

CHAPTER 1.0: INTRODUCTION

In this elaborately unexplored area of study on CSR contributions of 5-private sector indigenous, multinational CSR compliant companies of Gujarat and their educational contributions specifically with regard to primary school education has been researched qualitatively. The title of my research study for the award of doctoral degree in Social Work is: “A Study on Educational Contributions of Corporate Organisations Towards CSR Activities in Gujarat”.

As we all know, education subject is in the concurrent list or list III of the Indian Constitution. As per 42nd amendment of the Indian constitution in the year 1976 this change was constitutionally undertaken. So that Central Government can also make legislations which will be applicable to any State in its totality. As per the 86th amendment in the year 2002; to the constitution; i.e., after 55-years of achieving political independence; Right to Education was made as a Fundamental Right and Article 21A was inserted in the Constitution. Then formally by the Act of Parliament “The Right of Children to Free and Compulsory Education Act or (RTE) Act” was enacted and placed under article 21 A in the year 2009-2010. Thus, children aged between 6 to 14 years of age were entitled to get free and compulsory education, unhindered. This act like any fundamental right existing in the country; is enforceable through court.

By the year 1947, India achieved its political independence. But the economic liberalisation introduced in 1991 truly ushered in economic independence. Therefore, many changes in the constitutional provisions took place which had its positive impact on subjects like: education and economics also, which this study is exploring. The empirical evidences indicate that we as a nation are not fully literate. Therefore, my study has focussed on studying; using the qualitative aspect of research, the endeavours made by 5-CSR compliant, private sector, multinational companies to augment primary schooling in the state of Gujarat.

The state of Gujarat was formed on 1st May, 1960 and thereby it further expressed its socio-political, economic and cultural identity rightly on the merit of what it has always been to the world at large. Today Gujarat state is amongst the top-5 states in terms of performance indices amongst the union within the republic of India and it is a matter of great pride. Our Hon'ble Prime Minister was at the helm of the state leadership of Gujarat for over a decade and he took major policy decisions which has transformed the landscape of Gujarat and brought it at par with some of the developed economies of the world. Today with the similar vigour, he is committed to building Indian economy and attempting to make it into a \$ 5 trillion dollar economy. My research study has gone on minutely to capture the socio-economic details of understanding what's being done within the sphere of primary school education as part of CSR activity amongst the 5 CSR complaint companies. Towards this end, 5 districts and 12 geographies were visited and 96 parents were met in person to gain their perception on what they all singularly as a family unit felt towards the educational CSR efforts undertaken by the respective CSR compliant companies.

1.1	Historical Context & Origin of Ethics: The Foundational Pillars of CSR
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Emperor Ashoka of Mauryan Empire ruled throughout the present day, India, Afghanistan, Bangladesh, Nepal, Pakistan and Indian Subcontinent as a whole between 268 BCE to 232 BCE. The rock edicts which are spread across the country and is also present in Girnar (GJ) is a reminder towards the commitment of the Emperor in setting moral edifice. Then also people, family, community and complexities persisted and to solve them, the Emperor outlined "Dharma", (Kautilya, 1992) the ethical way of conducting oneself between one and other. (Thapar, 1990) There were moral and righteous behaviour which were formed and governance norms were laid.

In today's parlance we talk about Corporate, Social and Responsibility. If we break each of these words and try to understand the inner meaning and significance, then it would imply; good governance revolving around righteous moral behaviour. Benevolence and responsible attitude towards our immediate surroundings. The interconnectedness between Social Work, Corporate Social Responsibility & Educational endeavours are much like building the pillars of any strong community or nation.

1.1.2 The nomenclature "corporate social responsibility", was first used by Howard Bowen the American Economist (Bowen, 1953) in the mid-fifties of the last century and advocated on how and why the socially responsible companies needed to align its goals towards the society. By the way, India has had a rich historical legacy of over the many millennia and it is believed to be amongst the oldest civilisation and cradle for the start of some of the major religions and inventions in the world. The great kings and dynasts that ruled India have had a rich tradition of tolerance and appreciation to learning and good governance. This is historically a proven fact.

1.2	Significance of Social Work & Corporate Social Responsibility
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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 practioners of social work. These established practices in their local communities are being used to address the national developmental goal i.e., successful functioning of school education.

The critical age of 3 to 6 years is being addressed significantly in the NEP 2020. Aspects such as: cognitive, communication, learning & along with, its emphasis on skilling is a welcome endeavour in NEP 2020. 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 into a resurgent nation amongst the nations.

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, during the last -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 of life. (Ministry of Corporate Affairs)

Table: 1.1

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.

1.3	Key Concerns of Social Work Study
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In pursuance to this doctoral study in social work with focus on CSR towards educational efforts, it was important to understand the economic capital and the social capital invested by the corporates. Behind every business is a story of what it has done within the sphere of its economic influence so as to uplift the people's aspirations. Be it at social, educational or economic levels. The central theme of the building block towards community development has to be routed through the systematic intervention strategies outlined on the principles of social work.

In the discussion on social work with individuals and families Friedlander outlines that "*social work is a dynamic activity*". Here in the context of the study the word 'dynamism' refers to the CSR compliant company having full-fledged; well qualified CSR, or Social Work/Rural Development studied teams in the implementation of socially relevant programmes that would bring about societal good. These programmes have to be adopted by the end-beneficiaries. This explains the explorative nature of the study to determine how family case records are maintained to understand the family's socio-economic conditions and accordingly mitigative, social welfare activities are implemented on a time bound manner. (Friedlander, 1976).

In the context of this study, key corporate social responsibility concerns are?

1. Reaching education to one and all. Because education reduces poverty.
2. Access to quality education is a must. So that it will pave the way to economic independence amongst the first-generation learners from different families.

On a positive note: In 2003, the out of school children constituted 25 million to present 8.1 million. However, much more need to be done especially in Access, Equity, Management and Quality aspects of school education. Alongside Teacher's training aspect also requires further improvements. All of it would need a major rethink & rehaul of our educational system.

The average national literacy rate is pegged at around 77.7%. At the beginning of 1900 the literacy in India for male was at 9.83% compared to 75.3 % as per the census of 2011. The female literacy for the same period was 0.60 % in 1900 to 64.6% as per 2011 census. So, in this sense; we can see India has made progress. But not the kind of progress that has been achieved as some of our neighbouring countries like China which has much larger population than us, has managed to achieve. (India, 2011) Out of the 35 Indian States and Union territories, Gujarat is ranked 18th place with 79.31% literacy rate. The top performing state is Kerala with 93.91 % and the worst performing state is Bihar with 63.82% literacy. Gujarat specific the literacy rate is: 79.31 % as of 2011 population census. Out of this 87.23% is male literacy and 70.73% is the female literacy.

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 and cultural 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 since attaining independence.

1.4.1**Rationale: Providing 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 school forms the basis of these students to shape their educational journey. 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 with it 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.

1.4.2

Rationale of the Study

The foundational principle of social work subject rests on the principle of advocacy, working with individual, family and community. Thus, it will be apt to say social work is a practice-based profession which is committed to uplifting the standards of life of people. (Pincus & Minahan, 1973). Each of the CSR compliant company is heavily invested in social work practice and community-based interventions. The efficacy of CSR endeavours within education and how it has benefited the beneficiary and the villagers, institutions and what do the parents have to say about their childrens education? What does the community and its elders have to say about the educational endeavours of the corporate? The entire gamut of research encompassing all the facets of activities leading up to project completion has been studied, tabulated and presented in the following pages.

In a social research scenario, the fieldwork is considered as the jewel in the crown. Because if we examine the Elizabethan Poor Law of 1601 in America which then was under the colonial subjugation of Great Britain. Few centuries later the immense social work done by The Charity Organisation Society, during the 1870s used a robust method of understanding who they were serving? Who was getting the relief assistance? The '*friendly visitors*' were the first face of caseworkers. Therefore, it is pertinent to note that over a period of

time data was tabulated to get to insights of who are the people who are seeking charity and why? This question got answered through empirical findings. This wouldn't have been possible if there was not a concerted social casework effort. (Upadhyay, 2003).

Social casework (Richmond, 1917) was defined by Richmond; and according to her, *"those processes which develop personality through adjustments consciously effected, individual by individual, between man and their social environment"*. At the family level the effort was made by the researcher to collect information; so as to build case of individual families to understand who they were socially, educationally and what they experienced in terms of educational advancement of their children.

In the context of social work, Group work need to have attained a significant share because it addresses the concerns at a macro level. Because after individual in a social setting through casework is group work at a community level. In order to understand the lexicon of group work let us understand what Murphy has said; *"enhancement of person's social functioning through purposeful group experiences"*. Meaning, the sum total of existional experiences when it is collated and enlarged at the group level in the larger interest of one and all then it inflates for a common community good. (Murphy, 1959) This study is aimed at working with groups of parents in finding their understanding of what they collectively felt towards the educational forays of the corporate organisations.

Composition of group is in itself a significant task. The common pillars of co-operation need to be identified. This can be formed on the basis of socio-economic pairing. Or through a common phenomenon and in our case, it is the schooling of their children in a common school. Size of group as in the case of this study was kept between 5 to 10 parents; and not less or more than that. So that one and all collectively could speak without getting over

spoken. Moderating between group is also paramount so that equitably one and all get a fair chance to be spoken and heard by all the members' present. (Siddiqui, 2019).

It is understood that broadly social work is practiced through the 3-methods; social casework, social group work and community organisation. In any social setting the respective community also need to understand what does it require? Once that is established; then the resources needed must be mobilised using internal or external sources accordingly. In order to mobilise any kind of resource, one would also need an entire array of skill set to make things happen. Interactions, meetings, deliberations all of that would be needed and needed in the right earnest amongst one and all stakeholders. (Ross, New York).

Due to the diversity of our great nation; there are many social problems in India much like any society and it is evident in all its spheres and dimensions. During the study it was found that many families earned in excess of Rs. 35,000 per month and many families couldn't even cross the threshold of Rs. 5,000 or Rs. 6,000 earnings per month consistently. This meant raising their children in abstract poverty; a social evil. The main cause of poverty is lack of opportunity at the micro and unitary level of smallest of small enterprises. The current government of the day took note of it and tried to remedy it by defining aspirational districts needing interventions. Today many CSR companies are working in these aspirational districts to addressing socio-economic and medical requirements of the villagers. The magnitude of unemployment among the educated youth and uneducated youth is a very serious concern. The current political dispensation conceptualised PMKVY initiative and has implemented it across all the districts. There are social issues like illiteracy, social effects of urbanisation and agrarian distress. To familiarise students on the relevance of STEM (Science, Technology, Engineering & Mathematics) education at the upper primary level; ATAL Tinkering Lab initiative was rolled out by this government across three phases

starting from 2017-2018 onwards. Thus, studying computer subjects in Government, Aided and Unaided Private schools were identified and supported. One school worked as a nodal school for 6 to 8 nearby schools. Therefore preventive, participatory; mitigative and collaborative work was achieved on a war footing. In the meantime, the ones seeking help also need to stand up and be counted and partake in the processes of discussions and contribute their time and effort. Because collectively, working together, everything can be achieved. (Ahuja, 2018).

1.4.3

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) target 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 all citizens of the country and preserving the flora, fauna and natural resources successfully.

1.4.4

Why School Education and CSR?

School is a civic responsibility and this 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 world-class workforce. At the end of the day education's role is to ensure literacy and preparing life-skills of children so that employability chances are increased. (MHRD, Government of India, 2019).

1.4.5

The Word "Socialism" and its Significance

It was incorporated in the constitution of India as per the 42nd amendment act of 1976. What therefore it implies is all the citizens of country regardless of their language, religion, sex, creed, colour, caste or without any discrimination the social, moral, economic and cultural development could take place and the Centre and State Governments were to ensure its implementation.

1.4.6

Article 21A of the Indian Constitution

It is an important milestone in ensuring constitutional guarantee of the individuals. This article as per the eighty-sixth Amendment Act of 2002 offers to provide free and compulsory education to children between the ages of six to fourteen years of age. Therefore, it shall be the responsibility of the respective state governments to ensure that this act is followed in letter and spirit and primary education is provided in all the government schools. Also, within the ambit of law; private (aided & unaided) schools will also come.

The intent of Government here is to ensure that owing to fees related issue a parent should not consider discontinuing schooling of the child. To contain dropout of students in upper primary classes the school is mandated to work closely with the parents and students to ensure they remain engaged. The government schools imparting primary education will not charge any fees whatsoever. The private unaided schools will ensure 25% children from the marginalised (economically) backgrounds in their communities are given admission to encourage their education. The central theme of the Indian Constitution and the guiding philosophy of the Preamble wherein equality, social inclusiveness need to be ensured; regardless of caste, gender or religion.

In essence the Researcher combining the provision of Right of Children to Free and Compulsory Education Act 2009 and how select CSR compliant companies are ensuring that schooling efforts in accordance with the various government gazettes and amendments are being carried out.

1.5 The Kothari Commission – National 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 agenda was on creating platform within a school for social, moral and spiritual development along with imparting the three R's; so that one and all the students could benefit equally, equitably and honourably. Three language policy was conceptualised. Teaching of Sanskrit was introduced and encouraged.

1.5.1	National Education Policy - 1986
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The primary focus of this policy was to capitalise on access, equity, redressal of drop-out ratios, quality and universalisation of school education. Providing and ensuring equal educational opportunities with specific focus on ST, SC communities have been emphasised. This NEP termed its policy as “child centric” and operation black board was commissioned on national level.

1.5.2	National Education Policy (Modified in 1992)
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Recommendations were made to standardise 10+2+3 system across the country and it got implemented. Educational quality was incremented by giving access the importance so as to encourage childrens from socially and economically disadvantaged families.

1.5.3	The Right of Children to Free and Compulsory Education Act, 2009
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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 towards Right to Education. Thus, primary education was made a constitutional right after 62 years of India attaining its political freedom. The children aged between 6 to 14 years were able 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 an opportunity to study in elite schools. 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 avail and afford. At every step of the way, Government is keen on development.

Table:1.2

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	

(http://gujarat-education.gov.in/education/images/GOG_GAZETTE_27042017.pdf, 2019)

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 of the society.

1.5.4

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 along with emphasis on technology learning has been encouraged. All the schools to have regulatory, reporting, and stakeholder transparent management system 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 along with 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.

1.5.4.1

NEP Architecture

The contours of NEP envisioning a resurgent India from 2020 to 2040 requires a robust, technology driven; inclusive education policy. Therefore, a scientist with Padma Vibhushan honoured Prof. Kasturirangan had been bestowed with chairing the Education policy committee. On 29th July 2020; this policy was made into a law.

Any advocacy in social work profession need to give reflective results of achievement. Because within the context of a society; there are too many layers that has to be set right. Within these the language, culture, religion and socio-economic status of families also rests unfortunately. Balancing it out in a

favourable manner and then achieving all round development of individual, family and community is what social work practice aims to achieve. (Madan, 1966).

1.6 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 effort towards social developmental goals. Thus, PPP model became relevant. It is 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 between centre and the states. What was needed was a cohesive action plan with timebound 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. The threat of Covid-19 pandemic has had an unprecedented impact on all our lives; and schooling in particular.

1.6.1

2% Clause of CSR

Companies in India are governed by Law enacted by the Ministry of Corporate Affairs (MCA); Companies Act 2013, The companies Act 1956 etc.

As per section 135 of the Companies Act, 2013; if a company has a net worth of 500 crore or more, or turnover of Rs. 1000 crore or more, or net profit of Rs. 5 crores or more in a financial year has to spend 2% of average net profits of last 3 preceding years; as part of their *social responsibility endeavours*.

Each company depending upon its appetite chose the broad template on which it would like to work as part of National Development Goal. There are many companies who are foraying in more than 2-3-4 activities of national development goals and have incorporated the same as part of their social responsibility endeavours.

Schedule VII details the activities to be undertaken by the companies in spending their CSR funds. There are 12-broad activities outlined as per the schedule VII. The tone of the 12 broad activities are matters of national importance ranging from eradicating hunger and poverty; to, (2) fostering and promoting education. (3) To maintaining gender equality with special emphasis to ensuring women's dignity is not encroached upon so 'empowerment of women' is a national issue etc.

As per MCA the cumulative spend on CSR by 5,097 companies exceeded Rs. 9,800 crores in 2015-2016. As per the report of Times of India based on the census of 2011, firstly, 78 lakh Indian children are forced to earn while attending school. Secondly, 8.5 crore children haven't been to school ever.

These figures are startling. What is worse, out of 1.30 billion population, 40% of India has less than 18 years of age. (Varma, 2016).

1.6.2 How much to spend by the Company on CSR?

- 2% of the average net profits of the company made during the last three preceding years
- Disclosures are to be made public by the CSR compliant companies and need to work in the spirit of CSR disclosure norms. Therefore, the role of Board becomes important and accountable.

1.6.3 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.

1.6.4 CSR as per the Companies Act, 2013

This law may be a 7-year-old phenomenon now. However, moral foundations of running a state was mentioned in all the religious literatures. Ashoka's rock edict is a standing testament of how a state need to conduct its moral-social-economic and environmental obligations toward the society. Indian Indigenous business grew from strength to strength in over 100 years to become what it is today. HH Sir Maharaja Sayajirao Gaekwad III, implemented universal primary schooling across the State of Baroda little over 100-years back. Inspirational leaders like, Dr. Bhimrao Ramji Ambedkar,

Mahatma Gandhi and Swami Vivekanand and galaxy of other intellectuals gave education a new meaning and direction. After attaining political Independence; India took a mid-path approach to mixed, planned economy. Educational policy gave expression to the aspiration of how India need to be built. Today 1/5th of 21st century is already elapsed, so the focus of education is STEM education. As per the CSR portal Rs. 769.28 crore has been spent on Socially responsible activities during the period 2017-2018, thus making Gujarat state the 3rd highest spender on social causes after Maharashtra and Karnataka states.

1.6.5 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 XII matters detailed in Schedule VII of the CSR Act, which are considered 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 at such a large level. 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.

1.6.6 Trusteeship Model of Gandhi ji; CSR in India

Gandhi's trusteeship theory can be termed as the starting point of collaborative CSR activity. Gandhi ji believed that everything belongs to God and therefore the owner of property, businesses; needs to act as a custodian of it. In the context of landowners: the zamindars need to feel for the people. Influenced by it some business houses made it part of their mandate. (Kesavulu, Jan-March, 2004).

1.6.7 Triple Bottomline

Businesses are created for the economic gain. The trend of including social capital in it came with the advocacy of John Elkington the founder of Triple Bottom Line theory. Herein, economic criteria called profit takes the first spot. Followed by People; because without people, plant and machinery cannot be operated. Distribution and sales cannot be managed. The planet has to be cared too. The damage inflicted on the soil has to be mitigated. The water resources and the aquatic species have to be cared for. Financial success of

the company is paramount. But alongside, being water-positive is also critical. The ability to reduce and remain carbon positive with emphasis on being a non-solid waste contributor a company can truly be termed as following TBL norms. (Agarwal S. K., 2008).

1.7 Advent of CSR & School Education

For our study on the advent of '*corporate social responsibility & School Education*', then referred to as 'philanthropy, acts of benevolence' activities on '*education per se*' then and '*specifically school education*'; we dwelve deep and begin our journey with the advent of the mercantile trade of Europeans. Later we will review policies of Britishers who initially came in as merchants and subsequently consolidated their economic interest into political governance and ruled over us Indians. Any discussion on current education system has to definitely have a refence of what the Europeans did for us. Because some of their foundational educational legacy and pedagogical approaches were inherited and continue to be practiced till date.

Table: 1.3 Schooling Infrastructure Status

Gujarat State	Number of students	Library %	Boundary Walls %	Ramp %	CwSN Toilets %	Play Grounds %
Government School	5,417,447	77.48	69.64	96.50	15.80	78.83
Aided School	1,824,240	82.87	71.97	58.86	5.72	92.64
Private School	4,238,255	67.59	89.42	49.72	6.76	89.88
Other Schools	1,410	00.00	100 %	75.00	00.00	100.00

Total Students

1,14,81,352 from Class I to XII.

- Boys in the primary schooling are 46,14,567 & girls in the primary schools are 40,60,725. This totals to 86,75,292 students.
- As can be seen clearly there is shortfall of library books. So, a yearly grant of Rs. 5,000 to 20,000 depending upon the school location, language spoken in the region, has been provisioned so that libraries could be well stocked.
- Currently Gujarat has 11,481,352 students (boys and girls) studying from standard I to XII. Out of this, boys in the primary schooling constitute 4,614,567 and girls in the primary schooling total up to 4,060,725. Primary school numbers total up to 86,75, 292.
- Government with an aim to achieving SDG goals has constituted a composite school grant of Rs. 14,500-50,000 and this was subsequently raised to Rs. 25,000-1 Lakh and is being allotted to encourage school enrolment.
- To foster a sporting culture and since sports is also part of Schedule VII mandate therefore yearly funds toward purchase of sports goods has been fixed at Rs. 5,000 for primary schools and Rs. 10,000 for upper primary school (6th to 8th class students). For senior secondary schools the amount fixed is Rs. 25,000/-
- The mandate of the government is to achieve universal primary education. Therefore, for the CwSN (children with special needs) are given a stipend of Rs. 200 from the primary schooling stage itself. Earlier it was given for standard IX to XII students only. Allocation cost of per

child has been revised from Rs. 3,000 to Rs. 3,500/- in keeping with inflationary cost.

- In keeping with cost indices uniform cost has been increased from Rs. 400 to Rs. 600 per child. Parents coming from challenging socio-economic backgrounds would find it difficult to get uniforms stitched; so, this relief is a welcome effort. Similarly, textbook allocations per child, per annum has been increased from Rs. 150/250 to Rs. 250/400.
- Kasturba Gandhi Balika Vidyalayas (KGBVs) now encourages girls to upgrade from Class 6-8 to Class 6-12. This means the scope has expanded from primary education to school education.
- Continuous teachers training so as to build competencies, Institutions like SCERTs and DIETs have been mandated to further improve the quality of teachers on an ongoing basis. Linkages to technology, usage of smart classes with the help of digital technology in education through smart classrooms, digital boards, and DTH channels are being implemented.

1.8 Legislative Educational Reforms in Gujarat: During the 100-years

1.8.1 Bombay Act No. IV of 1923, The Bombay Primary Education Act, 1923: This Act was also applicable in Gujarat. The objective of this act was to provide “compulsory education to the children between 6 to 11 years. (Government of Bombay: Legal Department, 1923).

1.8.2 Bombay Primary Education Act, 1947 (Bombay Act No. 61 of 1947): This act was applicable on the State of Gujarat. Areas of compulsion

defined the geography of where the primary education needed to be imparted. The “child” was defined as someone within the age of 6 to 14 years of age and it could be a boy or girl. (Bombay Primary Education Act, 1947).

1.8.3 The Maharashtra Village Panchayats Act, 1959: A village is an important constituent. Each of the village or group (s) of villages to have Gram Panchayat and shall be invested with such powers for the determination of local self-governance.

In schedule I, section 45 of the Act;

- Social welfare activities; were enumerated in this act.
- Drinking water was provisioned as per this act.
- Setting up of school and other such educational institutions were detailed.
- District Village Development Fund was established.
- Levy of taxes by Panchayat.

The roles of Sarpanch and Upa-Sarpanch have been enumerated. The role and responsibilities of the panchayat samite were fixed. The nomenclature of Collector, Tehasildar, Mamlatdar and Mahalkari have been defined. (Singh B. , The Maharashtra Village Panchayats Act, 1959, (Act No. 3 of 1959), 2020).

Gujarat Compulsory Primary Education Act, 1961: The State of Gujarat was formed on 1st May 1960. The Gujarat Compulsory Primary Education Act, 1961 was applicable to the entirety of Gujarat. School Education was made compulsory. Age 6 to 14 was prescribed age limit of children to avail free education. Child meant; both, boy and girl. There was provision for “*special schools- for children suffering from physical and mental effects*”. Primary education was to be provided to children from local jurisdiction and the Director of Education along with District School Board had to ensure its implementation. At the helm of affairs is the Collector. It was the duty of local authority to make the list of school eligible students. Setting up of Attendance authority was made and it was for him to implement section 4 and 16 of the Act. Parents were expected to send their children to schools. Unless otherwise there were reasons why they couldn't and that needed to be informed and there needed to be reasonable explanation in doing so. For example:

- The child could be receiving education at home.
- The child may be undergoing physical or mental problems.
- The child's religious beliefs were getting compromised and the parent's objected to it.

The non-availability of school may also be a reason for not being able to send the child to the school. Basis these points, the Attendance authority to decide if part time schooling could be organised, if so to expand on this scope.

Penalty was also prescribed against such parents if willingly they did not send their children to the school. And the penalty provisions were laid out. The setting up of primary school panchayat was made wherein it consisted of 3

members. The provision for a chairmanship is established. The role of School Head Teacher to certify if the erring parent has indeed not sent his children to school and there was no justifiable reason behind it. The role of Head School Teacher's statement was made final and binding. (Singh B. , Gujarat Compulsory Primary Education Act, 1961; Gujarat Act No. 61 of 1961, 1961).

Despite all these provisions existing in the law as way back in 1960, still it was felt necessary to rope in corporations in the year 2013 through the act of parliament to do CSR activities in the villages to aid and improve the conditions of the villagers.

1.9 Researched 5-CSR Compliant Companies in Gujarat

Met the representatives of 5-CSR Compliant Companies of Gujarat. To study what is being done by top 5 CSR Compliant Private Sector Companies of Gujarat as part of their CSR initiatives to further augment the National Development Priorities on furthering Primary Education.

In all 5 districts of Gujarat were traversed. Open ended indepth interviews was conducted with the key stakeholders of CSR Compliant Company and the Parents of the students studying in schools being pursued by the CSR companies. Reviewed their Annual Reports and other secondary sources.

Visited their CSR promoted Schools. All the 9 schools were visited and seen purposively. FGDs were conducted with parents of the students studying in these schools across 12 locations. Met stakeholders to understand what they had to say about the CSR efforts of Co's.

Chapter 1 concludes here.....