

Synopsis - Paper

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PhD Thesis Title:

A Study on Educational Contributions of Corporate Organisations Towards CSR Activities in Gujarat

Guide:

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1.0 INTRODUCTION

Historical perspective: The story of India is the narrative on “*Dharma, education, social service, renunciation & community welfare*”. The social, moral, philosophical, educational, medicinal, environmental care and moral code of conduct has been part of Indian way of life from time immemorial. The study of social work is centred around creating favourable circumstances for the people and community to live and thrive harmoniously. The historical context set by Emperor Ashoka of Maurya Dynasty is relevant to Social Work & Corporate Social Responsibility. Ashoka is remembered for setting high moral value in governance. In the state of Gujarat these rock edicts erected could be found in Girnar and rest of the country as well. What does these rock edicts convey? Well, they articulate the vision of governance and addresses the then society on how they needed to conduct themselves with regard to mutual co-existence, harmoniously. So, in light of this; framers of Indian Constitution gave moral, ethical perspective to governance, life, equality and liberty of people. The great visioners like; Swami Vivekananda, Gandhi, Ambedkar & HH Sir Maharaja Sayajirao Gaekwad III contributed significantly to the philosophy of school education.

1.1 Significance of Social Work & Corporate Social Responsibility

Social work as a study deals with people at individual, group, community and at societal level. The sole purpose of social work is to facilitate and build capabilities in people and society. If we minutely look at some of the guiding principles of social case work and correlate it with corporate social responsibility practice then what we would observe is: things like; acknowledging the societal problems in the first place and thereafter trying to work on its remedification are common points between CSR practice and social work profession. Or for that matter, carrying on with the non-judgemental attitude or purposefully taking ownership to address the socio-economic-environmental issues are similar and significant in CSR practice and social work discipline as well. The CSR compliant companies, some of which the Researcher has studied are already heavy practitioners of social work. These established practices in their local communities are being used to address the national developmental goal i.e., School Education. The critical age of 3 to 6 is being addressed significantly in the NEP 2020. Aspects such as cognitive, communication, learning & along

with it emphasis on skilling is a welcome endeavour. The significance of social work therefore will be paramount not only for creating a well-balanced workforce to match up to the remaining 21st century challenges; but also going beyond to make India a resurgent nation amongst the nations.

1.1.1 It would also boost and further grow the practice of corporate social responsibility so that all the provisions listed under schedule VII of the Company's Act u/s 135, 2013; are met and achieved by CSR Compliant Companies. Additionally, the Indian Republic as a signatory to UN convention is obliged to carry on this process forward. India is keen that it meets its SDG obligations. As can be seen that during the last 6-7 years since the formulation of CSR laws; the fabric of CSR corpus has grown to Rs. 30,000 Cr with the contribution of 1000+ CSR compliant companies nationally. (REPORT OF THE HIGH LEVEL COMMITTEE ON CORPORATE SOCIAL RESPONSIBILITY 2018, August, 2019) This corpus has the potential to be grown to Rs. 50,000 crores annually. Thus, it would be fair to say social work practice and corporate social responsibility discipline on the whole has a greater synergy and rightly so. With this people development can happen so that India as a country could benefit across all spheres. (Ministry of Corporate Affairs)

Table: 1

1.1.2 Gujarat's CSR Collection in INR since year 2014 Source: CSR Portal

2014-2015	2015-2016	2016-2017	2017-2018	Total
313.44 CRs	551.42 CRs	870.85 CRs	769.28 CRs	2,504.99 CRs

Source: CSR Portal, Government of India.

1.1.3 Constitutional Context:

India attained its political independence in the year 1947. Thereafter, under the leadership of Bharat Ratna, Babasaheb Dr. Bhimrao Ramji Ambedkar's chairmanship; world's elaborate and longest document titled 'Indian Constitution' was written. The Constitution pledged to administer social, political, educational, cultural and economic justice, to one and all. The members of scheduled castes, scheduled tribes, people from economically less privileged; families along with ethnic minorities, land-less agricultural workers were specifically kept in mind. So as to uplift their social, economic, educational

cultural and economic lives. As a young democracy India was aware about the steep steps it had to climb to build a self-reliant nation; which it has done over the last 73 years.

1.2 The Kothari Commission – The 1968 Education Policy

The Kothari Commission which was set up in the year 1964 under the chairmanship of Dr. D.S. Kothari after 16 years of India gaining its political independence stressed the need for ensuring all the communities are taken forward in their quest for education and this included underprivileged, economically deprived communities and all other marginalised strata of the society. The accent was on creating platform within a school for social, moral and spiritual development alongwith imparting the three R's; so that one and all the students could benefit equally, equitably and honorably.

1.2.1 The Right of Children to Free and Compulsory Education Act (RTE) 2009;

With the passing of The Right of Children to Free and Compulsory Education Act (RTE) in 2009 the citizens of India received the much-needed constitutional guarantee to Right to Education. Thus, primary education was made a constitutional right after 62 years of India attaining its political freedom and children aged between 6 to 14 years were to pursue primary education (Class I to VIII) for free. The Government also allocated 25% seats in non-granted private schools and thus provided the students from marginalised communities to study there. The Government of Gujarat brought out a Gazette in April 2015 wherein guidelines for Gujarat self-financed schools (regulation of fees) act stipulated fees which people from deprived communities could also afford. At every step of the way, Government is keen on development.

Table II

1.2.2. Gujarat Self-Financed Schools (Regulation of Fees) Act 2017

Definition of school	Amount of fee to be charged per annum
Pre-primary & Primary schools	Rs. 15,000
Secondary and Higher Secondary students to pay	Rs. 25,000
Higher Secondary Students who are studying in Science Stream	Rs. 27,000
This fee shall be applicable from Year 2017-2018 order signed by Dy. Secretary to Government of Gujarat	

This was indeed a landmark judgement favouring the citizens. By passing of this Act, ensured the pillars on which school education rested were: Access, Equity, Quality, School's Infrastructure & Educational Outcomes and that needed to be made available, affordable; to all the sections of the society and not restricted to (only) creamy layer.

1.2.3 The National Education Policy, 2020;

The NEP recognises (MHRD, Government of India, 2019) the importance of early childhood (3 years to 6 years) development so that the children become school ready. The aim in Grade 1 to 5 is to ensure that literacy and numeracy is attained by all the students studying. The existing 10+2+3 is replaced into 5+3+3+4 curriculum. The GoI, aspires to ensure that all the children are enrolled. The school need to have well-developed libraries, Fine Arts are made as a discipline and to be encouraged. Computing skills alongwith emphasis on technology learning to be encouraged. All the schools to have regulatory, reporting, and stakeholder transparent management to be developed. The significance of nutrition and learning outcomes are recognised by the government. Therefore, breakfast and lunch are also part of school and MDM to be provided to students. Teacher's appointment, training and development alongwith continuous monitoring, development is the focus. Each class not to exceed 30:1 teacher ratio to be maintained. The emphasis on Skill Development is surely a welcome move.

1.3 The CSR Rules came into force on 1st April 2014.

The government realised by 2013 after 66 years of attaining political independence that all the much-needed social development work cannot be done by State or Centre Governments alone. All the matters pertaining to National Importance cannot be addressed by the government alone. Therefore, the need was felt that corporates with a certain size will also work along with governments to support and sustain the government's efforts towards social developmental (National development goals). Thus PPP model became relevant. Its pertinent to mention that even though there were few large indigenous companies that engaged in Philanthropic activities in and around their local settings for over a century. However there was lack of cohesive national direction amongst all the industries. Thus, most

of the efforts due to our federalist polity could not get transformed throughout. Besides there were local issues and challenges too. The NITI Ayog (National Institution for Transforming India) was made operational in the year 2015 to achieve sustainable development and better coordinated efforts and results between and centre and the states. What was needed was a cohesive action plan with time bound measurable social development indices across all the categories of events that Government of India was aiming to address with the social development intervention of corporates, NGOs and developmental agencies. Besides on the international scene United Nations and other international organisations that were working with various state governments in the areas of malaria & cholera eradication. Combating mal-nutrition among infants, addressing health and education related interventions; conceptualised programmes so that all-round sustainable development could take place.

1.3.1 MDGs to SDGs & CSR Laws

It took India another 13-years from the start date of the launch of MDG to put in place a constitutional amendment in **Companies Act in the year 2013 (Corporate Social Responsibility Act) under section 135 to bring about the desired societal changes.** Under these provisions various rules along with time to time amendments came into place and particularly through Schedule VII the mandatory disclosures norms were prescribed for companies as they were termed as CSR compliant companies who would ensure that some aspects of national developmental goals are to be addressed by them as part of their companies Corporate Social Responsibility. In all there are now XIII matters detailed in Schedule VII of the CSR Act, as matters of National Importance seeking urgent attention. School education is also listed as a matter of paramount importance which is why many of the CSR compliant companies are implementing it to ensure school education is further strengthened at the rural and urban settings. With the introduction of CSR law in FY 2013 and being implemented from FY 2014; The Government of India, became the first country in the world to start a CSR corpus. In response to Government's plan, industry captains came together, and agreed to abide by the Indian governments thinking and signed to comply with the provisions of the CSR laws; whereby 2% of the average net profit made during the preceding 3-financial years will be the basis for calculation purposes. The CSR compliant company by definition are those companies; who have an annual turnover of INR 1,000 crore or more or have a net worth of INR 500 crore or more or net profit of INR 5 crore or more during any of the financial years of being in business. As per the statute, companies created their teams and constituted CSR boards comprising of eminent people and as per the

provisions of CSR policy. The CSR policies were defined by companies; which later was made compulsory to report on their websites along with annual business performance summarised report. As can be seen from the matrix along with government run public sector establishments and private companies put together has garnered a sizeable collection under the CSR Corpus.

1.3.2 As per Schedule VII u/s 135 of the Companies Act, 2013

The Schedule VII of the Companies Act, 2013; paves the way with direction and clarity for CSR compliant companies to address national development priorities including school education.

1.4 The State of Gujarat:

The state of Gujarat was formed on 1st May 1960 and starting from there, today Gujarat is at the forefront of Indian industrialisation story. It expanded and further consolidated all its business activities. Today, it is arguably a better place to do business in India. The State of Gujarat is amongst the top-5 state's slot with highest collection in the CSR kitty amongst the 29 states and 7 union territories that constitute the Republic of India.

2.0 Study Title of PhD Thesis is:

A Study on Educational Contributions of Corporate Organisations Towards CSR Activities in Gujarat.

2.1 Objectives of Research

- 2.1.1 To study the CSR activities of top 5 private sector companies of Gujarat in education sector with specific reference to primary education.
- 2.1.2 To study the perception of the stakeholders on the CSR companies' educational programmes
- 2.1.3 To suggest a need-based plan of action for implementing CSR programmes in education sector.

2.2 Sample and Sampling Technique for the Study

- 2.2.1 This study was undertaken in various phases.
- 2.2.2 Therefore, multi-stage sampling technique was used.
- 2.2.3 The given below table illustrates the sampling technique used in the different phases of this research.

Table 2:1					
Phase	Objective	Sample & Size			Sampling Technique
I	Collection of data from Company A location. (One own school of company A).	Sr. No.	Officials	No.	Purposive sampling
		1	Co' officials	9	
		2	School officials	7	
		3	Parents in township	12	
			Conducted one FGDs with 8 parents		
		4	Parents in village	8	
			Conducted one FGDs with 6 parents		

7

Table 2:2					
Phase	Objective	Sample & Size			Sampling Technique
II	Collection of data from Company B	Sr. No.	Officials	No.	Purposive sampling
	B 1 of 2	1	Co' officials	03	
		2	School officials	05	
		3	Parents in village	08	
		4	1 FGDs with 06 parents		
	B 1 of 2	1	Co' officials	03	
		2	School officials	08	
		3	Parents in village	12	
		4	1 FGDs with 09 parents		

Table 2:3

Table 2:3					
Phase	Objective	Sample & Size			Sampling Technique
III	Collection of data from Company C; village 1 of 4	Sr. No.	Officials	No.	Purposive sampling
		1	Co' officials	05	
		2	School officials	01	
		3	Parents in village C; 1 of 4	10	
	Village 2 of 4	4	1 FGDs with	07 parents	
		1	School officials	08	
		2	Parents in Village c; 2 of 4	08	
		3	1 FGDs with	6 parents	
	Village 3 of 4	1	School officials	4	
		2	Parents in Village C; 3 of 4	8	
		3	1 FGDs with	7 parents	
	Village 4 of 4	1	School officials	5	
		2	Parents in Village C; 4 of 4	7	
		3	1 FGDs with	7 parents	

Table 2:4					
Phase	Objective	Sample & Size			Sampling Technique
IV	Collection of data from Company D;	Sr. No.	Officials	No.	Purposive sampling
		1	Co' officials	04	
		2	School officials	08	
	village 1 of 3	3	Total Parents Met	06	
	village 2 of 3	4	Total Parents Met	04	
	village 3 of 3	5	Total Parents	04	
Focus Group Discussions could not be conducted as none of the family members were keen to do so.					
Possible reason could be: None of the parents wanted to speak in the group fearing repercussion from the place of their work and also from the school.					

Table 2:5					
Phase	Objective	Sample & Size			Sampling Technique
V	Collection of data from Company E	Sr. No.	Officials	No.	Purposive sampling
		1	Co' officials	07	
		2	School officials	07	
		3	Parents in town	09	
		4	Parents in village	05	

The Researcher developed different tools for data collection.

Table No. 2:6		
Company Details	Structured interview	Interview schedule
School Details	Structured interview	Interview schedule
Parent details	Unstructured interview	Indepth interviews
Parents details	Structured interview	FGDs
Questionnaire was designed and data was collected		

Delimitation of the Study

1. Gujarat Based Private Sector, 5-CSR Compliant Company
2. Category Leader
3. Having robust CSR Team
4. Proven CSR Track record of 10 years and above
5. India and overseas market exposure & leadership
6. Turnover in excess of Rs. 1,000 crore and above
7. Significant exposure to school education and in particular primary education

Tool:

- Interview schedule for corporate CSR team
- Corporate information, people, product, processes, educational CSR & financial performance.
- Interview schedule for school (covering principals & teachers; administrators)
- School infrastructure (As per the provisions of RTE Act, infrastructure mapping)
- And also covering educational indices & class wise and gender-wise breakup of
- students
- Interview schedule for parents/community members.

2.3 Research Methodology

This study is undertaken in Qualitative Research Methodology using Descriptive Case Study as a means to finding answers with regard to school education (class I to VIII) contributions of corporate organisations; in a systematic manner so that relevant information about the place in which the school is situated and operating and the demographics of the village and its setting could be noted clearly.

- 2.3.1** This study is a case study based; wherein 5-CSR Compliant Private Sector organisations, arguably the biggest in terms of turnover in their business category of Gujarat are being targeted for this study. Their Educational Contributions as part of CSR for making Right of Children to Free and Compulsory Education Act 2009 a success.

2.4 Rationale: Providing School Education is Paramount Task in Nation Building

Public education system of a country determines how the future generation of children will be shaped and prepared for facing the challenges of 21st century. The definition of democracy varies from school to school, so to speak. The schools in large cities with payment capacity of parents determines where their son or daughter would study. Whereas the student of a village, town by and large do not have that kind of option or financial muscle to determine where to send their children to study. So therefore, the reliance on government run schools forms the basis of these students to shape up. Then there are parents who put their children to aided and unaided private schools. Collectively in large number of cases these schools are also located in urban, non-urban and in some cases in remotest places. So, obviously there will be a qualitative and quantitative difference in the delivery of education and all the rights that comes along as per the provisions of The Right to Education Act. As per the Statistics of Directorate of Primary Education in the state of Gujarat there are 30,535 schools in the rural area and 7,016 in the urban area wherein a total of 8,263,875 number of students are studying. CSR in school education and especially in the primary levels of education defines and ultimately shapes the future citizens of the country. Because children in these formative years learn and develop better. That is why many leading corporates are working in the educational area of CSR work. The children who join

primary school need to be blended in a manner wherein they are able to get holistic educational experience.

2.5 Significance of this study:

CSR Compliant Companies and their Educational Contributions

India owing to its geo-strategic-location in the world, with vast fields of cultivatable land and plenty of natural resources along with diverse habitat and religiously tolerant behaviour of its people has attracted many economic explorers and adopted them to our native culture. The timing therefore toward the legislative effort of making The Right of Children to Free and Compulsory Education Act (RTE) in 2009 and thereafter the introduction of Companies Act, 2013 by the Ministry of Corporate Affairs, Government of India is considered as a path breaking initiative. Now as per the statutory obligations under CSR law; the CSR compliant companies to spend at least 2% of their average net profits of the preceding 3 years on matters related to national importance. All of this is being done with a single aim of meeting the (SDGs) targets so that by year 2030 all the signatory nations of United Nations including India is able to turnaround their respective constituencies in the matrix of social, moral, cultural, economic, environmental and health-related indices for the overall development of one and citizens of the country and its flora, fauna and natural resources successfully.

2.6 Why School Education and CSR?

School is a civic responsibility and that responsibility needs to be shared by all the CSR compliant companies (Niti Aayog, Government of India, 2019). As per the education report of Niti Aayog; Gujarat State has moved from base year figure of 52.35 to 63.01, thus moving up by 2 numbers since there is change in base year and reference year's ranking. (Niti Aayog, Government of India). India has been striving to educate all its school going children since constitution mandates it to do so. The Government of India Ministry of Human Resources aspires to make education affordable for all. Wishes to implement free girls education. Is keen to develop worldclass workforce. At the end of the day education's role is to ensure literacy and preparing life-skills so that employability chances are increased. (MHRD, Government of India, 2019).

2.7 Universe of Study

2.5.1 Gujarat's 5-leading private sector MNC, CSR compliant companies having school education (Class I to VIII) as part of their CSR mandate will be studied.

2.5.2 The chosen company will be an established player in its category of business. The inclusion criteria will be that these CSR compliant companies need to have own schools and infrastructure to support and sustain the practice along with governmental accreditations.

Or;

2.5.3 must have sufficient experience with resources of supporting and sustaining Schools Adopted under CSR efforts.

2.5.4 CSR Head, Programme Managers of the company team along with School authorities and the children who are part of CSR educational support; their parents will be met and interviewed.

Effort has been made to take the Industry Leaders in each of the company's being studied. This has been done so as to ensure that their best practices could be mapped clearly to understand schools educational contributions and how it is being perceived by the parents.

2.8 Universe, Inclusion criteria – Basis

2.8.1 Problem Magnitude:

Good financial performance by the companies yields better CSR governance. The success of any CSR initiative depends largely on the financial success of the company towards its internal and then external stakeholders. Earlier the Governments invested on the social development programmes with the help of international agencies. Now the Government is roping in Corporates via Public-Private Partnership models (PPP) to ensure that there is greater involvement of people on the whole. India's average literacy levels as per 2011 census is around 74% with few states doing better than others. So, in order to fill the gap, CSR compliant companies need to step in and do a sizeable amount of work so as to push the literacy levels much higher. To accomplish this, in addition to focussing on Educational CSR activities; one would also need to

work on the overall package of improving the livelihood of families. Then and only then educational contributions will reach the needy and will benefit.

2.9 Data collection technique

Since it is qualitative driven research practice therefore reliance will be on securing data through meeting CSR compliant companies CSR Teams. Followed by visiting Schools and taking field notes along with conducting one-on-one; in-depth interviews with the company's CSR representatives to school stakeholders, parents of the students to village influencers in their natural setting.

2.9.1 The principle aims here is to record how schooling (Standard I to VIII) is being administered in each of the community settings. What is the class composition in a schooling environment is like? How many boys' and girls' study there? If there are safe drinking water facility available or not? If there are separate toilets for boys and girls? Are there sufficient teachers to teach and improve the educationally weaker students? What corrective steps are being taken to improve the reading, writing and arithmetic capabilities in school. What is school's preparedness towards CWSN's? And is the school complying to RTE Provisions?

2.9.2 Parents of the students who are studying in these schools have been met and indepth interviews conducted so as to understand what they think about the school program that is being administered and if they have any suggestions for its better improvement. The complex question was to understand what is being done by each corporate in their capacity to augment the provisions of Right to Education (RTE) so that the students are able to study unhindered.

2.9.3 In addition to relying on primary sources; secondary sources also was factored in.

2.9.4 Using observation technique data has also been collected. Personal interviews was conducted to collect data. Focus group interviews was conducted to get subjective insight on attitudes and perceptions on the school programme being implemented. Indepth interviews; one-on-one and collectively with parents

has been carried out to gather and record information. During the one-on-one interviews with the parents; exhaustive effort was made to collect their demographic & economic 'data'; which truly reflected their socio-educational-economic circumstances better.

2.10 Respondents

Essentially there are three segments here.

First point here was to meet the CSR team members to understand what they are doing with regard to school CSR related activities and community on the broader level. Because school cannot be seen in isolation.

2.10.1 Secondly, met school officials to understand the extent of educational CSR practices that are being implemented. And if their school is following all the provisions related to RTE Act?

2.10.2 Thirdly, to meet the parents of the students and panchayat members of such communities whose children are also studying in that school.

2.11 Data Sources

This study in essence is qualitative in nature.

2.11.1 In addition to relying on primary sources such as meeting the program implementors and the student's parents and stakeholders; The Researcher has also reviewed extensively at published secondary sources such as books, periodicals, publications, copies of annual reports, survey data and service data.

Through personal observation and indepth interviews data was also collected.

Confidentiality Note: Respecting the cultural context of the surrounding people and its community the data was collected. The researched company and the participants requested for anonymity.

Since field data needed to be investigated, validated and collected so ability to adapt to local customs was paramount. The primary object being the ability to observe without any bias and to take notes in a systematic manner for smoother data interpretation in keeping with the confidentiality of the participants has been practiced in letter and spirit.

2.12.1 Variable

In the context of research, variables can mean many things depending on how, when and where and for what it is being used. (Flannelly, Flannelly, & Jankowski, 2014) There are in essence two types of variables. Independent variables are those variables that influences the other dependent variable. (USC Libraries, 2020) In the case of Independent variable it remains unaffected as the research revolves around it. Whereas in the case of dependent variable, the outcomes depends on the independent variables findings.

Unlike Quantitative Research Study wherein the emphasis is on hypothesis and in establishing relationships of various variables. In Qualitative research there are no hypotheses or relationship to be analysed.

- 1) The Independent variable is: CSR compliant company & school education
- 2) Dependent variable: CSR policies, school education policy. Views & perceptions of the participants.

2.13.1 Narrative Analysis

Since this Research Study focuses on case study methodology; therefore, it becomes pertinent to do narrative analysis so as to infer, interpret the respondent's responses. The advantage of this technique helps to uncover the interpretation in a manner to derive the factual responses in a narrative format thus creating a story based on what has been seen and experienced at the research sites. Each corporate organisation thus far visited and the experience of open-ended conversation on the efficacy of their CSR strategy and the collective responses will guide in estimating the content, the functional aspirations and fulfilment of goals and the way in which the stakeholders perceive the entire process.

2.14 Data Analysis:

Collected data has been interpreted descriptively to derive at insights and conclusions.

2.15 Relevance of this Study to Social Work Profession

Without doubt social work profession is a practice-based profession depending on empirical data much like CSR so therefore there is greater synergy between the two. There is increased evidence of large corporates dedicating resources to ensure programme success takes place. Therefore, employee volunteering is encouraged. This indeed is a great boost to social work profession. In social work the focus is people, communities and efficacy of what has been achieved much like how a corporate may desire to see in those areas where programs are being implemented. Social work profession relies on people-to-people and people-to-community and people to governmental contacts. These relations and interdependence so to speak is the principle on which major advocacy decisions are being taken; ensuring fair and equitable distribution of resources. The ultimate aim of social work is to address and remedy the societal challenges in a progressive manner, thus making it a case work and then in a structured manner achieving the desired program objective. (FAMILY HEALTH INTERNATIONAL)

The inclusion of Social Workers as counsellors to be roped in to ensure local community and school maintain holistic equation. (page 13/51). In the draft NEP; three language policy is retained. In the revised NEP as well. The commercialisation process of education by corporates or private entities engaged in school education as part of its philanthropic efforts is being encouraged. However, if they are found indulging in operating schools as a means of commerce (profits) then it will be discontinued. (page 23 of 51).

SEGMENT: THREE (TRENDS)

3.0 Locations Visited in Gujarat include; universe frame

Owing confidentiality desired by clients the names of the companies have been withheld.

Sr. No.	Name of Co'	Company Description	Location of Research zone	
1.	A	Part of a 100 year old well diversified, legacy company	a) 1 of 2 Township	
			b) 2 of 2 Village	
2.	B	Debt Free Fossil Fuel Company	a) Villlage B's location 1 of 2	
			b) Village B's location 2 or 2	
3.	C	Amongst the 8 th largest generics pharmaceutical company in the world.	a) Village 1 of 4	b) Village 2 of 4
			c) Village 3 of 4	d) Village 4 of 4
4.	D	Shipping to Steel Conglomerate	a) Village 1 of 3	
			b) Village 2 of 3	
			c) Village 3 of 3	
5.	E	One of the oldest well diversified Gujarati Co'. Aided Indian Freedom struggle also	a) Taluk and Township of Company D	

Trends

Herein, 5 private sector MNC companies (CSR Compliant) of Gujarat has been studied to understand their educational contributions in Primary Schooling (Class I to VIII) as part of their CSR activities.

4.1 Introduction of Company A

The Company A is a part of 100 year old, well-diversified \$ 100 billion conglomerate. During the year 2017 the company also won the 12th National Best CSR Practices award. It has a fullfledged CSR Team.

4.1.1. School Introduction

It is company A's own Pvt Unaided, CBSE, co-education, Sr. Secondary School. The School is catering to the schooling requirement of students coming from local communities for many decades.

4.1.2 The students coming from local communities who are not working for the company are also encouraged to study here. The RTE provisions are being implemented.

4.1.3 It is an inclusive school respecting one and all from the community.

4.1.4 Environmental protection programmes such as: coastal clean-up participation drive is being undertaken. Whale shark protection is emphasised upon so that children could get aware about this and save them through educating the local fisherman to release it upon catching them. Company offers cash reward for cutting the net to release sharks, dolphins, turtles and other endangered aquatic species.

4.1.5 Tree plantation is encouraged. Yoga and Pranayam are being taught to the students

4.1.6 There are no dropouts in this school.

4.1.7 Company A – Sampling Frame

Met these officials for Data Collection at District 1, Company A						
Sr. No.	Company A	Department	Designation	Number of People met	Total No. of People met	
I	At Corporate office Met	CSR	Head	1	9 officials met	
			Programe Managers	3		
		Accounts & Finance	Head	1		
		Skill Development	Head	1		
			Trainers	3		
II	Location: Company A’s: Own Pvt Unaided CBSE Co-ed Sr. Sec. School		Principal	1	7 officials met	
			Primary Teachers	5		
			Head Clerk	1		
III	Location: Township of Company A; (1 of 2) Meeting the parents of the students who are studying in school					
1.	Indepth Interview with parents			12 in number	-	
2.	One Focussed Group Discussion held with			8 parents		
IV	At the nearby village (2 of 2) of company A					
1.	Indepth Interview with parents			8 in number		
2.	One Foussed Group Discussion held with			6 parents		
V.	Number of Students in Primary Schooling (Standard I to VIII)					
	Location		No. of Boys	No. of Girls	Total Students	Remarks
1.	From the Township of Co’ A (1 of 2)		11	13	24	None.
2.	From Village 2 of 2		08	07	15	
	Total Number of Students Studying		19	20	39	

4.1.8 Summary of meetings in Co's A's School CSR

Sr. No .	Co’	No. of People met in Co’	No of people met in school	Indepth Interview Conducted with ‘n’ parents	No of FGDs conducted with ‘n’ of parents	Total No of students in primary schoolin g	No of Parent s	Boy s	Girl s	Remark s
1.	A	9	7	12	1 fdg with 8 parents	24	12	11	13	@ townshi p
2.				08	1 fdg with 6 parents	15	08	08	07	@ village
Total				20	2 fgds	39	20	19	20	

4.1.9 Trends of Company A in District 1:

4.1.10 Corporate level: Met the key stakeholders of the company driving CSR. They have CSR award winning team. And the top management that supports CSR endeavours in community development and educational forays.

4.1.11 School: Met the key stakeholders. It's an all inclusive school that follows the RTE provisions thoroughly.

4.1.12 Skill Development Centre: Met the stakeholders there. Skilling focus for the youth seen. This endeavour is aligned to PMKVY* programme of Government of India.

*Pradhan Mantri Kaushal Vikas Yogna

4.1.13 Met 12 Parents at the Township for Indepth Interview: The demographic profile of participants included; Diploma & Degree Engineers with an average of 10+years of service. Unanimously all the parents at the Township felt that Co'A's schooling effort was doing enough for their children's studies. As there was a balanced blend of academic and extracurricular activities which fostered an all-round growth of their children.

4.1.14 Conducted 1 Focussed Group Discussion with 8 parents at the Township (location 1 of 2): All the parents felt that the “schooling effort of the Company A is the reason why they are working in this far-flung coastal, remote location”.

4.1.15 Focussed Group Discussion (FGD) at the village level (location 2 of 2): On the whole, all the parents (community leaders) from the village felt very grateful towards the various efforts of the company in fostering educational efforts. Even though the scope of discussion was primary education (Class I to VIII), however; panchayat members, community elders were praising the overall efforts done by the company in providing water related interventions and because of this the per field, yield doubled and they were able to do 2 to 3 crops a year farming which 10-15 years back was not thinkable.

4.1.16 NOTE:

- Economic opportunities are limited.
- Average salary at the village is less than or equal to 100 dollars (USD) a month!
- Whereas the average salary level at the Township amongst the researched parents is in excess of 500 dollars (USD) a month (Rs. 35,000)!

5.0 Company B

By year 2018 the revenue of the company surpassed Rs. 8 lakh crores in market capitalisation. A unique business feat unparalleled in the business history. Today this fossil fuel company is debt-free and actively partakes in the national development priorities through their own company's CSR arm. As part of school CSR endeavours; the Company B has adopted many government primary schools in Gujarat. For this study the researcher has chosen two government primary schools in District 2. One school is Government Girls' Primary School in B; 1 of 2 and the other school is Government Co-ed Primary School in B; 2 of 2.

Met these officials for Data Collection at District 2, Company B, 1 of 2 & 2 of 2						
Sr. No.	Company B	Department	Designation	Number of People met	Total No. of People met	
I.	At Corporate Met	CSR	Head	1	3 officials	
			Programe Managers	2		
II.	Location: District 2; Village 1 of 2, Company B’s: Adopted, Govt. Girls’ Primary School		Principal	1	5 officials	
			Primary Teachers	3		
			Clerk	1		
III.	Location: District 2; Village 1 of 2 Meeting the parents of the students who are studying in primary school (1 of 2)					
1.	Indepth Interview with			8 parents	-	
2.	One Focussed Group Discussion with			6 parents		
IV.	Number of students in Primary Schooling (Standard I to VIII)					
	Location/School		No. of Boys	No. of Girls	Total Students	Remarks
1.	Govt. Girls’ Primary School		N.A.	10	10	None
2.	Govt. Co-ed Primary School		09	16	25	
	Total Number of Students Studying		09	26	35	

Continued from previous page.

I.	Location: District 2; Village 2 of 2, Company B's: Adopted, Govt. Co-ed Primary School	Principal	1	8 officials met
		Asst. Principal	1	
		Primary Teachers	5	
		Clerk	1	
II.	Location: District 2; Village 2 of 2 of Company B Meeting the parents of the students who are studying in school			
1.	Indepth interview with		12 parents	
2.	Focussed Group Discussion		09 parents	

5.1 Trends of Company B in District 2:

Corporate level: Met the key CSR stakeholders of company. They have involvement in all the Schedule VII listed activities listed as per the section 135 of Companies Act.

5.2 School: Met the key stakeholders of the adopted school of company B in village one of two and two of two respectively. Both these schools are Gujarat Governments Primary Schools. One is an all Girls' & 2nd school is co-ed primary school.

5.3 Met 8 Parents at village 1 of 2 for Indepth Interview: Most of the parents felt the Company B was only doing lip service in the name of school CSR.

5.4 Met 12 parents at village 2 of 2 for indepth interview: Most of the parents felt the company B was only doing lip service in the name of school CSR.

5.4.1 NOTE: One possible reason for such a feedback seems to be due to (a) Company B has its own English Medium CBSE Co-ed, Sr. Secondary School in nearby village 1 of 2 and 2 of 2's proximity. However, as per the villagers, the stipulated 25% admission as per the RTE Act's provisions the students from both these villages have not got represented. So there was a feeling of segregation amongst the village members. Therefore this angst.

5.4.2 Also, the Owner promoters of Company B have not done much towards the environment related matters around the village. The roads leading to their

factory is loitered with filth and garbage. The villagers felt that nothing was being done by this illustrious Company B which has massive presence in Fossil fuel segment of the business.

5.5 Conducted 1 Focussed Group Discussion with 6 parents: All the parents felt that the schooling effort of the Company B was cosmetic and desired much more.

5.6 Conducted 1 Focussed Group Discussion with 9 parents: On the whole, all the parents from the village felt the CSR work done by Company B was average.

Sr. No.	Co'	No. of People met in Co'	No of people met in school	Indepth Interview Conducted with 'n' parents	No of FGDs conducted with 'n' of parents	No of Parents	Boys	Girls	Remarks
1.	B	3	05	08	1 with 6	08	NA*	10	Village 1 of 2
2.	B		08	12	1 with 9	12	09	16	Village 2 of 2
			13	20	2 FGDs	20	09	26	
									Total: 35

***Govt. Girls Primary School**

5.7 Findings: (Company B, District 2 village 1 of 2 & 2 of 2)

Most of the fathers of the children worked in the factory so were cautious while responding. But felt the company was not doing enough in the form of aid for the government shala (school) where their children are studying.

5.7.1 Some family members felt the grant coming from company to the government shala was less. Besides the basic building/flooring/toilets/classroom/seating provisions were not something to boost about.

5.7.2 Some parents felt that the used computers/printers that were being given to shala as part of company's CSR initiatives were not working on most of the

times and when this was escalated then the standard response was “we will look into it” and then nothing thereafter was done!

5.8 Expectations (Company B, District 2 village 1 of 2 & 2 of 2).

All the villagers by and large felt owing to emission from the factory they experienced choking and therefore desired remedial action.

5.8.1 During the rainy season the approach becomes difficult and most street lights are not there and working in some cases. So coming back from work hinders their pathway.

5.8.2 Women in particular felt the floating population was consuming intoxicating drinks and it was therefore unsafe for them and their children to venture out in the evening.

5.8.3 Note:

Alcohol use was high amongst the male members. This led to domestic violence.

5.8.4 Sending children to school meant breakfast and lunch needs of the child were being taken care of by the government.

5.8.5 And the parents had the liberty to work uninterrupted.

5.8.6 Everyone appreciated the government effort in educating their children; instead of this particular Company B.

6.0 *Company C*

Amongst the 8th Largest generics pharmaceutical company in the world. In the year 1988 the social arm of the company was founded to address the societal ailments and to contribute meaningfully towards the Rural Development efforts, much before the CSR laws in the country were made mandatory by the Government of India.

- 6.1 *Company C's adopted school 1 of 4:*** It is an Aided Private Gujarati Girls' Primary School. It's a rural school. The medium of school education is imparted in Gujarati language. It does not have a boundary wall. The school does not offer mid-day meal or any other lunch facilities. This school has been started by residents of the village.
- 6.2 *Company C's adopted school 2 of 4:*** This school is a Govt. Co-educational Primary Gujarati School. It is situated in the rural area. The School Principal is very dynamic. He coordinates with the nearby factories and seeks CSR educational support.
- 6.3 *Company C's adopted School 3 of 4:*** This school is a Co-educational Government Gujarati Primary School. It is also situated in the interior rural area. The school Principal is a dynamic lady teacher. Leading NGOs coordinates with the school for health and water related interventions.
- 6.4 *Company C's adopted school 4 of 4:*** This school is a Private Aided, Co-educational Gujarati Senior Secondary School. It is situated in the interior village. The principal coordinates with the leading PSUs for CSR support. Leading NGO's coordinates with him for the health & water related interventions.

Met officials & parents for data collection at District 3 of Company C's CSR efforts						
Sr. No.	Company C	Department	Designation		Number of officials met	Total No. of officials met
I.	At Corporate & Plant Office Met	Plant	Head, VP		1	5
		Administration	Manager		1	
		CSR	Programe Executive		3	
School 1 of 4	Location: District 3; Village 1 of 4, Company C's: Adopted, Pvt Aided Girls' Primary School		Promoter-cum-Principal		1	1
			Primary Teachers		-	
			Clerk		-	
Parents @ village 1 of 4	Location: District 3; Village 1 of 4 of Company C Meeting the parents of the students who are studying in school (1 of 4)					
1.	Indepth Interview with				10 parents	
2.	One Focussed Group Discussion with				07 parents	
1 of 4	Number of students in Primary Schooling (Standard I to VIII)					
1.	Location/School		No. of Boys	No. of Girls	Total Students	Remarks
	Govt. Girls' Primary School		N.A.	10	10	None.
School 2 of 4	Location: District 3; Village 2 of 4, Company C's: Adopted, Govt. Co-ed Primary School		Principal		1	8
			Asst. Principal		1	
			Primary Teachers		5	
			Clerk		1	
Village 2 of 4	Location: District 3; Village 2 of 4 of Company C Meeting the parents of the students who are studying in school					
1.	Indepth interview with				8 parents	
2.	One Focussed Group Discussion				6 parents	
1.	Number of students in Primary Schooling (Standard I to VIII)					
	Location/School		No. of Boys	No. of Girls	Total Students	Remarks
	Govt. Co-ed Primary School		07	09	10	None

School 3 of 4	Location: District 3; Village 3 of 4, Company C's: Adopted, Govt Co-ed Primary School	Principal	1	4		
		Primary Teachers	3			
		Clerk	-			
Village 3 of 4	Location: District 3; Village 3 of 4 of Company C Meeting the parents of the students who are studying in school					
1.	Indepth interview with			8 parents		
2.	Focussed Group Discussion			7 parents		
Village 3 of 4	Number of students in Primary Schooling (Standard I to VIII)					
1.	Location/School	No. of Boys	No. of Girls	Total Students	Remarks	
	Govt. Co-ed Primary School	07	07	14	None	
School 4 of 4	Location: District 3; Village 4 of 4, Company C's: Adopted, Pvt Aided Co-ed Sr.Sec School	Principal	1	5		
		Primary Teachers	4			
		Clerk	-			
Village 4 of 4	Location: District 3; Village 4 of 4 of Company C Meeting the parents of the students who are studying in school (4 of 4)					
1.	Indepth interview with			7 parents		
2.	Focussed Group Discussion			7 parents		
Village 4 of 4	Number of students in Primary Schooling (Standard I to VIII)					
1.	Location School	No. of Boys	No. of Girls	Total Students	Remarks	
	Govt. Co-ed Primary School	07	05	12	None	

6.5 Trends of Company C in District 3:

6.5.1 Corporate level: Met the key CSR stakeholders of company. They have involvement in all the Schedule VII listed activities as per the section 135 of Companies Act. And have been active since 1984 through their own Co's CSR Team.

6.5.2 School: Met the key stakeholders of the adopted school of company C in village 1, 2, 3 & 4.

6.5.3 Met Parents at village 1, 2 3 & 4 for conducting Indepth Interview: All the parents felt the Company C was doing good school CSR.

6.5.4 Met parents at village 1, 2, 3 & 4 for indepth interview: Most of the parents felt the company C was doing good educational CSR activities.

6.6 Key Findings & Expectations of Parents of Company C village school 1 of 4

Almost all the parents felt the need to scale up the upper primary to Xth Board level and then Senior secondary level imparting school.

6.6.1 Also, wanted to build a shed for carrying out prayer and PT exercises which at the moment is not available. The school does not have a play ground.

6.6.2 Many Parents felt that mid-day meal should be provided at the school.

6.6.3 Computers are physically present there. However, it is not always functional.

6.6.4 Proper seating is not available there. Currently the children sit on the floor.

6.6.5 There are no dropouts.

6.6.6 **Note:** The school is more like a community school in the midst of a village; away from the highway road. Everyone knows everyone there. The feeling of gratitude is there amongst the families spoken to and they were appreciative towards the csr efforts of Company C.

6.7 Findings Consolidated: (Smpling Frame)

Sr. No.	Co'	No. of official met in Co'	No of officials met in school	Indepth Interview Conducted with 'n' parents	No of FGDs conducted with 'n' of parents	Total No of students in primary schooling	No of Parents	Boys	Girls	Remarks
1.	C	5	1	10	1 with 7	10	10	NA*	10	Village 1 of 4
2.			8	08	1 with 7	16	08	07	09	Village 2 of 4
3.			4	08	1 with 7	14	08	07	07	Village 3 of 4
4.			5	07	07	12	07	07	05	Village 4 of 4
					4	52	33	21	31	Total 4

*It's a Aided Private Girls' Government Primary School.

6.8 Key Findings & Expectations of Parents of Company C District 3 villate 2 of 4

- The houses looked scanty and very rural.
- The people met could be termed as poorest of the poor people of society.
- Mid day meal scheme is prepared in the school kitchen.
- Children eat food happily.

6.8.1 Expectations

The schools requires a large shed to protect from rains and extreme heat. This facility if erected then it would be used for conducting student programmes.

6.9. Conducted 1 FGD with 6 parents

- It is a difficult to reach school.
- The school works as a community development centre. The principal of the school is very active and invites companies from nearby Ankleshwar belt to visit school to address students and to look after their day-to-day requirements.

6.9.1 Expectations

The schools requires printers for the computers.

6.10 Key Findings & Expectations of Parents of Company C District 3 villate 2 of 4

Conducted 1 FGD with 6 parents

- The school is in the interior of the village surrounded by village houses.
- All the parents felt grateful to the school and company's CSR efforts.

7.0 Company D

A well-diversified conglomerate with interests in steel to shipping. They have an international CBSE co-ed, English medium; senior secondary school nestled in the township. The school has in excess of 1,000 students studying. Presidential award winning Principal is at the helm of this school. All the provisions of RTE is being implemented.

Met these officials for Data Collection at location District 4, Company D						
Sr. No.	Company D	Department	Designation	Number of officials met	Total No. of Officials met	
I.	At Corporate Met	CSR	Head	1	4	
			Programe Manager	2		
			Executive	1		
II.	Location: District 4; Village 1 of 3, Company D's: Pvt. Unaided CBSE Intl Co-ed School		Principal	1	8	
			Vice Principal	1		
			Primary Teachers	5		
			Clerk	1		
III.	Location: District 4; Village 1 of 3 of Company D Meeting the parents of the students who are studying in school					
1.	Indepth Interview with			6 parents		
2.	FGDs could not be conducted as none of the parents were comfortable!					
Village 1 of 3	Number of students in Primary Schooling (Standard I to VIII)					
	Location School		No. of Boys	No. of Girls	Total Students	Remarks
1.	Company D's: Pvt. Unaided CBSE Intl Co-ed School		03	05	08	None
II.	Location: District 4; Village 2 of 3 of Company D Meeting the parents of the students who are studying in school					
1.	Indepth interview with			04 parents		
Village 2 of 3	Number of students in Primary Schooling (Standard I to VIII)					
	Location School		No. of Boys	No. of Girls	Total Students	Remarks
1.	Company D's: Pvt. Unaided CBSE Intl Co-ed School		01	04	05	None
III.	Location: District 4; Village 3 of 3 of Company D Meeting the parents of the students who are studying in school					

1.	Indepth Interview with			4 parents	
Village 3 of 3	Number of students in Primary Schooling (Standard I to VIII)				
	Location School	No. of Boys	No. of Girls	Total Students	Remarks
1.	Company D's: Pvt. Unaided CBSE Intl Co-ed School	02	02	04	None

7.1 Trends of Company D in District 4:

7.2 Corporate level: Met the key CSR stakeholders of company.

7.3 School: Met the key stakeholders of the private unaided international co-ed, cbsem sr. sec, school in district 4.

7.4 Met Parents at village 1, 2 & 3 for conducting Indepth Interview:

7.4.1 More than 60% of the parents felt the Company C was doing good school CSR.

7.4.2 However, it was not giving admissions to all the poor and needy families.

7.4.3 Therefore one brother was studying in International school and the sister was studying in Govt. Primary School. Within family therefore there was disparity of education being received.

7.5 Indepth interview could not be conducted as none of the parents were willing to speak in a group:

7.5.1 Observation outcomes: (Company D, District 4 village 1, 2 & 3)

Most of the fathers of the children worked in the factory nearby, so were cautious while responding. Felt the school was imparting education half-heartedly; only to fill in the blanks so as not to be seen as violating the provisions of Right to Education.

7.5.2 Parents felt that the process of interviews determining the suitability of children during the admission was being done to determine the family's income and this was against the spirit of educational rights.

7.5.3 Even though one and all students are required to wear uniform and this practice was being followed. However, there was cases isolation of their

children being done because they could not speak flawless English! They were made to sit separately and thus the child felt isolated.

7.5.4 Even though there were efforts by the school by inculcating after school programmes and this isolated the children even more.

7.5.5 Admission seeking process was considered as tedious and cumbersome. There was no provision for facilitating the process. Even the questions that was being asked for admission to UKG was considered tough by the parents. Only students coming from educated family backgrounds could secure admissions.

7.6 Expectations

By and large one and all the parents felt that student's intake should be smoothly facilitated. If required special camps need to be organised so that parents intending to admit their children felt welcomed. This has not been done!

7.6.1 Agreed extracurricular activities and adhering to school's educational agenda was important; however, owing to this most parents from the nearby villages interviewed felt that the speed of educational delivery was high. therefore very often their children could not understand what is being said in the classroom!

7.6.2 Aged 3 and 4 are the considered age for admission to LKG and UKG admissions in the school. There needed to be some consideration given for economically weaker sections. There also needed to be consideration for cultural issues; that needed to be considered. For example, the entire admission process cannot be seen as a mechanical processes involving filling up of forms online and that too in English etc. Instead it needed to be a consultative and facilitating in spirit.

7.6.3 School does not have clear cut policy towards taking adequate number of students as per the provisions of RTE. The Act stipulates 25% student intake; whereas in effect this has not been followed. Upon enquiring facts and figures were not being provided.

8.0 Company E

Company E is a well diversified indigenous Gujarati industrial chemical conglomerate. The founder promoters of the company are following Gandhian traditions of business ethics. It has with a wide-ranging product portfolio.

Met these officials for Data Collection at location District 5, Company E						
Sr. No.	Company E	Department	Designation	Number of officials met	Total No. of officials met	
I.	At Corporate Met	CSR	Head	1	7 people	
			Programe Manager	1		
			Executive	1		
		Skill Development Centre	Centre Manager	1		
			Teachers	3		
II.	Location: District 5; Village 1 of 1, Company E's: Own Pvt Unaided, Co-ed Sr. Secondary School		Principal	1	7 people	
			Primary Teachers	5		
			Clerk	1		
III.	Location: District 5; Meeting the parents of the students who are studying in school					
1.	One Indepth Interview with			9 parents		
2.	One Focussed Group Discussion with			5 parents		
Village 1 of 1	Number of students in Primary Schooling (Standard I to VIII)					
	Location School		No. of Boys	No. of Girls	Total Students	Remarks
1.	Company E's: Pvt. Unaided Co-ed Guj Board Sr. Sec School		04	07	11	None

8.1 Trends of Company E in District 5:

8.2 Corporate level: Met the key CSR stakeholders of company. They have involvement in all the Schedule VII listed activities listed as per the section 135 of Companies Act.

8.3 School: Met the key stakeholders of the school of company. They are following all the provisions of RTE.

8.4 Met 9 Parents for Indepth Interview: All the parents felt the Company E was doing good school CSR work.

8.5 Key Findings:

All the interviewed parents were living in concrete houses with electricity and water.

Average gross monthly house hold income was approximately Rs. 30,000/-

They all were grateful to the company for making provisions for their students.

8.6 Observation outcomes:

8.6.1 Spoke to parents of the students studying

8.6.2 Everyone spoken to felt the Company was carrying out educational CSR activities pretty seriously since the school was instituted in the early 1950s.

8.6.3 Eminent doctors, lawyers are from this school.

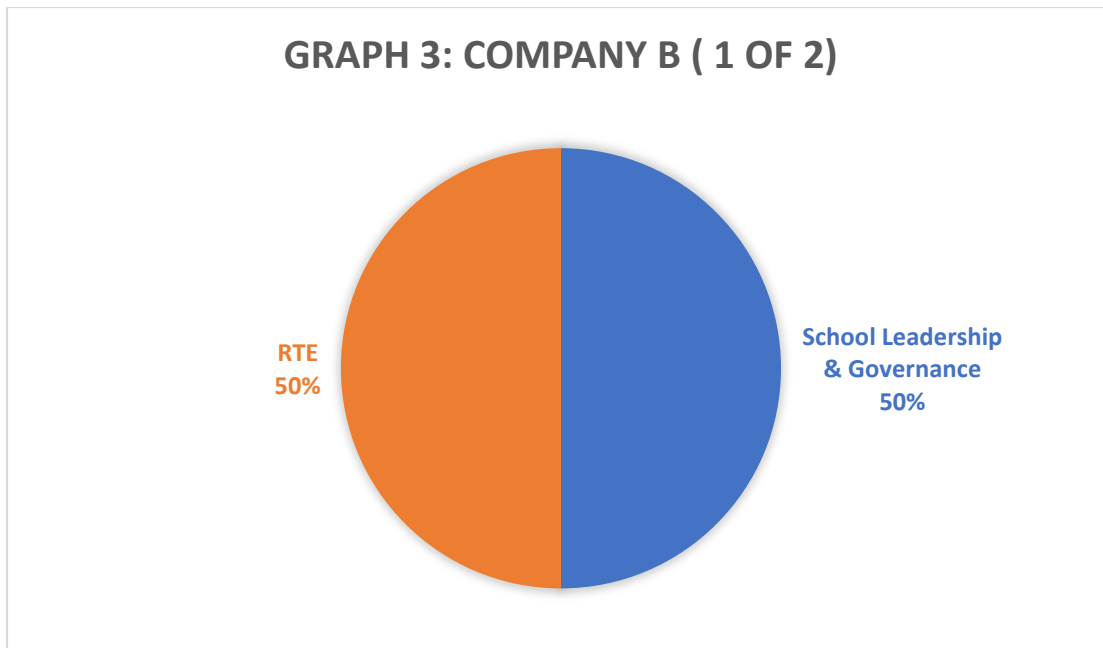
8.6.4 It has one of the best science labs in the country.

8.7 FGD was conducted with 9 parents

8.7.1 Since there is both Gujarati and English Medium schools managed by the Company's CSR team; therefore the parents of school going children felt there was not much to complain or suggest, as everything is being taken care properly.

8.7.2 Education is being imparted from KG to XII th standard in Gujarati language

Table 4.2.1.4 Data Analysis: Specific Observations from the Case Company B (1 of 2)						
Sr. No	Indicators	Response of 08 Parents				
1	School Infrastructure	-	Comprising of:			
			Clean Drinking Water & Separate Toilets for Boys and Girls			
			Library, Laboratory & Computer room			
			Seating, Playground & sports equipments			
			Disaster Readiness be it, w.r.t fire or other calamities			
2	Teachers	-	Comprising of:			
			Availability			
			Competence			
			Pedagogy			
3	Learning Outcomes	-	Comprising of subjects:			
			English			
			Maths			
			Environmental Science			
			Computer Science			
4	School Leadership & Governance	08	Comprising of:			
			Village Educational Council			
			Parent Teacher Council			
			Partnership with Corporates			
5	Goal 4 of SDG	-	Equitable, Quality Education			
6	RTE is the Change Maker	08	Government is the Change Agent			
7	Perception about the company	6	1. Outstanding	2. Excellent	3. Very Good	
			4. Good	5. Satisfactory	6. Unsatisfactory	
Note:						
1. Outstanding: 80 % & above positive responses						
2. Excellent: 70 to 79 % positive responses						
3. Very Good: 60 to 69 % positive responses						
4. Good: 55 to 68% positive responses						
5. Satisfactory: 40 to 53 % positive responses						
6. Unsatisfactory: 40% and below responses						
Comments: Parents perceived the company’s schooling effort as “unsatisfactory”.						



B 1.19 Specific Observations from the Case: Result

Regarding the management: The company B is amongst the select few debt free companies in the world. It is amongst the top 5 economies in the country. Data indicates despite their financial status on the ground clearly there was no connect with the community.

CSR initiatives: Could have been substantial given their turnover and profit margins.

Social work initiatives: Nothing noteworthy has been done by the teams.

Note: It is a governmental school and owing to strong leadership of the school they have been able to garner CSR support from other nearby corporates.

8.8 Consolidated Summary of Company A, B, C, D & E								
Co. & Village	D I S T R I C T	Total Parents	% age terms parents	Total no. of Children	No. of FGDs	Boys in CSR Primary	Girls in CSR Primary	Total Boys & Girls in CSR School
A 1 of 1	1	12	11.52 %	24	1 with 8 parents	11	13	24
A 2 of 2	1	08	8.33 %	16	1 with 6 parents	08	07	15
B 1 of 2	2	08	8.33 %	16	1 with 6 parents	Not being counted	10	10
B 2 of 2	2	12	11.52 %	27	1 with 9 parents	09	16	25
C 1 of 4	3	10	10.51 %	17	1 with 7 parents	Not being counted	10	10
C 2 of 4	3	08	8.33 %	16	1 with 7 parents	07	09	16
C 3 of 4	3	08	8.33 %	17	1 with 7 parents	07	07	14
C 4 of 4	3	07	7.29 %	16	1 with 7 parents	07	05	12
D 1 of 3	4	06	6.25 %	14	No FGDs	03	05	08
D 2 of 3	4	04	4.16 %	08		1	4	05
D 3 of 3	4	04	4.16 %	06		2	2	4
Company E	5	09	9.37 %	15	1 with 5 parents	4	7	11
5 Companies	13 *	96 parents	100 %	192 children	62 9 FGDs	59 Boys in CSR Primary Schooling	95 Girls in CSR Primary Schooling	154 Boys & Girls in Primary schooling
Company . & Village	D I S T R I C T	Total number of Parents	In % age terms Villagewise parents	Total no. of Children	No. of FGDs conducted is 9	Boys in CSR Primary	Girls in CSR Primary	Total Boys & Girls in CSR School

Company A Met In CSR Team-9 staff Met in School 7 staff Total: 9+7=16 nos.	Company B Met in CSR Team 3 Met in school 1 of 2= 5 2 of 2 = 8 Total = 3+5+8=16 nos.	Company C Met in HO/Plant = 5 Met in School 1 of 4 = 1 Met in School 2 of 4 = 8 Met in School 3 of 4 = 4 Met in school 4 of 4 = 5 Total = 5+1+8+4+5= 23
Company D CSR Team = 4 Met in School = 8 Total = 4+8=12	Company E CSR Team = 7 Met in School = 7 Total Meetings = 14	Summary <ul style="list-style-type: none"> • Total CSR Team Met is 28 • School Staff met is 53 • 96 parents met across 13 locations

Educational Contributions of CSR Compliant Company As Perceived by Parents

Co. & Village	D I S T R I C T	Total Parents	No. of FGDs	Perception about Educational Contributions of CSR Compliant Companies.
A 1 of 1	1	12	1 with 8 parents	All the parents felt that the educational efforts of Co' A was very excellent
A 2 of 2	1	08	1 with 6 parents	All the parents felt that the educational efforts of Co' A was excellent
B 1 of 2	2	08	1 with 6 parents	Parents felt the schooling CSR efforts of Company B was not satisfactory
B 2 of 2	2	12	1 with 9 parents	Parents felt the schooling CSR efforts of Company B was not satisfactory
C 1 of 4	3	10	1 with 7 parents	Parents felt the schooling CSR efforts of Company C was good
C 2 of 4	3	08	1 with 7 parents	Parents felt the schooling CSR efforts of Company C was good
C 3 of 4	3	08	1 with 7 parents	Parents felt the schooling CSR efforts of Company C was good
C 4 of 4	3	07	1 with 7 parents	Parents felt the schooling CSR efforts of Company C was good
D 1 of 3	4	06	No	All the parents felt the schooling CSR efforts of Company D was Excellent

D 2 of 3	4	04	FGDs	
D 3 of 3	4	04		
E	5	09	1 with 5 parents	All the parents felt the schooling CSR efforts of Company E was Excellent

Scoring Basis:

1. “Excellent” denotes when more than 90 % parents are happy with schooling effort.
 2. “Very Good” denotes when between 70 to 89% parents are happy with the schooling effort.
 3. “Good” denotes when 60 to 69 % of parents are happy with the schooling effort.
 4. “Satisfactory” denotes what 45 to 59% of parents think about the schooling effort.
 5. “Unsatisfactory” denotes when more than 30 to 44% parents view it that way.
- (Excellent, Very Good, Good, Satisfactory & Not satisfactory).**

8.9 Recommendations:

- 8.9.1 Implicit CSR disclosure need to be made explicit CSR disclosure.
- 8.9.2 Government need to make this as a mandatory disclosure norm so that reportings in the website is more clearer, which at the moment is not.
- 8.9.3 Financial Disclosures are not made available despite requesting the company. This the government policy must address.

8.10 Suggestions

- 8.10.1. The regulatory mechanism at the state and district levels need greater coordination between CSR teams and governmental agencies. This outreach is only possible when we have Social Work studied professionals at the helm of organisations driving and implementing the various policies and schemes of the government so that product, profit, policies, people and planet betterment practice takes the centre stage.
- 8.10.2 Interestingly, in Gujarat there are a greater number of Masters of Social Work studied Post-Graduates who are carrying out the work of CSR across industries and sectors. Therefore, the much-required sensitivity and comprehensive understanding to social work theory and practice is very well engrained in them from theory and practice’s perspective. Fundamentally the

government of India is keen to see an active participation through Private Public Participation in further growing the National Developmental Goals in keeping with the national, regional and area specific challenges and also in accordance with the mandate of Sustainable Development Goals. Therefore, there is greater need for professionally qualified people to work in specific areas of interventions as part of each organisation's operational and CSR intervention strategy.

8.10.3 The various guiding facets of social work, or be it corporate social responsibility; to both the central theme is the betterment of local community and people in particular. The social group work is a culmination of concerted effort towards actualising societal goals along with community organisation. So, it is fairly evident that these validated methods of social work practices join hand collaboratively with the CSR practice which CSR compliant companies are achieving by and large.

8.10.4 However, quantifiably in rupee terms the data is not available to understand who is contributing how much while addressing the educational CSR activities. It is not that this question has not been asked by many researchers in the past; however, this question begs the answer and almost all the CSR compliant companies are unwilling to respond. Therefore the activities undertaken by each of the company need to be minutely studied to understand the educational contributions.

9. CONCLUSION:

Businesses thrive in society. If any kind of industry comes up anywhere it need to rely on local people and the resources available there. Therefore it is incumbent on the industry to work harmoniously along with the local communities. As Kofi Annan, former UN Secretary General said, "vision and leadership" has to be shown rather than being "selfish free-for-all" kind of a society. (Sharma, WINTER 2009). Gandhian Trusteeship model gave indigenous business leaders the moral fabric to conduct themselves and their business. Ernest Bader and Dora Scott of England co-founded Scott Bader Limited a chemical manufacturing company. And in the year 1951 they gave away the ownership of the company to their workers. Such is the example of trusteeship. Today also the company is doing well. (Joshee, 2012)

10. Action Plan Chapter:

10.1 Social Case Work & CSR Compliant Companies:

At the micro level, CSR Compliant Companies need to work much more cohesively with the families of the studying in standard I to VIII to make schooling more meaningful and productive. In essence the child is the numero uno factor in school and his or her learning abilities need to be much more focussed to get the desired educational outcomes. Agreed, in a demographically diverse country like ours there will be physical, professional, social challenges but in keeping with the principles of social work practice social case work in educational endeavors need to be advanced.

10.1.2 Parents:

They have to stay invested with the school. They have to invest their time and effort much more participatorily than thrust everything on the school or on the school authorities. Because at the end of the day it is their children and they need to be as concerned as the State is; school is!

10.2 Social Group Work & Teachers

Teachers will have to go beyond the brief to organise more community events at the macro level involving parents to understand what their students do after getting back home..Because if the school going children have to do well then PTA interactions have to be well attended. In these group endeavours parents could learn how well their children are coping with studies and what further they need to do so that their children could achieve greater educational outcomes in the school.

10.3 Community Organisation and CSR Compliant Companies Vis a viz communities

Group interactions has to be far more between the CSR compliant company, Parents and the educators in the school. All of these 3-constitutnets need to come together if educational outcomes has to be become much more effective. Because economic upliftment is the intended goal of school education and therefore participatory community organistion is a much needed.

10.4 Social Work Research

Extensive explorative research has to be carried out to understand motivation of parents and students and thus to give shape to the child's dream of what he or she would like to become. In essence, the parents need to have a shared vision for their children's future than merely saying "we want our child to be educated", what is he going to become after completing his studies is something the parents has to be respond and be prepared.

10.4.1 CSR Compliant Companies

Need to proactively reach out through social case work and social group work means and must organise career events which their children could pursue and must be told about the landscape of employment opportunities.

10.4.2 Schools and Educators within the school

Must actively share the broader vision of economic, realities outside the confines of school so that children are well acquainted about the economic environment. Perhaps for children from the 6th to VIIIth grade this will be relevant.

10.5 Training & Development (T&D)

CSR Compliant Companies need to make concerted effort at organising T&D efforts that could identify parents based on empirical research validated by school on which children are doing well and which are the children that are not doing well so that training and development could take place.

Teachers also need advancement

Continuous learning environment in line with Government directives need to be evolved and teachers need to be kept ahead of the learning curve. A better prepared teacher is always be in good stead.

CSR Teams need constant T&D

CSR Head has to in a pre-defined manner organise T&D efforts for the functional personnels within their teams' on sensitising them on how to make community organisation efforts much more productive. On how to conduct social case work and social group work in local community setting. The efficacy of such learning will bring the desired learning outcomes to higher desired level.

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Appendix: 2-Tool for the School		
School information table number: XX XX Location	Company	
District		
Pattern – CBSE or Gujarat Board		
Rural, town or urban setting		
Category of School	Primary School? (Class I to Class VIII)	
	Primary to Higher Secondary (Class I to Class X)	
	Primary to Senior Secondary (Class I to Class XII)	
Management of school	Government?	
	Managed by Local body?	
	Private Aided School?	
	Private unaided school?	
Type of School (Gender)	Boys	
	Girls	
	Co-educational	
Number of Teacher in the School	Male Teachers	
	Female Teachers	
How is the school's infrastructure?	Classes being held in the tents/open area	
	In concrete building	
	In partially concrete building	
Is drinking water facility available in school?	Yes	
	No	
The source of the water is;	Tap water?	
	Hand pump	
	Well water	
	Earthen pitchers	
	RO-ed water	
Does, the school have separate toilet for boys and girls?	Yes	
	No	
Is there electricity in the school?	Yes	
	No	
Does the school have play ground?	Yes	
	No	
Does the school have boundary wall?	Yes	
	No	
Does the school organise medical check- ups?	Yes	
	No	
Does the school have mid-day meal scheme?	Yes	
	No	
Are there computers in the schools for the children?	Yes	
	No	
Provision of stretcher and wheel chair existent? Doctor in the campus available? School bus available? Fire safety protocol was existent in the school? Disaster management protocol is available? Well stocked library is there? Ramp facility & toilet for differently abled children available? Dropouts if any? Water recycling plant is there? Science/computer lab existing? Playing equipments available? Uniforms, bags, shoes, books and stationery issued by CSR companies? Medical camps organised? Special Educators in School? Educational Counselors in School?		