

# **CORPORATE SOCIAL RESPONSIBILITY**

## **ANNUAL REPORT 2018-2019**



## 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

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

Paranjape Autocast Pvt. Ltd. (PACPRIL) is an auto component manufacturer and supplies parts to 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.

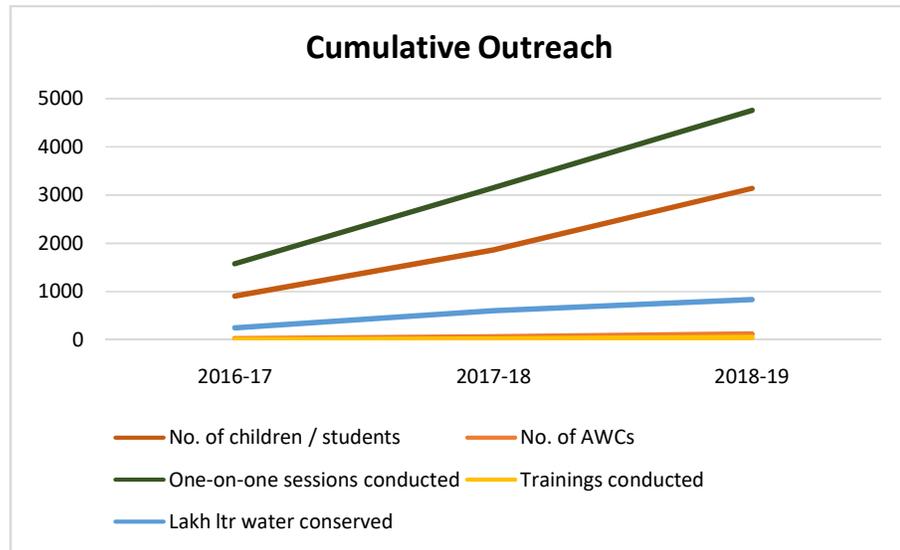
As a part of structuring CSR programs, decisions regarding geographical spread and which thematic areas should be adopted, were also taken. Since its factories are located in Satara District, it was decided that all social development activities should be implemented in this district. Two major thematic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



## CSR at a Glance.....

Year	Cumulative Outreach				
	No. of children / students	No. of AWCs	One-on-one sessions conducted	Trainings conducted	Lakh ltr water conserved
2016-17	906	09	1577	0	250
2017-18	1862	34	3153	13	603
2018-19	3142	52	4760	50	833

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## 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 wanted to have interventions. These are the areas where not enough is being done compared to the needs of the hour. The first is 'early childhood education' and the second is 'working with children having learning disabilities'.

### 1. Strengthening Early Childhood Education (ECE)

#### Project Goal:

"to ensure the availability of a good quality education for rural children between 3-6 years of age"



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The ECE program is conceived, designed and managed by Ms Vidya Ghugari. She has a vast experience in the subject. Paranjape Autocast Pvt. Ltd. recognises her immense contribution and efforts in making the program successful. ECE is the largest CSR program in terms of outreach and resources invested in it. It is PACPRIL's flagship program and is being implemented since 2014-15.

It's 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 right kind of atmosphere and teaching for overall development of the child would ensure later success in life.

When it was decided to work in ECE with rural children as target beneficiaries, Anganwadi Centres as a medium of intervention was the obvious choice. Working with the Govt'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 decides to withdraw; 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 mentorship.

Beginning with 11 Anganwadi Centres (AWCs) in 2014, the program has now been scaled up to 52 AWCs in 2018-19.



**Project Design:**

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

**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 52 AWCs in 2 Beats of Shirwal, 1 Beat of Lonand and Ahire Beat of Khandala Block, Satara District.

**Coverage:**

	For training and mentoring	For training	Total
No of AWCs covered	47	5	52
No of AWWs	47	5	52
No of AWHs	43	5	48
No of children	1024	131	1155
No. of ICDS supervisors	5		5

**No. of Trainings:**

Phase of the AWCs	For whom	No. of trainings conducted
Phase I and II - Shirwal	AWWs	12
	AWHs	9
Phase III - Lonand	AWWs	4
	AWHs	4
Phase I, II & III	ECE Staff	9
<b>Total trainings</b>		<b>37</b>
Topics covered	<ol style="list-style-type: none"> <li>1. Cognitive skills: Match the pairs, Classification, relationship, problem solving, school readiness, etc.</li> <li>2. Stress management</li> <li>3. Development of brain</li> <li>4. Art workshop</li> <li>5. Free play</li> <li>6. Language development using pictures, cards</li> <li>7. Alphabet and number recognition</li> <li>8. Recognition of shapes and colours</li> <li>9. How to hold caregiver meeting</li> <li>10. Mentoring</li> </ol>	



Parents/ Caregivers Meetings		
Phase of the AWCs	Topic	No. of meetings conducted
Phase I and II - Shirwal	Communicating beyond just giving instructions	31
	Early experiences and brain development	31
	What should the children know at the time of admission to 1 <sup>st</sup> standard	31
	Understanding that children observe how elders behave and learn	31
	Creativity and development	28
Phase III - Lonand	Introduction to the project, screening of project film and people's participation	11



**Trainings:****1. Cognitive skills:**

- The AWWs could take higher level activities
- While taking any activity, they started referring to activity book, activity priority list and book 'शिक्षणछोट्यांचे, सहभागमोठ्यांचा'
- Use of different aids in the activities to clarify concepts
- Growing participation of AWHs in the activities

**2. Stress Management:**

- AWWs cultivated better listening skills
- They started solving their own problems by using different methods
- Irrespective of the issues between AWWs and AWHs, they were better involved in the program
- 2 AWHs were identified with psychological problems

**3. Brain Development:**

- Many AWWs reduced their voice levels so as not to intimidate children
- Understanding on giving atmosphere of security to children improved
- Interaction with the children improved in terms of encouraging thinking and giving direction
- Understanding on realization of the effect of their own responses on the children, has improved

**4. Art Expression:**

- AWWs have started use of different materials for art
- There is visible difference in the expression of children reflecting on their drawings
- Those AWWs and AWHs who did not draw before, are now trying to draw pictures with the children
- They have also begun to look at the drawings more consciously and interpretively

**Other results:**

- Beating has stopped
- Children come to AWC on time
- Material for free play was collected from surroundings
- Some shelves to keep the material in the AWC were procured by AWWs, AWHs and some parents
- The communication between AWWs and AWHs has improved
- The children are kept busy throughout the time
- Variety of activities to keep the children engaged

**Assessment of the quality of ECE AWCs:**

Percentage	Phase I (9 AWCs)		Phase II (22 AWCs)		Phase III (16 AWCs)	
	Pre (Jun. 2018)	Post (Feb. 2019)	Pre (Jun. 2018)	Post (Feb. 2019)	Pre (Jun. 2018)	Post (Feb. 2019)
80% & Above	2	4	2	5	0	4
70% to 79%	2	4	6	10	0	6
60% to 69%	3	0	11	4	0	6
59% & Below	2	1	3	3	16	0
<b>Total</b>	<b>9</b>	<b>9</b>	<b>22</b>	<b>22</b>	<b>16</b>	<b>16</b>

*Some short films on training and mentoring were uploaded on the YouTube so that interested people could understand more about the project.*

## 2. Working with children having learning disability

When PACPRIL explored issues in education, they found that working with the children having different kinds of learning disabilities was a neglected issue in rural area. Many times, parents who are themselves illiterate, do not realize that the child has this disability. They put it down to laziness and treat the children with impatience, at times punishing them heavily. This becomes quite a trauma for such child as he or she feels isolated emotionally and socially.

Learning disabilities are neurological problems and as such cannot be corrected with medical treatment. Working with these children needs a lot of patience and innovative methods of teaching. One has to be prepared for relapses too if the attendance to the special school or in one-on-one sessions is not consistent and regular. This further discourages the parents because they do not understand the issue and fail to see expected improvement.

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.

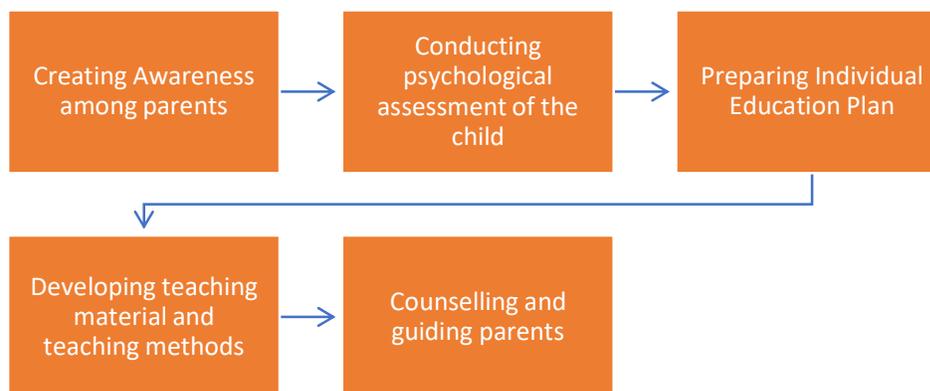
PACPRIL supports a special school for children with learning disabilities located in Shirwal. It has partnered with Dnyansamvardhini Shikshan Sanstha (DSSS), Shirwal and Prism Foundation, Pune for the running of the school – Anand Vidyalaya. Shree Seva Medical Foundation has provided rent-free premises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

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

provided the space for running the Centre.

Due to the very nature of the issue children turnover is high. In 2018-19, 47 children were enrolled in Anand Vidyalaya and 34 in GRC. Many activities are planned and conducted throughout the year to develop the students' cultural, academic, emotional and social aspects.

#### Implementation Process:



#### Outreach - Anand Vidyalaya:

Parameter	No.
No of new children identified	16
No. of identified children enrolled in the school	12
No. of total students in school	46
Percent attendance of enrolled students	83%
No. of IEPs made	46
No. of children with improved academic performance	46
No. of children with improved social performance	40
No. of children with improved emotional performance	36
No. of parent-teacher meetings	8
No. of parents attending	25
No. of awareness sessions for parents on learning disability	3
No. of parents having more understanding on their child's disability	22
No. of visitors to the school	85
No. of teaching material/aids prepared	80

No. of teaching material/aids being used regularly	Approx. 50
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**Outreach - Gulmohar Remedial Centre:**

Parameter	No.
No of new children identified	14
No. of identified children enrolled in the centre	14
No. of total students in the centre	22
No. of children attending regularly - at least 90% attendance	19
No. of IEPs made	22
No. of sessions conducted	1607
No. of group activities conducted	8
No. of children attending the group activity (Average)	13
No. of children with improved academic performance	5
No. of children with improved social performance	5
No. of children with improved emotional performance	0
No. of parent-teacher meetings	2
No. of parents attending (Average)	12
No. of awareness sessions for parents on learning disability	1
No. of parents having more understanding on their child's disability	18
No. of visitors to the centre	14
No. of teaching material/aids prepared	5
No. of teaching material/aids being used regularly	5

**Outcomes:**

**Anand Vidyalaya – Experience of some parents/Guardians:**

- Mohan: His farmer brother who is uneducated has left his son with Mohan for studies. This child has a learning disability. Initially, Mohan was reluctant to enroll his nephew in Anand Vidyalaya as he felt the school was for mentally challenged. However, after observing improvements in the child, he is very glad that he put him in this school. He feels that the school is just like for normal kids.

- **Madhuri:** When her daughter was diagnosed with learning disability, it was very difficult for Madhuri to accept it. When she heard about the school, she wanted to enroll her daughter there. However, her husband still opposed it. He felt that she would be alright in a normal school. However, Madhuri prevailed and put her daughter in Anand Vidyalaya. Her daughter was very restless, confused and quite hyperactive before coming to this school. Slowly she started enjoying the school and has now been here for about 2 years. Her confidence has increased, she has calmed down a lot and takes interest in school activities. She is now neatly dressed and looks after herself. In fact, Madhuri was so impressed with the school that she left her business and joined to school as a teacher. She is now a full-time teacher in Anand Vidyalaya.
- **Pushpa:** Her son is in 9th Standard. He was very short tempered and could not control his anger. He would frequently tear off his shirt in anger. He also used to bite his fingers. The fingers of his hand were swollen and inflamed due to constant biting. He has changed a lot since joining the school. Incidences of uncontrolled anger are becoming less and less. His reading has improved. He is taking lot of interest in Karate and has in fact, played at national level in the last year. He has shown improvement in other areas too. He cooks vegetables, washes his own clothes, makes tea, etc. She is very happy with his performance.
- **Durgappa:** Durgappa is from Bahurupi Samaj which is a nomadic tribe. His knew there was something wrong with his son because he had difficulty in learning. He felt all the earlier schools in which he had put his son were useless. They did not at all help him. But since joining this school, he is happy. His son likes the school and has shown improvement.
- **Bhushan:** Bhushan is security guard in a nearby company and has 12-hour duty. Apart from learning disability, his son also suffers from few obsessions. He talks of the same thing repeatedly. He constantly washes his hands and feet. He avoids touching anything that he feels is dirty. This obsession has gone to such a level that he has received frequent beatings from his father. He now finds other excuses to wash his hands and feet (like going to toilet frequently). Though this has reduced a little after coming to Anand Vidyalaya, it is not yet cured.

*The monitoring team felt that these were mental and medical problems (not part of learning disability) and needed medical treatment.*

### 3. Computer Literacy Program:

Computer Literacy Program for women, in collaboration with Shripatrao Kadam Mahavidyalaya, Shirwal, which was started in March last year, continued this year too. This two-month course was designed for rural women who have had no exposure to computers. It's a collaborative program with the college providing its computer lab free of cost and PACPRIL supporting the instructor's fees. Technical guidance for designing the program was provided by Rayat Shikshan Sanstha's KIIT (Karmavir Institute of Information & Technology, Satara).

So far 3 batches have been completed during 2018-19, and 39 women have benefited.



#### 4. Project for Building Excellence in Mathematics:

This is a new initiative taken up in the current year with an objective to cultivate interest in mathematics and to identify students who could excel in the subject with a little grooming at competitive level. It is being implemented in Dnyansamvardhini School, Shirwal, Satara. 44 students and 7 teachers are benefiting from the program.

Following activities were conducted during the year.

- The selected teachers received training from Bhaskaracharya Pratishtan, Pune, every alternate Saturday throughout the year.
- The 44 students received extra math tuition classes daily from 10 to 11 a.m. every day of the school year.



#### Outcomes:

1. Due to the improved teaching technique, the students lost their fear of maths and their comprehension was enhanced.
2. Their understanding of complex concepts became easier.
3. In Math Olympiad 7 children were gold medalist, 4 won silver medals and 3 won bronze medals.
4. Out of the 6 children who appeared for an exam held by Bharati Vidyapeeth, 4 received distinction and one received first class.
5. All 21 children who appeared for Bhaskaracharya Mathematics Talent Search, passed with good marks.
6. In the Mathex exam held on the last day of training, all 44 students passed with good grades.

# RURAL DEVELOPMENT

## 1. Jal Sandharan Prakalp (Water Conservation Program)

To help the water-stressed villages in Maharashtra PACPRIL has decided to devote certain amount of its budget to augment water resources of selected villages every year. Only the villages which take initiative and are ready to take efforts to ease the situation are selected for support. In this regard, Dr. Pol who is an authority on Western Rural Maharashtra's water situation, is consulted to identify villages. This year Village Anbhulewadi was selected for support.

**Objective of program:** To increase groundwater level and to reduce water scarcity in the village

PACPRIL supported following water conservation activities being implemented under 'Jalyukta Shivar Yojana' in Anbhulewadi village.

1. Deep CCT - 6 hectare (with 13.35 lakh ltr water conserved in a single rainfall)
2. Repair & Desilting of 5 Earthen Nala Bunds (with water storage capacity of 184 lakh ltr)
3. Desilting of existing 3 Cement Nala Bunds (with water storage capacity of 35.57 lakh ltr)

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The work was successfully completed. Though the wells were full of water in the only shower of rain that the village received in June (when monitoring visit was conducted in July 2018), the rest of the monsoon months were unfortunately dry.

## 2. Renewable Energy Program

### Solar Pump Installation:

Under renewable energy program, solar pump was installed at Pawarwadi. The possibility was being explored since last year. The installation and commissioning were done during the months of April-May 2018. According to the Gram Panchayat of Pawardi, their total savings over the year was Rs 45,000 due to solar pump installation. The most important part was that even during load shedding, they could operate the solar pump and water supply was not affected.



### 3. Cancer Awareness and Detection Camp:

Cancer is a major public health concern in India and has now become one of the leading causes of death in our country. A large number of new cases are being diagnosed every year. Considering the need for creating awareness about this disease, PACPRIL decided to organize detection and awareness camps for women. Two such camps were conducted, one in Shirwal and the other in Degaon, Satara. The camps were conducted in collaboration with Aastha Support Group, Pune. Aastha is a breast cancer support group (NGO) which was founded in 2001 by a number of breast cancer survivors.

Two camps have been conducted, 1 in Shirwal and another one in Degaon village near Satara. Out of 236 women who were checked, 6 were diagnosed with potential pre-cancerous symptoms.

## Employee Engagement in CSR

### Activities:

PACPRIL announced “Employee Engagement Policy” in August 2018 to promote employee volunteering in CSR. The idea is to create awareness about social issues amongst employees and provide them with an opportunity to experience altruistic pleasure. Employees have responded positively to this initiative.

#### Employee Giving:

09 Employees have committed to giving cash donations, time, and regular payroll giving.

### Clothes Donation Drive:

Clothes donation drive was held and the employees donated 500 clothes which were distributed to “Sugarcane Workers” and “Paradhi” community located near Veer dam of Khandala taluka.



### Shramdan:

35 Employees voluntarily donated one-day labour to excavate a farm pond to arrest the water coming down from the hill. This has increased the storage capacity of the pond by approx 90,000 litres.



### Conclusion:

This year was marked by introduction of Employee Engagement Policy in PACPRIL. This was very well received. The employees anyway used to donate on-day labour in our water conservation programs. However, this year some of them also took interest in the ECE project and visited AWCs to see how the program was being implemented. Some of them made financial commitment towards expenses of remedial sessions in GRC for children whose parents could not afford even the subsidized fees. This shows that CSR is gaining maturity in

the Company.

Our consistent efforts in projects such as ECE, Anand Vidyalaya, GRC and Jalsandharan have started paying dividends in terms of increasing outreach and outcomes. Solar energy is another area in which we are now taking up at least one project in a year.

Our CSR has become more systematic, result-oriented and consistent. This journey gives us great pleasure and a feeling of fulfilment.