equipment
11. Water body: Pond/ River/Nala Bio-Remediation based on following parameters:
 - A) Solid Water Management
 - B) Water Quality Improvement
 - C) Erosion Control
 - D) Habitat Creation
 - E) Beautification
12. Creating Reed Bed STP: Low cost, low maintenance, Natural STP

We provide these services across various sectors, including **educational institutions, residential areas, commercial buildings, and community-level projects.**



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