



**PARANJAPE  
AUTOCAST  
PVT. LTD.**

# CORPORATE SOCIAL RESPONSIBILITY

## ANNUAL REPORT 2020-2021



**PARANJAPE AUTOCAST PVT. LTD**

## PACPRIL CSR VISION

PACPRIL conceives CSR as a mission for inclusive growth that contributes to

- a) education of next generation who come from disadvantaged backgrounds due to remote locations, economic backwardness
- b) local environment and natural resources like water, soil, vegetation and livestock
- c) protect long term interests of both the company and its key stakeholders

### PACPRIL's CSR ethos

- Sincerity
- Consistency
- Quality
- Austerity
- Mutuality

## Corporate Social Responsibility at Paranjape Autocast Pvt. Ltd.:

Paranjape Autocast Pvt. Ltd. (PACPRIL) is an Auto Component manufacturer, and supplies parts to the automobile industry. It has grown over the years and has built a brand as a trustworthy, credible, reliable and honest organization.

As it grew over the years, it started contributing to social activities. After it became mandatory by law, PACPRIL decided to give more shape and structure to its social endeavours by systematically bringing them under the Corporate Social Responsibility (CSR) Programs. PACPRIL's values such as honesty, integrity, dependability, discipline and system-based working, transcend into its CSR sphere as well.

As a part of structuring CSR programs, decisions regarding geographical spread and thematic areas were taken. Since the company factories are located in Satara District, it was decided that all social development activities should be implemented in this district. Two major thematic areas were selected for interventions – education and rural development (with particular focus on water and renewable energy).

### Thematic Areas for CSR Intervention:





## Education

Strengthening Early Childhood Education

Working with children having Learning Disability



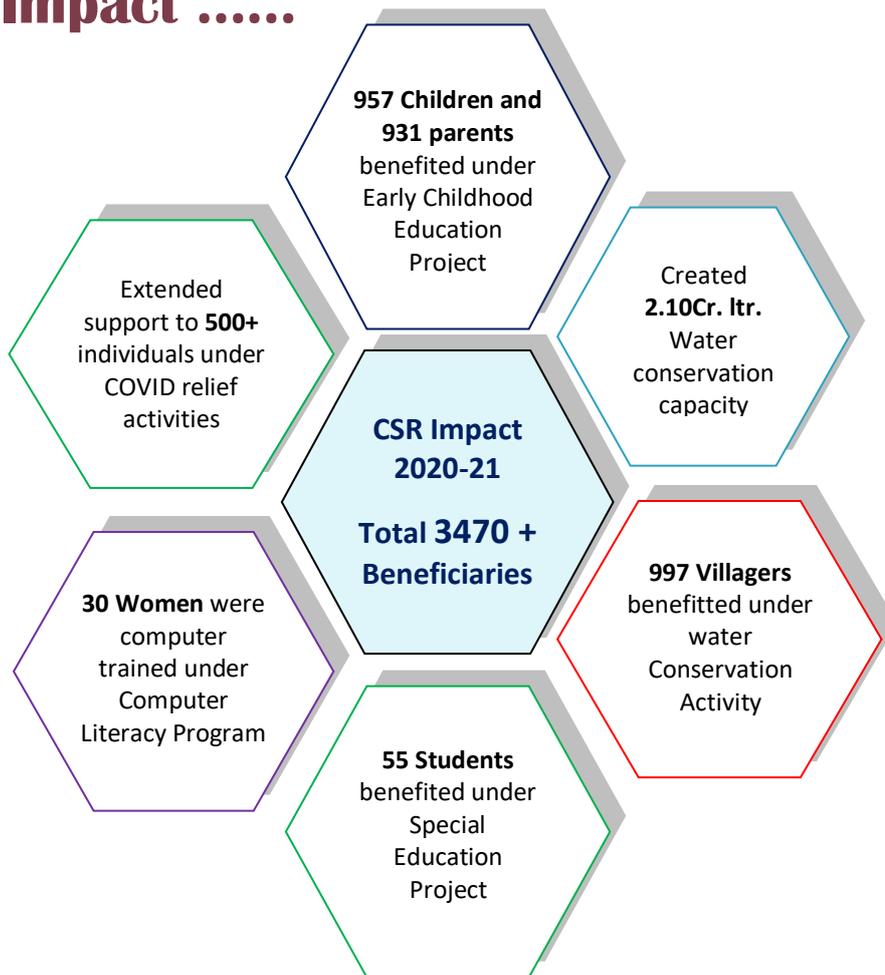
## Rural Development

Water Conservation

Renewable Energy

Women Empowerment

## CSR Impact .....



# EDUCATION

## PACPRIL'S EDUCATION MISSION:

*'to create conducive environment and learning opportunities suitable for specific needs of children coming from different backgrounds.'*

PACPRIL identified two major areas in education where they decided to intervene. These are the areas where not enough is being done compared to the need of the hour. The first is 'Early Childhood Education' and the second is working with children having 'learning Disabilities.'



### Strengthening Early Childhood Education (ECE)

#### Project Goal:

"To ensure the availability of a good quality education for rural children"

This is PACPRIL's flagship program and is being designed, conceptualized and mentor by Ms. Vidya Ghugari and Anjali Gokhale from Anubodh, Pune. PACPRIL recognises their immense contribution and efforts in making the program successful.

It is a well-known fact that early years are very important in the development of a child's brain. The early experiences of a child decide how it is going to grow up as an adult. A child learns from the environment around it. Its relationship with its parents and teachers plays a large role in its physical, cognitive, emotional and social growth. Thus, providing the right kind of atmosphere will ensure overall development of the child.

Working with the Government's Integrated Child Development Scheme (ICDS) functionaries would not only ensure the maximum outreach, but would also ensure sustainability in terms of taking the program forward after PACPRIL withdraws; since capacity building of the AWC workers is the most important aspect of the program. This is done by upgrading skills of ICDS functionaries through training and

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mentorship.

### **Project Design:**

- Aakar curriculum as a base
- Introduction of contextualized, good quality principles
- Training to Anganwadi Workers (AWWs) and Anganwadi Helpers (AWHs)
- Continuous monitoring and mentoring through field coordinators (FCs)
- Caregiver Education

### **Project Objectives:**

- To enable AWWs and AWHs in the AWCs of Khandala Block, to improve the quality of ECE they impart to children in the 3 to 6-year age group, and to best prepare these children for formal schooling.
- To document the process and formulate guidelines for developing model AWCs that would showcase good practices for the Integrated Child Development Scheme (ICDS) to adopt and emulate in other AWCs.

### **Project Outreach:**

The project is implemented with 957 Children and 931 parents in 52 AWCs of Shirwal, Lonand and Ahire beat of Khandala Block, Satara District.

Continuing to work with children during the Covid pandemic was a huge challenge. During this trying period too, there has been continuity in providing education through a variety of virtual platforms. As the AWCs were closed throughout the year it was difficult to work with children directly so emphasis was laid on capacity building of AWWs, AWHs and caregivers.

## Activities conducted during the year 2020-21:

### Capacity Building of AWWs, AWHs and ICDS Officials -

Phase of the AWCs	For whom	No. of trainings conducted
Phase I and II – Shirwal, Phase III –Lonand	AWWs	8
	AWHs	8
	ECE Staff	19
<b>Topics covered</b>		
	Positive thinking methods	
	Child education quizzes Part 1	
	Physical development of child	
	Social development of child	
	Emotional development of child	
	Different emotions of children Part 1	
	Different emotions of children Part 2	
	Homemade games for children	

### Caregivers Education-

Parents'/Caregivers' Education Sessions			
Phase of the AWCs	Topic	No. of Meetings Conducted	No. of parents attended out of 849
Phase I and II – Shirwal, Phase III – Lonand	How children learn language? (Mother tongue)	76	659
	Effects of over use of mobile and T.V. on children	76	659
	When should children be taught to write?	76	673
	Understanding children's reading and writing problems	78	684
	Stages of reading readiness.	78	691
	Stages of maths readiness- Part 1	78	695
	How children think- Part 1. (Matching)	80	962
	How children think -Part 1 (Classification)	80	702
	Importance of books for children	80	711
	Reading and writing readiness	80	709
	Shapes Identification	80	718

## Results -

- Prior to the lockdown, most of the parents were conducting activities by rote learning method where learning is more of adult centric than of child centered. But after the intervention more than 50% of the parents have started conducting various child-centric activities with their children at home.
- The parents came to know the exact benefits and importance of early childhood education, and they have understood how the ECE activities have a positive effect on a child's development.
- Most children spent less hours on TV and mobile, and the parents were introduced to concepts of early childhood care and education.
- There is a big change in the attitude of the parents who attend the regular caregiver education sessions as they have better interaction with their children. Now they have learned how to handle children in different situations. As a result the parents do not beat the children out of impatience.
- Parents have understood the importance of story books in child education. 221 parents involved in the project have procured 398 books worth Rs 22000 for their children from the project office.
- Parents have developed the skills to engage their children in the right way for overall development.

### *“Khelu Aanande, Shiku Swanande - An exhibition for Parents”*

Throughout the year all AWCs were closed due to the Covid pandemic and parents were the only bridge to keep in touch with the children. Parental education has already been a part of our project activity but this situation presented a great opportunity to implement it. Under the project activity along with the regular monthly zoom meetings and follow up sessions PACPRIL organized exhibitions on various games, plays, puzzles which can be easily made by using household items and scrap material. A total of 661 parents from Khandala taluka visited the exhibition.



Ms. Sandhya Nagarkar (Assistant commissioner ICDS Maharashtra State) visited the exhibition

## Visitors' Feedback

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“ पालक म्हणून आम्हाला नक्कीच फायदा होणार आहे कारण या परिस्थितीत आम्ही बाहेरील खेळ आणू शकत नाही. त्यामुळे हि खेळणी आम्ही बनवली तर मुले घरात एका ठिकाणी बसायला मदत होणार आहे आणि या खेळांसाठी घरातीलच वस्तूंचा वापर केला असल्यामुळे खर्च देखील जास्त येणार नाही. यातून मुलांचे शिक्षण पण होईल व मुले मोबाईल आणि टीव्ही पासून दूर राहण्यास मदत होईल.”

- **Dhanaji Mote** (Parent, Village Dhangarwadi)

## Impact- Few Stories of Anganwadi Workers

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### **Rani Dadas (AWW, Village Dhangarwadi) -**

Rani understood the gamut of ECE and very committed to her work which is beyond her official hours. She does not miss learning opportunities in children's milieu. Rani takes several initiatives based on the model of Activity Based Learning which has been trained under this project. The way Anganwadi functions now is completely different from what it was earlier before the project started. The children have become more communicative, they raise questions without fear, solve problems on their own, think logically and have learnt to observe and innovate. With the help from Youth Mandals of the village Rani prepared storage equipments and required material. During the pandemic, Rani learned to use virtual platform such as Zoom and Conference Calls and established connect with the parents. Using the online media, she helped all the parents in the village to carry out activities for their children which included language development, writing readiness, maths readiness, concept of shapes and size, orientation of letters, cognitive activities such as classification and sequencing. Using the Whatsapp, she made various activity videos, sent audio files and texted syllabus to the parents to make them understand the method of conducting activities and dealing with children. These initiatives helped to strengthen the bond between parents and their children. Rani initiated the library project through parents' group and with the help of PACPRIL they purchased 50 books. This depicts that parent understood the importance of books as well as their involvement in their children's progress.

She also paid visits to the parents and convinced them about engaging the students at home. For this purpose, she gave demonstrations of the activities at each parent household. Later, parents started interacting with her on Whatsapp; and within no time her 'Whatsapp Anganwadi' became active. Parents started sharing their activity videos and she promptly gave her feedback to them. Through this initiative, 86% of

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parents engaged their children in these constructive activities and it helped a lot in improving Rani's parent-pupil interaction.

**Manisha Liman (AWW, Village Sangavi) -**

The training under PACPRIL's ECE program made various positive changes as a teacher in Manisha. Manisha is curious and ready to learn many things. It is not restricted to learning she also adopt things in her work. So in her case there is a transformation from teacher centric approach to child centred approach. To ensure parents' participation in their childrens' education, she organized several Parents' meetings along with PACPRIL support. Additionally, she also received contribution from them to purchase books worth Rs1,060. During the lockdown, Manisha organized more than 12 Parents' meetings through Zoom and Conference calls with the support of PACPRIL ECE staff. The parents meeting consists of some inputs related to child development, approach towards children and activities for children like language development, writing readiness, maths, shapes identification, alphabet identification, and classification. 100% parents attended these meets and participated in the activities regularly. These meetings proved to be very helpful for them. PACPRIL & Anubodh prepared some videos and audio stories which she was circulated to parents and ensure that parent conduct story telling often with their children.

All this resulted in good communication and improved relations between the children and their parents.

**Sujata Chorage (AWW, Village Bhade) –**

Sujata herself is vibrant and motivated and with the new vision of Early Childhood Education she shows innovation in her programme. Along with commitment she is interested in her work. Because of training and mentoring received under the ECE program, Sujata adopted activity-based model of education. It has led to better communication skills, motivated children to ask questions without fear, increased their ability to solve problem, cultivated logical thinking and listening to others. It has also improved their observation, innovation and creativity. The parent participation in terms of money and material required for ECE has increased. During the lockdown, Sujata organized many virtual meetings. Out of 83% parents who attended these meetings, 76% parents regularly participated in the activities introduced in these meetings. It helped to reduce their children's screen time considerably.



Learning disability is a neurological problem and as such cannot be corrected with medical treatment. Educating these children needs a lot of patience and innovative methods of teaching. Inconsistency in attending the school or remedial sessions causes relapse and this discourages the parents as they fail to see the expected improvement.

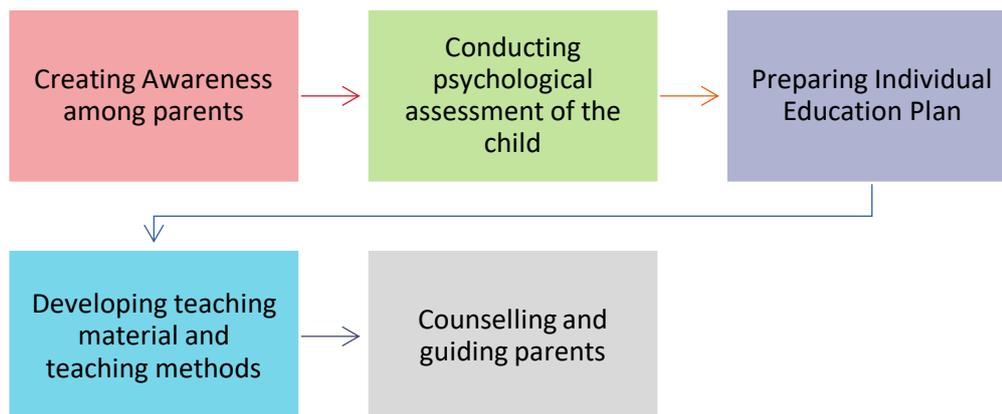
There are different types of learning disabilities such as Dyslexia (writing disability), Dysgraphia (reading difficulty), Dyscalculia (difficulty in Maths) language processing disorder, Visual perceptual/visual motor deficit, ADHD (attention deficit) etc. These are all grouped under the term “learning disability”. With appropriate support and intervention, children with learning disabilities may be able to achieve reasonable academic, social, emotional, and professional success in life.

PACPRIL supports a special school in Shirwal for children with learning disabilities. It has partnered with Dnyansamvardhini Shikshan Sanstha (DSS), Shirwal and Prism Foundation, Pune for the running of the school – Anand Vidyalaya. Shree Seva Medical Foundation has provided rent-free premises for the school. DSS takes care of other operational expenses and PACPRIL supports teachers’ salaries. Minimal fees are charged to the students.

Another intervention is Gulmohar Remedial Centre in Satara City. This is a centre for conducting one-on-one remedial sessions and not a regular school. The session fees are subsidized. Param Prasad Charitable Society (PPCS) has provided the space for running the Centre.

In 2020-21, **48children** were enrolled in Anand Vidyalaya and 17 in GRC. Many activities were planned to develop the students’ academic, emotional and social aspects. However, these were partially achieved due to the prevalence of COVID-19.

## Student Identification and Implementation Process:



## Outreach - Anand Vidyalaya:

Parameter	No.
No. of total students in school	48
Percent attendance of enrolled students	85%
No. of IEPs made	48
No. of children with improved academic performance	45
No. of children with improved social performance	45
No. of children with improved emotional performance	45
No. of parent-teacher meetings	05
No. of parents attending meetings	41
No. of awareness sessions for parents on learning disability	5
No. of parents having good understanding on their child's disability	22
No. of visitors to the school	26
No. of teaching material/aids prepared	131
No. of virtual field visits conducted for students	8
No. of teachers training conducted	06

## Glimpses of Activities:



Science Exhibition at  
Anand Vidyalyaya

Virtual field visit to grocery shop



## Outreach - Gulmohar Remedial Centre

Parameter	No.
No. of total students in Centre	17
Percent attendance of enrolled students for online sessions	42%
No. of IEPs made	07
No. of children with improved academic performance	07
No. of children with improved social performance	07
No. of children with improved emotional performance	07
No. of parent-teacher meetings	0
No. of parents attending	0
No. of awareness sessions for parents on learning disability	1
No. of parents having more understanding on their child's disability	17
No. of visitors to the centre	NA
No. of teaching material/aids prepared	07
No. of student's field visits conducted	0
No. of teachers training conducted	3

## Computer Literacy Program

Computer Literacy Program for rural women, in collaboration with Shripatrao Kadam Mahavidyalaya, Shirwal was started in March 2018, and has continued since then. This is a collaborative program with the college, where the college provides its facility and PACPRIL supports the instructor's fees.



So far 7 batches have been completed by the end of FY 2020-21, by which **89 women** have benefited. In this financial year a total of 30 women participated in this program. The project is getting good response from women around Shirwal area. The participants appreciate the opportunity offered to them to learn computer operating at a nominal cost.



Ms. Neha Paranjape (Director, PACPRIL) and College authorities with participant women of 7th batch

# RURAL DEVELOPMENT



## Jal Sandharan Prakash (Water Conservation Program)

Water Conservation has been the focus of PACPRIL under rural development activities. Many districts of Maharashtra are faced with extraordinary water crisis where demand has surpassed supply. The primary aim of PACPRIL is to address the water scarcity issues faced by the community by way of promoting water harvesting. The water conservation program has grown in dimension, in keeping with local needs across Satara District. PACPRIL carries out its water conservation efforts with the support of Paani Foundation and active participation of the Grampanchayat and relevant government bodies and the village community. The project encourages sustainable water harvesting and groundwater recharges to ensure availability of water in ample amount and make the village tanker free.

Until now, the company's focus for this work was limited to Koregaon taluka but due to the need in other areas, it was extended to Khatav taluka this year. Village Garwadi from Khatav received support for following water conservation activities.

- **Deep CCT –20,000 CUM** (with 2.1 Cr. ltr water conservation capacity)



**Deep CCT filled up after the first rainfall of the season**



Paani Foundation experts and even the government authorities expressed that this work has set a model in water conservation activities for Satara district.

### **Impact -**

- The wells in this area have been recharged and the groundwater level has increased by an average of 15 to 20 feet.
- Learning about the results and quality of the work, the Gram Panchayat members and Sarpanch from 14 villages of Satara district visited Garwadi to see the project.
- As a result of water availability, the farmers have started taking cash crops such as onion, ginger etc.

The villagers said that this deep CCT work has ensured water availability for at least next one year.

## Construction of and repairs to toilets and urinals -

Pragati High School, Shirwal had approached PACPRIL with a request to support for construction of new and repairs to the existing toilets/urinals of the school as the existing were damaged and inadequate to service large number of students. Responding to this request, old urinals were repaired and new ones were constructed by the company. A total of 1032 student of the school are being benefited from this facility.



## COVID Relief Activities –

The outbreak of COVID-19 and the subsequent lockdown had deep impact on the community. The government healthcare and administrative system went on a war footing to respond to this overwhelming situation. PACPRIL also contributed to the best of its ability to complement the efforts by the government.

### Covid Relief Highlights:

Total Spend- **Rs. 4.31 Lacs**

Total Reach - **500+ Individuals**

Focus Area– Individuals and Government Healthcare



Providing essentials to Satara traffic police

### Activities -

- Grocery and hygiene kits to migrants through Tehsildar, Khandala
- Donated total 300 PPE kits to Zilla Parishad and government hospital, Satara
- Provided essentials to District Traffic Police personnel on Covid duty
- Cash contribution to Manufacturers' Association of Satara to procure Ventilators and High Flow Nasal Oxygen (HFNO) machines, which were supplied to local hospitals at Satara.



Ration kit distribution



Donation of PPE kits to ZP Satara