

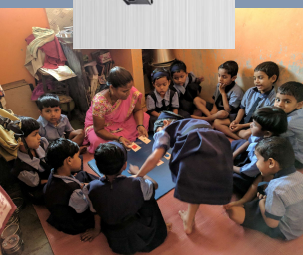
PARANJAPE AUTOCAST PVT. LTD.

CORPORATE SOCIAL RESPONSIBILITY

ANNUAL REPORT 2017-2018



Prepared by Chhaaya Strategic Advisors, LLP



BACKGROUND:

Paranjape Autocast Pvt. Ltd. (PACPRIL) established in 1973, is in the business of auto component manufacturing. It has expanded over the years and counts prominent auto manufacturers in India as its customers. It's a trusted name in the industry and commands respect. With values like honesty, integrity, dependability, discipline and system-based working, PACPRIL is proud to announce itself as an ethical organization, committed to quality.

PACPRIL CSR:

PACPRIL has been undertaking social activities much before it became mandatory by law. It has taken its commitment to ethics and quality forward to its CSR programs as well. Since last few years it's CSR has become more focused and systematic.

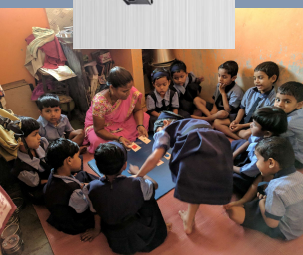
PACPRIL CSR Vision

PACPRIL conceives CSR as a mission for inclusive growth that

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

PACPRIL's CSR ethos

- Sincerity
- Consistency
- Quality
- Austerity
- Mutuality



All the CSR interventions taken up by PACRPIL are in Satara District where its factories are located. PACPRIL does not believe in spreading itself thin on variety of programs but concentrates on issues in which there are less interventions by other organizations. Its flagship programs are Early Childhood Education; and working with children having learning disabilities through Anand Vidyalyaya and Gulmohar Remedial Centre in Shirwal and Satara respectively. PACPRIL is committed to long-term support for these programs. At the same time, responding to overall water crises in the state, it has also allocated specific resources for water conservation efforts.

STRENGTHENING EARLY CHILDHOOD EDUCATION

PACPRIL'S EDUCATION MISSION:

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

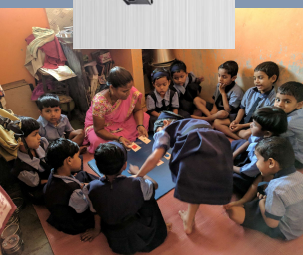
The children begin to learn about the world around them from the time they are babies – even during the prenatal, perinatal and postnatal period. Neurological research indicates that the early childhood years (from 3 to 6) are critical in children's brain development. The bonds with their parents and their early learning experiences profoundly influence their future physical, cognitive, emotional and social growth. These experiences also determine what kind of adults they become. Hence, investing in the early childhood education is the best way to ensure their future success.



Understanding this need, PACPRIL decided to adopt Strengthening Early Childhood Education (ECE) as their flagship program and started work with 11 Anganwadi Centres (AWCs) in

2014 to begin with and added 26 AWCs in 2016.

The primary goal of the project is to ensure the availability of a good quality education for rural children between 3-6 years of age. This is done by upgrading



skills of ICDS functionaries through training and mentorship.

The project design ensured inclusion of contextualised, good quality ECE principles in the children's daily routine, based on Maharashtra government's



Aakar curriculum. Anganwadi Workers (AWWs) and Anganwadi Helpers (AWHs) are provided training and on-site mentoring through Field Coordinators (FCs) employed by PACPRIL. A team of four field coordinators and one program coordinator mentors and monitors AWWs and AWHs.

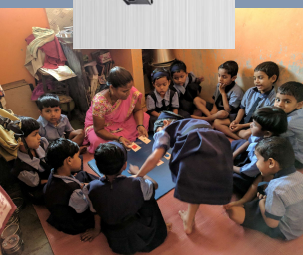
Project Objectives:

1. To enable AWWs and AWHs in the AWCs of Khandala Block, to improve the quality of ECE they impart (specifically language skills and cognitive abilities) to children in the 3 to 6-year age group, and to best prepare these children for successful formal schooling.
2. To document the process and formulate guidelines for evolving 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 in 32 AWCs in 2 Beats of Shirwal, and 1 Beat in Khandala Block, Satara District.

	For training and mentoring	For training
No of AWCs covered	32	4
No of AWWs	32	4
No of AWHs	30	4
No of children	741	60
No. of ICDS supervisors	3	2



Major Activities:

- Developing materials and practices to cover the Aakar curriculum
- Capacity building, monitoring and mentoring of AWWs and AWHs
- Facilitating partnership between the community and AWCs in order to strengthen the quality of ECE
- Sensitizing caregivers about their role in ECE and enabling them to understand, learn, internalize and practice appropriate caregiving practices
- Networking with ICDS and local stakeholders for improving the quality of ECE in all AWCs and for overcoming problems and difficulties

Outreach:

- AWWs and AWHs Training & Mentoring:

The most important part in ECE program is training and mentoring. Training of the AWWs and AWHs continues to be conducted using an interactive approach, with ample use of observation-critique-reflection-practice, role-plays, structured practice etc. Mentoring is an on-going process and responsibility of the field coordinators. The AWW and AWH experience three levels of mentoring and monitoring – the Field Coordinator (FC), the ICDS officer and the PACPRIL ECE Consultant. Monitoring by the FCs is both descriptive/ anecdotal and also quantitative, using a system of points.

Following tables indicate the training and mentoring coverage during 17-18.

Coverage	Training and Mentoring	Only Training
No of AWCs	32	4
No of AWWs	32	4
No of AWHs	30	4
No of children	741	60
ICDS supervisors	3	2

	No of AWWs	No of AWHs
No of AWWs & AWHs	36	34
No of trainings conducted	7	6
Average attendance	30	29
Topics covered	Spoken language development, Pre-mathematical concepts & math, emergent literacy, basic concepts shape & colours	Spoken language development, Pre-mathematical concepts & basic concepts shape & colours

Caregiver Education:

The most important part in ECE program is training and mentoring. Training of the AWWs and AWHs continues

A baseline study conducted in July 2017 in all project villages clearly indicated urgent need for awareness raising on the role of caregivers in ECE. For example, most the caregivers who were interviewed did not see 'play' as a positive cognitive experience for their small children and wanted to see them 'studying' or 'learning' in a more traditional schoolroom environment.

A focussed group discussion was conducted in 32 AWCs to create awareness on the children's daily routine, games and playthings at home, reasons for children crying and resolution, discipline to be observed by the caregiver and the ways to do it and their understanding on early childhood education and their role in it.

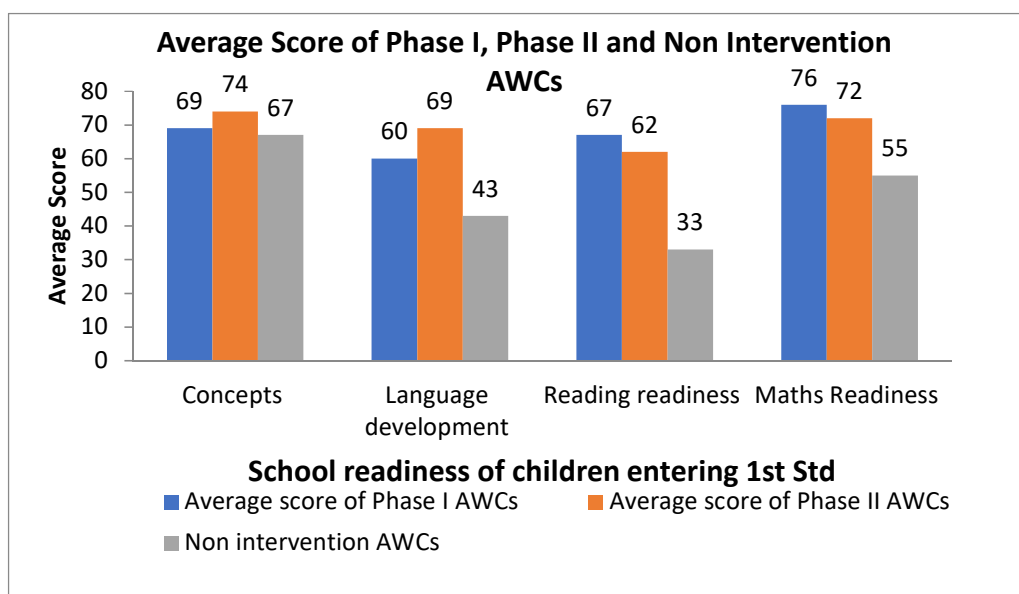
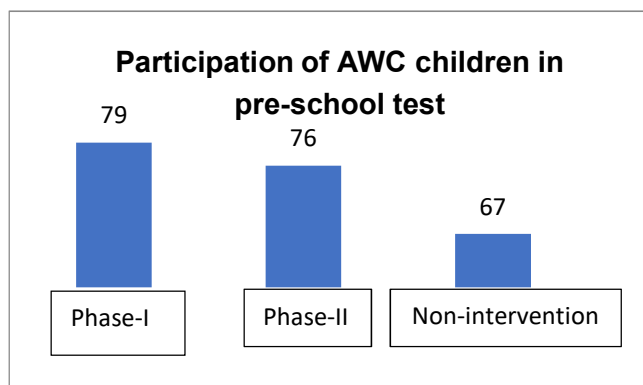
Outcome:

Overall assessment of the quality of ECE AWCs of both phases shows considerable improvement. The AWCs are rated on pre-decided parameters. All AWCs have shown improvement in performance. Total 29 AWCs were rated.

Percentage	Phase I AWCs		Phase II	
	Pre	Post	Pre	Post
80% & Above	0	2	0	2
79 % to 70 %	1	4	0	9
69 % to 60 %	1	3	0	9
59 % & Below	7	0	22	2

ECE Programme quality - Year wise Summary

Type of AWC	Phase I – 2014 Phase II – 2016	Academic year 2017-18	
		Score at the beginning of academic year 17-18 (July 2017)	Score at the end of academic year 17-18 (March 2018)
Phase I	52%	53%	72%
Phase II	36% (Baseline 5 NOAs)	34%	69%



There is a visible difference between the AWC under project and the others where this project is not being implemented. The children are happier and their understanding is increased by experiential learning.

We are very encouraged by this result.

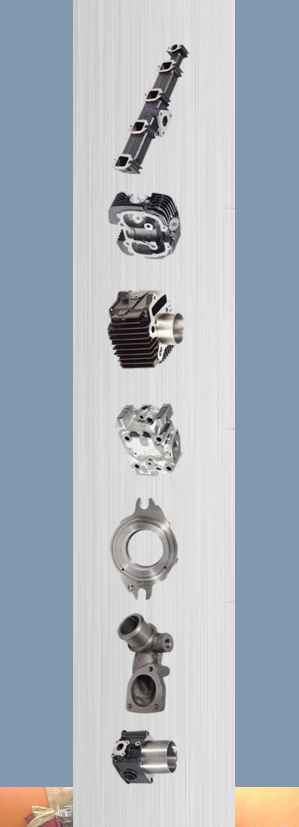


WORKING WITH CHILDREN HAVING LEARNING DISABILITY

Learning disabilities are neurologically-based processing problems. These problems can interfere with basic skills such as reading, writing and mathematics; and higher-level skills such as organizing, planning, reasoning, long or short-term memory and attention. These disabilities not only affect a child's life academic life but also impact relationships with family, friends and the society. That is why learning disabilities are referred to as "hidden disabilities". Many times, the child looks perfectly "normal" and seems to be very bright and intelligent yet he/she may lack skills of someone of a similar age-group. Learning disability remains a life-long challenge as it cannot be fixed or cured. There are different types of learning disabilities such as dyslexia (writing disability), dysgraphia (reading disability), language processing disorder, ADHD (attention deficit), etc. These are all grouped under the word "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's interventions in this area is of two-fold – one is to run a full-time school for children identified with learning disability in Shirwal through Anand Vidyalaya and another is to conduct special one-on-one remedial sessions for such children through Gulmohar Remedial Centre (GRC), in Satara.

PACPRIL has partnered with Dnyan Samwardhini Shikshan Sanstha, Shirwal and Prism Foundation, Pune, to start Anand Vidyalaya in Shirwal for children with learning disability. Shri Seva Medical Foundation has provided the premises for this school. This initiative includes identifying such children, taking awareness sessions with their parents, conducting psychological assessment of children and enrolling them in Anand Vidyalaya as students.



39 children are currently enrolled in Anand Vidyalaya and 31 in GRC. Throughout the year different activities / events are undertaken to enhance their cultural, academic, emotional and social skills.

Implementation Process:

1. Creating awareness amongst parents by conducting awareness sessions and workshops on learning disabilities
2. Conducting psychological assessments of the students to classify the nature and severity of their disability
3. Preparing and executing Individual Education Plan of each student
4. Developing teaching materials and teaching methods to enhance academic performance along with the social, emotional and vocational skills of student
5. Counseling and guiding parents to help their ward with his/her academic progress and all- round development

Anand Vidyalaya:

Outreach:

Meetings:

- 6 Parent-teacher meetings
- 5 Parent gatherings
- 3 PTA meetings
- 11 Teacher-Coordinator-Principal meetings
- 3 meetings with Dnyan Samvardhini Shikshan Sanstha for enrolment of new students





Trainings:

- Language Workshop by Manjiri Nimbkar at Kumthe Beat, Satara
- Participation in 2 Mathematics Workshops by Nilesh Nimkar at Kumthe Beat, Satara
- Participation 2 Workshops on language and mathematics conducted by Dnyan Samvardhini Shikshan Sanstha
- Workshop on simple science experiments
- REBT training
- Workshop on reporting writing
- Guidance from Kanad Pratishthan and Prism Foundation and other visiting dignitaries

Outcomes:

PTA meetings were able to generate awareness among parents. Due to these interactions, parents became more aware and motivated. They started participating in school activities, such as celebrating birthdays in school, gifting books, etc. They also started taking efforts to get donations in kind to help the school.

All children are different and unique in category of disability. However, following overall improvements have been observed:

- Following instructions
- Reading simple words
- Recognition of numbers
- Improved effort in reading sentences
- Better concentration
- Some children have shown improvement in attention span and anger control
- Taking initiative

**GRC:****Outreach:**

- Total 31 children enrolled in GRC
- 1576 one-on-one sessions were conducted
- 10 monthly group events conducted
- Overall attendance at 70%
- 7 tests conducted for assessment of progress
- 11 children progressed from stage C to stage B

Challenges:

GRC conducts one-on-one sessions for the children identified with learning disability. These are paid sessions. The centre faces many challenges.

1. The parents are unwilling to accept that their children have learning difficulty.
2. Many parents uneducated, and coming from lower income group, are incapable in comprehending the issue. They are unable to contribute financially, physically and intellectually in the efforts required for the progress of their child.
3. Since these are paid sessions, parents are unwilling to pay extra money for the sessions.
4. Due to lack of awareness and low understanding of the issue, there is irregularity in bringing the child to the session
5. Irregularity in attendance undermines the efforts made in the earlier session and many times the child goes back to earlier stage as their retention span is very low.

JAL SANDHARAN PRAKALP (WATER CONSERVATION PROGRAM)

There are many villages in Maharashtra, which face severe water shortage in summer months. Not only does it affect their livelihood as they are not able to take summer (and many times even winter crops), but also the quality of their life due to lack of drinking water. Maharashtra Govt has taken up decentralized water conservation program called 'Jalyukta Shivar Abhiyan' to address the water crises. Other organizations such as Paani Foundation, Naam Foundation along with Corporate sector and private citizens have pitched in to motivate the villages to come forward and resolve the issue themselves.

PACPRIL has been working in this area since last two years in villages of Satara District with an objective to increase ground water level and to reduce water stress. Water conservation activities supported by PACPRIL were undertaken in two villages – Pawarwadi and Nahvi Budruk of Koregaon Taluka in the year 2017-18. The project work was done during the months from May to July 2017.

Pawarwadi:

Pawarwadi has area of 389 ha, out of which 238 are under cultivation. 94 ha area is forest land, 22 ha common barren land and farmers own 50-acre barren land.



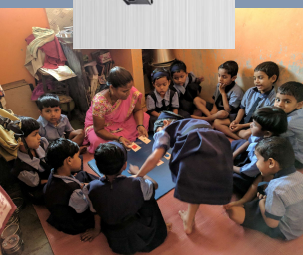
Check Dam

There are 64 wells and 3 drinking water wells which supply irrigation and drinking water to the villagers.

Under Jalyukta Shivar, the State Govt. provided excavators for desilting of the village pond. The villagers paid for the diesel and donated labour. Out of the village population of 903, around 350-400 villagers worked for 55 days for the de-siltation work. Naam Foundation did Nala deepening and repairs in about 9 km length of the stream. Vasantdada Patil Education Institute also pitched in. PACPRIL supported the deep Continuous Contour Trenching (CCT) on 50 acres of private land. In CCT, trenches are dug along the contour lines, so that water flowing down the hill is retained by the trench and infiltrates the soil below. Between two trenches, crops can benefit during the growing season (when there is less rain) from the subsoil water reserve gathered during the rainy season. This is a very important activity to increase ground water levels and perfectly aligns with PACPRIL's objective of increasing ground water level.

Deep CCT filled with water





Outcomes:

- The CCT work was done by the villagers themselves and hence, could be completed in less cost than estimated.
- The savings were used to construct 4 mud dams in the streams facilitating more water conservation.
- Extra water storage created through all these activities is 161 x 7 x 40 ft (6.73 lakh litres).
- The deep CCT and four cascading check dams have helped percolation of rainwater due to which ground water level has increased.
- CCT has benefited recharging of ground water and retaining of soil moisture for rabbi crops.
- The common open wells and the village pond still had water almost throughout the year even after bad monsoon. Earlier they used go dry in January.
- All farmers could grow summer crops due to availability of water. That is a substantial increase in their income.

Nahvi Budruk:

Nahvi Budruk is close to Pawarwadi and also a village keen to implement new things. Pond de-siltation was done under Jalyukta Shivar Abhihiyan of Maharashtra Govt. However, there were no funds to transport the rubble. PACPRIL provided support for the transport. The villagers said that in absence of this support the govt contractors would have dumped the rubble on the shores of the pond from where it would have eventually found way to the pond again.

Outcome:

The silt excavated from the pond was graded. Though the quality of the silt was not very good, some farmers who had barren land, wanted to deposit it on this land which was lying idle and useless. The rubble was sifted and layer of thinner rubble was deposited on about 15 acres of land. This year, the farmers were able

to take millet crop (sorghum) on this land. They said that due to addition of organic fertilizer, microbial activity will be promoted and slowly the quality of the soil will improve. They said that for them, this was reclamation of land. The rest of the rubble was used to make roads. So due to PACRPIL's support, the rubble was productively used.



Barren land being cropped

SARVANGIN GUNVATTA VIKAS PRAKALP:

This project was launched in Nov. 2015 with an objective to improve overall quality of education in 40 ZP primary schools of Kumthe Beat, Satara. This project supported by PACPRIL is the initiative of Mrs. Pratibha Bharade (Extension officer, Panchayat Samiti, Satara). Under this project it was also aimed to provide skill training to girls in Mallakhamb sport. The project activities include -

- Training in math and language for 120 teachers of the selected 40 schools to improve their subject matter teaching skills. The training workshops were organized by Ms Bharade. Various subject matter specialists are invited to give inputs in the workshops. Total 4 workshops were conducted in the year 2017-18.
- Training to girls of 10 schools in Mallakhamb sport with an objective to help the girls achieve competitive skills and enable them to participate in state level competitions. PACPRIL made MOU with Samarth Mallakhamb Sangh, Kari Institute to provide the Mallakhamb training to girls. Three level trainings were proposed - a) basic training, b) federation level competition



training, c) district level competition training. It is expected that through this training program, girls would be able to achieve competitive skills in this sport. 155 girls in 10 schools are taking benefit of this program.

Apart from training, PACPRIL has also provided support in installing Mallakhamb structures and mattresses to these schools.

Outcomes:

- Math Workshop: After comparing pre and post workshop results it was observed that the performance level of teachers went up to 99% from earlier 36%. The performance was judged on 12 parameters.
- Language Workshop: After the workshop the performance of the teachers was observed to have gone up from earlier 56% to 99%. The language performance was judged on 5 parameters.



Math Training in Progress

COMPUTER LITERACY PROGRAM:

In collaboration with Shripatrao Kadam Mahavidyalaya, Shirwal, PACPRIL organized Computer Literacy Program for women. Computer literacy has become as important as reading and writing in today's digital world. Many times, even lower income group in rural household have computers at home as the current education system requires use of computers. However, women in rural areas scarcely get to learn to use it. This course was designed with such women in mind. It's a two-month course. After completion of the course, the participants will get a competition certificate. The college has provided the use of its computer lab free of cost. PACPRIL is paying for the instructor. Small fees are collected from the participants to ensure that only the ones with serious intention of learning attend the course.

The first batch started in March 2018. It will conclude in May 2018.



WAY Forward:

We are learning from our experiences in all programs that we are implementing. We have seen positive changes in all projects. The next strategy would be to consolidate the gains and see how we can scale up the projects that are giving maximum impacts with optimal resource utilization. We are setting up systems to map our outcomes and impacts. The next year will be devoted to make our CSR more focused and systematic.