

CHAPTER 2.0: REVIEW OF RELATED LITERATURE

2.1	Introduction: European Face of Economic Liberalisation
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It is an established fact that Portuguese were the first Europeans to arrive in India in late 1490s. (Subramanian, 2016) The decline of Surat and ascendancy of Bombay and later it grew into an important presidency thus becoming the nerve centre of enterprise and philanthropy. One reason for this to happen was the marriage of King of England Charles II, with Portuguese Princess Catharine of Braganza resulting in British getting Bombay as dowry gift in 1661. What followed thereafter is historic. During those days *hundi system* was the way to do commercial transactions. Bankers like Motishaw, Bansilal Abhirchand, Kala Shah essentially drawn from Kathiawar and Rajasthani communities played their role. Geographically Bombay became the link between China and far east trade to reach English channels. Notably lowering of import duties by Willian Pitt favoured Chinese teas in 1784.

Thus, ship building and repair developed. Art, culture, cuisine, drapery, uniforms, civil and mechanical works and inland transport began rapidly. Hotel and hospitality became the theme of Bombay. The cotton grown from India and in particular from Malwa and Gujarat regions got encouraged. Tobacco and opium grown from the country were shipped to European markets. Trade flourished. In the economic map; China, India and Europe became important centres of trade. Parsee community got involved in shipbuilding, financing and international trade. Jamsetjee Jeejeebhoy with Jardine Matheson flourished. Important to mention, American President Abraham Lincoln in 1860 abolished slavery resulting in civil war. This impacted continental trade. Benefiting from it Premchand Roychand encouraged Indian farmers to grow cotton as per European standards. So, what we see is Opium trade was controlled by Jeejeebhoy. Cotton was monopolised by Premchand Roychand and Oswal Jain.

In today's Mumbai one could see David Sassoon's Library. From the chronological perspective, it is important to mention that in 1618 English East India Company's Surat settlement came up. By 1616 Bombay became an integral part of Crown of England.

In 1688 Bombay as a territory was transferred to East India Company. Surat was annexed by East India company in 1800. In 1822 Elphinstone High School was established in Mumbai. By 1840 Bank of Bombay was established. The first Parsee (Indian) to be knighted was Jamsetjee Jeejeebhoy in 1842. In the year 1853 Indian railway line between Bombay to Thana were opened. And in 1857 the company ceased to exist and the British Government took charge. The University of Bombay was founded in 1857. What we see is the trio of "*Bania, Bora and Parsi*" were responsible for growing trade and commerce. Banker Trawadi Arunji Nathji being an exceptional brahmin here. Jamsetjee Jeejeebhoy founded modern philanthropy. He set up JJ school of Art & JJ Hospital. Helped set up schools, dispensaries and commissioned public works. School related social responsibility gained ground with Premchand. He donated land for setting up of Mary Prescott school, the Bombay Scottish Orphanage along with Alexandra Girls' school point to girls' emancipation as the reason. The Asiatic society is his noble creation.

The concept of Philanthropy is an age-old concept. However, when Philanthropy is institutionalised as a Law as it happened in India via Companies Act of 2013; then whole gamut of opportunities and challenges surface. The concept of CSR law relatively a new phenomenon so the question of newness obviously is there. The question of standardisation therefore is not there. Each CSR Compliant company has a culture of its own. (Kaushik, 2017).

The markets where the CSR plans are implemented cannot be standardised; because each market has its own demographic complexities which need to be factored in while planning for CSR programs. In the midst of it all the most fundamental difference between philanthropy and CSR is, whilst the first one is an individual commitment; CSR is an organisations mandate that gets implemented with vision and mission of the organisation. Case in point is in the year 1916 Henry Ford had 58 % of company's stock and therefore took the decision to cut down on the dividends to its shareholders and instead would reinvest the monies in the business. This move was severely objected by the shareholders and they took Ford to court. The court ruling then was that business had to be run towards profits and this profit need to be passed on to the shareholders. That was then, today the CSR laws stipulate spending on 12 broad categories of Schedule VII.

People have evolved over time. Society has been changing. People's aspirations and demands are ever changing. From being regional enterprises are today going truly global. It is all about finding newer ways of doing business. It is about discovering. It is a world of being relevant and constantly reinventing oneself and the business process improvement is part of it. Doing societal good is a direct correlation to how good is the enterprise to the people who inhabit the defined geographies. Because as the old dictum says, if people are happy, they will be far more productive and will be responsive to handle business challenges. Getting things done is the way. (Sundar, Business & Community, 2013).

2.2	India at the Centre Stage of Globalisation: A Socio & Economic Perspective
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At that point in time, India was at the cusp of exploding as the capital of globalisation and many countries aspired to acquire trading rights and set a firm foot in India to look after their commerce which formed the reason for them to be here in India in the first place. One reason which explain this is due to the fact that Indian subcontinent was geo-politically and commercially at the centre of where the action was. On the west of India were the Arab and

west Asian countries, followed by Africa and Europe. And on the stretched eastern coast of India and beyond reached up to the shores of Far Eastern markets of Eastern China, Malaysia, Indonesia and all the other islands.

By and large, Indians did not travel as much and were confined to their profession and therefore were not aware about the newer things (technology) that were emerging on the world stage. They couldn't understand and develop it indigenously. Education was there but it was the preserve of upper caste Hindus and Muslims. No major educational breakthrough came out then despite the onslaught of Bhakti movement around that time. Indian languages and eating habits along with temple rituals fascinated the Europeans who settled in the banks of coastal Surat, Kerala, Goa and Madras in the fertile land. The court language of the Mughals was Persian though the nobles and aristocracy were equally fluent in Turkish, Arabic and Persian and Sanskrit as well.

Akbar had well preserved books in many languages and encouraged schooling. Madrassa and Patshalas imparted community schooling. In fact, if we assess the India of then it will become clear that Bengali Sultans spoke Bengali as well as Persian. The Qutb Sahi's spoke Dakhani, Telugu and Persian. The Lodis used Hindawi and Persian. The Sultans of Bijapur, Burhanpur spoke Turkish and Persian and it's no wonder that William Hawkin the court emissary of Queen Elizabeth I of England, was thus well received because he spoke the mother tongue of Mughals effortlessly and was even granted a mansab by the Mughal King for his scholarly pursuits. So, in that sense there was respect for meritocracy and appreciation for art and culture.

The second English Ambassador **Sir. Thomas Roe** was a well-educated, scholar-ambassador and had spent nearly four years since 1615 to 1619 going from place to palace which was visited by the Emperor in an attempt to draw his attention to gaining trading rights for the British. Eventually, a factory in Surat came up for the British Merchants. (Spear, A History of India - Volume Two, 1990).

The challenge of business in the early part of 17th century and later part was that of communication and currency. What would appeal to which business

community at what time was dependent on the things traded. Therefore, proficiency to understand the market sentiment and act as a catalyst was the need of the hour. This was perfected by few high calibre individuals who have; as we examine further, had left an indelible mark on the annals of economic history of the resurgent India that was making big stride in the wake of economic opportunity then. Bullion was traded and in large quantity. Gujarat too had a royal mint. It took the British Merchants nearly **150 years from 1605 to 1757** to literally pick up arms to fight for political power on the land against the inter-regional kingdoms, one after the other. All this while trade and commerce went about. (Spear, A History of India - Volume Two, 1990). Thus, Battle of Plassey (1757) and Battle of Buxar (1764) was fought and won by the British East India Company and the Company rule began in India until 1857. Thereafter, British Parliament took the company affairs in its reigns and ruled without the mercantile merchants until India attained its political freedom in the year 1947.

With the Portuguese came their Education system. Before the English, St. Francis Xavier, a Spanish Roman Catholic is revered for his educational and missional along with charitable work which he had done in India. By 1542 the spread of education was started and it went on unabated. (Bombay, 2016)

With the English came their education system too. With the coming of French, they got with them their education system as well. Each of these merchant cultures majorly influenced education and socio-cultural life here. Merchant ruled British East India Company influenced the socio-economic lives until 1857. Because of this many progressive thinking families sent their children to learn beyond the vernacular education which was present then. Thus, enabling the recipient of education to think on newer ideas of democracy, equality, fraternity and social justice. And for this credit must be given to the education system as it gave a wider perspective to elite Indians, who eventually taking advantage positively influenced the course of history and help attain its freedom.

So, in that sense English education majorly helped a creamy layer of society formation. And let's not forget it's because of this education that the leaders fighting for political freedom were able to articulate their views and mobilise opinion. Resultant, English language was widely used by the Indian Business Community. Interestingly, the very men who were part of the East India Company favoured India's culture and its education system and learnt Sanskrit, Urdu and Persian for the sheer love and respect for Indian culture and were called **orientalists**.

Men of outstanding aptitude for oriental culture are Sir William Ouseley and William Jones.

Sir Alexander Cunningham is credited for finding the Harrapan sites accidentally. Charles Wilkins was credited for starting the first printing press in India thus Sanskrit, Urdu and Persian books were translated and printed.

James Prinsep was the founding editor of the journal of the **Asiatic Society of Bengal** and credited for decoding 'kharosthi and Bahamani languages.

Then there was other section of British merchant community which despised the prevailing caste prejudice and over reliance of religious superstitions ruling most Indians and blamed the education system then and wanted to introduce western science and logic along with English were called the **Anglicists**.

In the book "*I point to India: Selected writings of Max Muller* (1823 -1900) the great Indologist who had mastered Greek, Latin, Arabic, Persian and Sanskrit languages also commented on Indian philosophy very positively. (Muller, 1970) No wonder today in the country across multiple cities; we have Max Muller Bhavans: A centre for learning German Language.

In 1835 **Thomas Babington Macaulay** in 1835 sealed the fate of how higher education of India needed to be shaped and consequently **Lord William Bentinck** the then Governor-General approved and the edifice of higher education was formed in India. The oriental, meaning Sanskrit and Urdu and Bengali languages which had found favour with the company traders eventually paved the way to English medium.

Primary education thus got side-lined if not completely, but mostly. It may be noted here that Lord William Bentinck though was an aristocrat and expansionist but had a welfare mindset towards the natives. He was instrumental in opening up judicial posts to Indians.

The court language was changed from Persian to English. He abolished the practice of *sati* and *thuggee* which some section of Indians didn't like. Bengal, Bombay, Madras, North Western Provinces were all under the control of British Company. (Rawat, 1956)

Mount Stuart Elphinstone encouraged the spread of Primary Education in the west of India and encouraged the use of mother tongue followed by English to be the medium in schools.

Similarly, the efforts of **James Thomason**, 1804 to 1853 was the British Lieutenant Governor to the North Western Provinces and worked tirelessly to foster village schools. He pioneered the concept of *halqabandi* system, meaning schools were set up in 'circuit', so that villagers within a radius of 2 miles could visit and study there. In this process **Thomason** opened **897 schools within a period of 10 years** and was ably supported by village landholders who contributed 1 percent of their land income for augmenting primary education in their villages. In all **23, 688 children** got benefited because of this sterling effort of James Thomason.

The next phase in the Educational boost came from Sir. Charles Wood, better known as "Wood's Despatch of 1854 wherein he recommended educational reform and wrote to the Governor General Lord Dalhousie.

His main recommendations included;

(1) Education department had to be set up in every province of India.

- (2) Shaping on the London University, in India too Universities were to be set up in Bombay, Calcutta and Madras.
- (3) Government schools should also be set up in provinces, wherein emphasis to mother tongue must be given due credit.
- (4) The affiliated private schools to encourage be given grant in aid. Resultantly universities in Calcutta, Bombay and Madras were set up between 1857 – 1858.

2.3	A brief Sketch of Educational Philanthropy under East India Company
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During the course of 250 years since the formation of East India Company in 1600 until the British Parliament taking over from the merchants of the company the reins in 1857; the trading fraternity did commendable work on spreading English and Modern Education to Indians.

From Trading to Teaching the shift took shape through a series of efforts of forward-thinking Englishmen **William Wilberforce** who was born in 1759 in England and died in 1833. He was a career politician but had deep philanthropic interest and worked tirelessly to abolish Slave trade and slavery on the whole along with his good friend. **Thomas Clarkson** who was born in 1760 in England and died in 1846 and upon the formation of Anti-Slavery Society in 1823, he was chosen as the vice president. William Wilberforce was of the opinion that schoolmasters be sent to India. Since it was a Company; therefore, changes had to be made at the clauses of the company's charter and it took almost 20-years of lobbying that eventually in 1813 the company's charter was renewed and new provision were inserted that 'Governor-General of the East India Company' in India devote a sum of not less than 100,000 rupees annually to education.

It is pertinent to understand that, India of that times, when it was ruled by the British Merchants and the challenge of communication was that: Urdu, Persian, Hindi, Marathi, Sanskrit, Bengali, Telugu, Tamil, Kannada, Malayalam, and so on and so forth; languages were spoken and being written. To be honest, it is a big deal to understand and speak all the prevalent languages, by one and all at the same time. Besides, in Banaras and also in South India's temple cities; Shastri's, Pundits taught Sanskrit (patshalas) some of which are still imparting traditional learning.

Then there is Madrasas where Maulvis are teaching and these traditions are still being practiced. In those days, Dalits were denied education. Hindu and Muslim women were denied education.

So, Thomas Babington Macaulay felt, English Education could knit everyone together. At that point in time the Governor General of British India was Lord William Bentinck. (Ghosh, The History of Education in Modern India (1752 to 212), 2013).

2.3.2

Wood's Education Despatch of 1854

Wood's Education Despatch of 1854 emphasised the importance of western education. Thus, literature of Europe, education, art, science, philosophy was read by Indians.

1. Western Education got promoted.
2. Medium of instruction remained in English
3. In villages, vernacular primary schools were set up thus encouraging Indian languages
4. At the district level Anglo-Vernacular schools were set up thus encouraging English and local languages.
5. Proper care and trained teachers were provided to conduct such classes.

It would be safe to say that most of our welfare nature of National Educational Policy were drawn from Wood's despatch.

2.3.3

Indigenous Indian Entrepreneurs

The book "Three Merchants of Bombay" is authored by Prof. Dr. Lakshmi Subramanian, Professor of History, Centre for Social Sciences, Kolkata. Prof. Lakshmi Subramanian besides other subject matter is also connected to various spheres of history. She has deep interest in exploring the time when the merchant companies were setting their businesses and consolidating their operations in Gujarat. Followed by rest of the country including thereafter in Mumbai which by the middle of 19th century. This aspect took the centre stage of economic destination and continues to hold the position of financial capital to this day.

The book *Three Merchants of Bombay* is an account of English East India Company (EEIC) and how it set its businesses in India. The Multinational ethos were formed on the basis of EEIC. Without Business economy there cannot be any philanthropy. Because who is going to fund and how are they going to fund without cashflows? And most crucially who is going to sign the cheque without the money or project fund a social endeavour?

In the introduction chapter of the book “Three Merchants of Bombay” Gurcharan Das, an alumnus of Harvard University and ex-ceo of Procter & Gamble illustrates that Mumbai emerged as a major destination of business and Surat spiralled lower to eventually giving way to Mumbai. The reason is Charles II the King of England, getting married to Portuguese Princess Catharine of Braganza in 1661 and thus the seven islands of Mumbai came to British. Which they developed and made it to what it became during the height of Colonial rule. Their guiding philosophy was based on the edifice of ‘justice’. Thus, ensuring that all the men who traded then had no fear as long as they stayed on course with ethics of business got outlined in the minds of everyone clearly.

The triangulating business scenario comprising of three-way trading between India, China and Great Britain; rested primarily on the demand for Indian opium by Chinese. In return the Chinese Tea was favoured by the British and took a new linking to it as a new found social status. And the operations of all of it was controlled from India, which became the nerve centre of British Raj.

Secondly, Indian cotton mainly from the mainland of Gujarat were shipped from Bombay to Canton. Along with commodity trading of other centres of India were routed either through Calcutta or Bombay. The opium trade flourished in Malwa region consisted of present day Mandsaur in Madhya Pradesh. The Third Anglo Maratha War (1817 to 1818) finally sealed the fate of this important trading junction in favour of the British merchants.

Bihar also grew opium under company rule. **Trawadi Arunji Nathji of Surat** came into prominence during the collapse of Mughals in the western parts of India and moved towards Surat and he emerged as a shrewd businessman speculating in cotton that he was called “cotton king”. He sided with the English Merchants and extended credit and financial support for administrative controls, military campaigns and commercial expansions.

Writing about the ‘The economic legacy of the British raj’, the author contends: The port cities of India; Bombay, Calcutta and Madras became power houses and saw emergence of setting up of educational institutions modelled as per British taste. One more trend emerged and that is during this period India was shipping raw materials to the UK for ensuring its growth engines went on unabated. Dadabhai Naoroji and Romesh Dutt two great Indian scholars wrote about the prevailing economic and social conditions; which also eventually lead to the creation of political entity in the country formally in 1885 and attracted many great Indians who became part of it. (Mishra S. , 2015)

In a 2012 study titled ‘Caste, colonialism and schooling: Education in British India, Latika Choudhary: (Choudhary, May 2012) In this scholarly article contends that despite setting up of universities and schools from the period of 1850s “only 10% of the population could read and write in 1931” says Latika Chaudhary. She further reiterates that, “Low public spending” with “strong emphasis on secondary education” along with “numerous castes and religions collectively appear to have constrained this full expansion of education.

It is also important to note that with over 550 small and big princely states covering a substantial population base, what happened for advancement of education is a matter of further research. Chronologically, East India Company handed over the reins of India to the British crown by 1858 and the Crown gave consensus to Indian moderate leaders in the participation of politics and with the Act of Montague Chelmsford recommendations were entrusted to Indian leaders.

Jamsetjee Jeejeebhoy: 1783 to 1859 was a Parsi Indian born to Merwanjee Mackjee Jeejeebhoy of Olpad, north west of Gujarat. Having lost his parents at the age of 16, he couldn't complete his studies. Somehow, he managed to travel to Calcutta and from there he entered into shipping, cargo enterprise at the lower echelon. With hard work gradually his stature grew from transaction to transaction.

Eventually his own name, reputation, business flourished beyond imagination and he succeeded in building his legacy by trading in opium and cotton. Commenting about his success, Lord Elphinstone, Governor of Bombay said” *By strict integrity, by industry and punctuality in all his commercial transactions, he contributed to raise the character of the Bombay Merchant in the most distant markets. As a young man under the watchful eyes of his uncle Framji Batlivala in the Fort region of Bombay, he learnt Gujarati, English and basic commerce to build and become the richest Indian person in those days.*”

- I. Philanthropically, he built schools, hospitals and colleges.
- II. Sir J.J. Hospital, built in 1845 during the British India's colonial rule bears his legacy.
- III. He also built in the memory of his friend Sir. Robert Grant, the Grant Medical College.
- IV. Sir J.J. Institute of Applied Art, was set up in 1857.
- V. Interestingly, Rudyard Kipling's mother was the teaching in JJ school of Arts and his father was a teacher employed with the British East India company.
- VI. Jamsetjee's acts of benevolence did not restrict to humans alone.
- VII. In fact, he cared for the stray dogs, cattle, horses, birds and contributed to the construction of *Pinjrapole*.
- VIII. His charities are estimated in the range of over Rs. 100 crores in today's money, if not less. No wonder Queen Victoria knighted this benevolent Indian with Baronetcy thus making him Sir Jamsetjee Jeejeebhoy, when he was aged 74 years old. (Subramanian).

Dwarkanath Tagore (1794-1846) is considered as the first true industrialist of India. The family realising the importance of English Education made sure Dwarkanath studied English. Subsequently he not only learnt English, but had mastered Bengali, and Farsi as well. His business interest included: Banking, Insurance and Shipping.

Trawadi Arunji Nathji, a respected Banker whose business interests expanded into cotton, opium and operated out of Surat, Gujarat. With the decline of Mughal, he invested on the Europeans merchants and thus advanced his gains in business.

Sir David Sassoon (1792- 1864)

Born in Baghdad, present day Iraq with Jewish decadency, Sassoon family reached in Bombay in 1833 and were engaged in carpet business initially.

Later on, competing with Parsis, David traded in anything and everything that was traded on the land and on sea.

Be it the commodities or the bullion, thus making him the richest man in Mumbai.

He commissioned many buildings and constructed synagogues in and around Fort and Bycullah areas.

Schools and library for the families.

Later his noble philanthropic works were carried on by his son and continued to maintain the Baghdadi Jews community in Mumbai.

Premchand Roychand: (1831-1906) displayed extraordinary philanthropic work in the sphere of education and public welfare. In his time, he was the “Harshad Mehta”. His forte was “Guarantee Brokerage”. He speculated in cotton and Reclamation projects. As a result of American Civil War; trade relations between Britain and the US severed. This benefitted Indians and in

particular Premchand Roychand. The period between 1861 and 1865 is an indication of how the cotton got traded.

Jamsetji Nusserwanji Tata was born in (1839 to 1904) to Nusserwanji a Parsi based in Navsari who later moved to Bombay to pursue business. Young Jamsetji was sent to Elphinstone college in 1856. The family partnered with Premchand Roychand and thus Hong Kong business was opened up. Cotton was traded therein. Wartime are also opportunities to expand business. The American civil war presented the opportunity to trade in Cotton and jointly Premchand and Jamsetji traded and made their fortune.

Subsequently the Britishers were involved in Abyssinian war between (1867-68) and both the partners also flourished with their trading acumen. He was the first to recognise that economic independence was far more important than political independence and worked tirelessly to achieve this goal and thus built textile manufacturing units in Nagpur and Bombay from Swadesh Mill and exported finished goods to China, Korea and Japan. His idealistic projects such as building Indian institute of Science later to be set up in Bangalore is commendable. Then to construct a township with focus on steel. A steel plant in Jamshedpur were eventually built by his predecessors. (Frank H. , 1958)

Table: 2.1

Year	Imports in crore (Rs.)	Exports in crore (Rs.)
1861-62	10.19 crore	26.34 crore
1863-64	14.27 crore	38.08 crore
1864-65	14.46 crore	40.52 crore
1865-1866	13.96 crore	35.74 crore

Source: Raymond Sullivan, One Hundred Years of Bombay, Bombay, 1937. Page no. 158 of “Three Merchants”.

Jagannath Nana Shankar Seth (1803 – 1865)

It is contended that Jagannath was instrumental “in setting up of the Elphinstone College” and was the Member of the Bombay Board of Education. Affectionally called Nana, “He was the first Indian Member of the Asiatic society”. It is also believed that he ‘endowed’ land for the school in Grant Road area.

Book: Business & Community by Pushpa Sundar

The Soul of Corporate social responsibility explained:

Writing the foreword, Ratan Tata, appreciatively says that the collapse of socialism has paved the way for globalisation and that in turn has made the rich, richer. So, there’s inequity and gap which is being filled by adhering to the Corporate Social Responsibility endeavours and rightly so. Ratan Tata further says. *“Being Socially responsible is not divisible”*.

An organisation needs to have responsibility toward its stakeholders, shareholders, investors and the State in which the business is being operated and the community that lives therein. With all this the employees, suppliers, customers need to be cared for. Then only it will truly reflect that a company is truly being a CSR compliant company. It is an historical narrative of events on the story of how corporate social responsibility in India has evolved over the course of 150 years from the time of British Rule to Self-Rule by Indians.

The progressive landscape portrayed by the author over the three parts i.e. Part I dealing from the period of 1850 to 1990. The 2nd part dealing in 1990 to 2012 and the 3rd and final passage i.e. part III dealing in the present scenario of how the CSR Law came into effect and its challenges is outlined. The underlying message is to build an encouraging business economic environment with wealth creation for one and all the stakeholders as the primary goal.

This wealth is achieved through the labour of the local communities and that is to be shared by the company not only with the state as payable taxes. But

also, with the stakeholders who are externally attached to the company in the form of men and women who have nothing to do with the company but their children needing schooling and improved conditions to self-sustain themselves as a family. How business requires investments, similarly the people who are not involved directly and indirectly live in the fringes of a community where the factories are laid out; also need returns of their investment in the social form. As a country India is poised with its social and economic challenges. There are HIV/AIDS issues which is at an alarming rise and then there is education worries and the number of children out of school is a worrying factor. Therefore, social expenditures have to rise so that sustainable human development coupled with social initiatives from the corporates are implemented on the ground.

The Indian Philanthropist title will go uncontested to Jamsetjee Nusserwanji Tata (1839 to 1904) His unflinching character to understand the pains and pangs of the workers to lay the foundation of TISCO which was later got completed by his sons is a reflection of a man who was so far ahead of his time that he thought of welfare as a concept when many of the British shrugged it away. The application of science and technology to create a city based on innovation and eventually be able to sell the finished goods to the Britishers themselves shows the in-domineering spirit of business and also an idealistic philanthropist. (Sundar, Business & Community, 2013).

Jamsetji N. Tata (1839-1904)

“He sought no honour, he claimed no privilege; but the advancement of India, and her myriad peoples was with him an abiding passion. Times of India obituary on Jamsetji N. Tata, 20th May 1904”; aptly sums up the Man and the institution that he was and the towering work that he had done, as his legacy it continues to glow in the heart and minds of the countrymen and the world over. Such was the vision of Jamsetji!

Jamsetji Tata said, *“We do not claim to be more unselfish, more generous or more philanthropic than other people. But we think we started on sound and straightforward business principles, considering the interest of the shareholders our own, and the health and welfare of the employees the sure foundation of our prosperity.”*

The story of corporate philanthropy is the story of Tata enterprises. In the book *The Romance of Tata Steel*: R.M. Lal chronicled the 100-year legacy of Tata Steel in greater detail. (Lala, 2007). J.R.D. Tata who was at the helm of Tata Steel for 46 years said, *“Nothing is worth attempting that will not benefit the nation”*. Tata group company comprises of over 100-companies with a combined group turnover in excess of 103 billion dollars.

2.3.4 Great sons of India who contributed to the growth of Educational Philosophy

Founders of Modern India: Social workers & Educational Thought Leaders

On 22nd May 1772, **Raja Ram Mohan Roy** was born. He is the maker of Modern India and is considered the greatest social worker. He spoke Sanskrit, Persian, Arabic, English, Bengali and Hindi. During this period British Company ruled Bengal. Since his great grandfather worked for the nawab of Murshidabad, therefore the “Roy” title was affixed as an honour and it continued with Raja Ram Mohan as well. His schooling comprised of learning, Bengali, Persian, Arabic and English along with Sanskrit. After trying his hand on few things, he eventually worked for the company; as a head clerk with the collector of Dhaka-Jabalpur, **Thomas Woodford**. Thus, he read a lot.

Subsequently he worked with **John Dibdy** the Magistrate of Ramgadh. Working for the British officials also meant reading their mails, posts and papers. All of this influenced Ram Mohan Roy to also understand what was happening in the rest of the world. In the year **1822**, he started an Anglo Hindu School in Calcutta where English was also taught and the education

given to the students were free. Mother tongue was given importance so Bengali was being taught in addition to English and science subjects.

The Alumni of this school is also **Debendranath Tagore** the father of Noble Laureate **Rabindranath Tagore**. The work for which Rabindranath Tagore got Noble Prize was Geetanjali: Song offerings, which was originally written in Bengali. If there was no vernacular language then we wouldn't have had Geetanjali and the Tagore that we know of today.

Subsequently the Vedanta College was set up. The education that was favoured was science-based subjects along with English and vernacular languages. Hindu College was being set up in 1817 in Calcutta. And English as the medium was being used here. Subsequently many English Schools were set up in Bengal by the Alumni of Hindu College.

Let us not forget the world communities are today integrated, interconnected and language is binding us all together. Without reading western philosophy, ideology and thought processes it wouldn't have been possible for the Indians to argue for democracy the day it was done and it eventually paved the way to greater freedom and ultimately acquiring the political independence from the British. (Ghosh, History of Education in India, December, 2007).

“Free and Compulsory Primary Education in India under the British Raj: A tale of an unfulfilled dream by Ajit Mondal.”. Reflecting on the society then in 1870, the author contends that “free and compulsory education was for the first time introduced in England for the children of England and Wales. (Mondal, 2017).

Sir C.V. Raman studied in Tiruchirappalli in Tamil Nadu and graduated in Physics and English to enrol for Master's programme at Presidency College, Chennai. Having worked for civil services and then as professor of physics he joined academia in 1917. In 1930 he was awarded **Nobel Prize for Physics** and his contribution for Raman Effect (publication, 2017). So, it will not be fair to say that the English education system didn't work as many Indians then

cleared ICS examinations mandatory for the elite position to work in the British Indian Government between 1858 until 1947.

In fact, as we know of **R.C. Dutt Road** herein Vadodara, then we would know, in effect that it has been named after Romesh Dutt who cleared ICS examination in the year 1869. He studied herein India and later went on to become **Dewan of Baroda**. Then we have **Behari Lal Gupta** who cleared the ICS examination in the 1869 and went on to become the Sessions Judge and later Chief Minister of Baroda. **Sir Surendra Nath Banerjea** cleared ICS and went on to become Commissioner of Bengal and later as Secretary of State's Council, UK "Sir Banerjea founded Ripon college". So, what's clear from this evidencing is that English education coupled with vernacular languages worked for the Indians and they did exceedingly well. However, owing to caste and other prejudices, barrier to education; many couldn't come within the fold of education and get benefited to the desired levels. (Banerjea, 2016)

Swami Vivekananda: *"The character of any man is but the aggregate of his tendencies, the sum total of his bent of mind"*. Narendranath as he was named by his parents on 1863 went on to become the biggest Swami on the world stage and is considered as a builder of modern India. He preached tolerance and equality. Character building was the core essence of his educational teaching. He said; "purity, patience and perseverance can help overcome all obstacles". (Chaturvedi, 2006).

Narendra Nath Datta was born on 12th January 1863. He graduated from Calcutta University. He founded Ramakrishna Mission in the year 1897 in the name of his spiritual guru so that education could be imparted to one and all. Amongst the many disciples Ms. Margaret Noble who later on came to be known as Sister Nivedita dedicated her life in educating girls' in Kolkata. Today with over 120 years the service of Ramakrishna Mission is serving the communities through their schools, dispensaries and colleges. (Bhajananda, 2012)

Swami Vivekananda was of the opinion that school and college education was unfortunately limited to some sections of society therefore the overall

development of the people in large numbers didn't take place. Swami ji further said that masses had to be emancipated if India had to progress. (Badrinath, 2015)

The central point of what Swami Vivekananda spoke at the congregation was "whoever comes to me, through whatsoever form, I reach him. All men are struggling through their paths which in the end lead to Me." Thus, nullifying all the speakers of the conference who spoke about their God and their point of view. Here Swami ji was talking about universalism. He represented nobody; yet he included and spoke on behalf of everyone as a unifier. Swami ji travelled to many parts of India and also visited Gujarat and stayed in Baroda State. HH Maharaja Sayajirao III, made an excellent accommodation in his honour. (Rolland, 2013).

Speaking at the Parliament of Religion Swami Vivekananda at the world stage in Chicago opened his speech by referring to his audience as "*sisters and brothers of America*" to generate 2-minutes of standing ovation. The spirit of these two words signifies what truly a democratic nation needs to stand for, which was at that time under the subjugation of British power. (Agarwal N. , 2014)

Mahatma Jyotiba Phule: A social activist with deep interest in educational reforms was born in the year 1827. Along with his wife Savitribai Phule; school for girls was started in 1848 at Tatyasaheb Bhide's residence in Poona. His social activism centred around working for the upliftment of women's education and people from the socially and economically deprived communities. (Sperandio, 2019)

Bharat Ratna, Babasaheb Dr. Bhimrao Ramji Ambedkar: "*Purpose of education is to moralise and socialise the people*". Ambedkar envisioned an India in which all the people regardless of their color, race or religion and gender got universal education. Because he believed that by education only true salvation can be achieved. Baba Saheb was amongst the tallest socio-

political leader. As a scholar of scholar, he was known for his jurist interpretations. As an economist he wrote extensively. His famous slogan *“educate, unite & struggle”* testifies it. Every dalit and marginalised member of the society aspires to be an Ambedkar and that is the test of his prowess as a scholar and nation builder. (Keer, 1954). Primary education was important to Ambedkar as he felt that children needed to be given equal opportunity to develop and grow.

Mohandas Karamchand Gandhi: *“You must be the change you wish to see in the world”*. Gandhi ji was a mystic and Mahatma. He approached education on three levels; body, mind and soul. A proponent of English education; but stressed the importance of local languages too. Saving of handicrafts and strengthening of village industries were his economic theory. The pedagogical approach of Nai Talim is based on the foundational principal of building capacity for labour. Moral discipline and furthering educational prowess of children depending on their educational abilities. (Gandhi, Basic Education, 1937) Gandhi ji’s emphasis of school education is based on human development on the basis of soul preparing to work for the society as the central theme. Here ‘head, heart and hand’ had to be managed in a peaceful and constructive manner. (GANDHI, 2012).

Sarvepalli Radhakrishnan: Born in 1888, this scholar joined academia. He was awarded knighthood by the British Government. As a social activist he is one of the founding members’ of Helpage India an NGO. In his honour 5th September every year is celebrated as Teachers’ Day in India. A philosopher himself Dr. Radhakrishnan opined that *“The importance of education is not only in knowledge and skill, but it is to help us to live with others.”* In the context of India, it means; overlooking the disparities and diversity each and every one need to work towards nation building efforts. (Chattopadhyaya, 1989).

H.H. Farzand-i-Khas-Daulat-i-Inglishia, Shirmant Maharaja Sir Sayajirao III Gaekwad, Sena Khas, Khel Shamsheer Bahadur, Maharaja of Baroda.

As an illiterate from Nasik District of Kavhana village's headman's son, Shrimant Gopal came to Baroda Palace. He was placed on the throne because his successor's conduct was not keeping with the royalty. From being an illiterate young boy to grow into one of the visionary kings amongst the 550+ kings in the country means a lot. Baroda State was accorded 21-gun salute by the British Government and it is by no means a small achievement. (Harris, 2005)

HH Sir Maharaja Sayajirao III, and his contributions to the spread of Education. His Excellency Sir Sayajirao Gaekwad was the Maharaja of Baroda State and he ruled the state from 1875 to 1939. "***Madhav Rao and Eliot** between them now decided that the time had come to drop from Sayajirao's curriculum of the study of languages and to concentrate on teaching him to be a just, benevolent, wise and efficient head of state, all within a matter of nine months.*" (Gaekwad, Sayajirao of Baroda: The Prince and the Man, 2012). No wonder Maharaja Sayajirao Gaekwad III, became a finest example of what a benevolent King ought to be and he introduced **free and compulsory education in 1893**.

- I. In the year 1908 he founded Bank of Baroda.
- II. Maharaja Sayajirao III was a keen educationist and introduced compulsory primary education for the children between the age group of 6 to 14 years in selected 10 villages around the Amreli Mahal.
- III. On seeing the success of this exercise, the Maharaja took a decision to expand this across the entire Baroda state by 1906.
- IV. Rules were promulgated and education officers were mandated to punish such parents who did not send their children to school.
- V. So, in that sense education till VI class was made mandatory.

As a result, by 1910, **2938 primary schools** were established. (Naik, 1941) Special care was taken to make schools inclusive so that students coming

from underprivileged, marginalised communities based on caste or religion or owing to untouchability were not left alone. This also meant, carrying for the girl's education. (page 48-49: Silver Lining by Jayanti S. Ravi).

Social Welfare and economic development were at the top of the agenda of the King of Sayajirao Gaekwad III. He was instrumental in nurturing and further developing the stature of Dr. Bhimrao Ramji Ambedkar, Sarvapalli Radhakrishnan, Sri Aurobindo, G.S. Sardesai. Baroda State comprised of Amreli & Okhamandal district comprising of 1,352 sq. miles, Navsari District with 1,811 sq. miles, Baroda District had 1,922 sq. miles, Kadi District with 3,050 sq. miles were all part of Gaekwad dynasty. Such was the passion of Sayajirao III, that he punished such families which refused to send its ward to schools. (Gaekwad, Sayajirao of Baroda: The Prince and the man, 2012)

By all means, he desired to implement universal primary education. Because of the caste equations and to counter it, he opened schools for the depressed class communities so that they do not stay away from education. Water works were established to ensure drinking water was made available. (Ravi, Silver Lining: Insights into Gujarat, 2014) Dr. Jayanti Ravi, is an experienced administrator. Gujarat has been at the frontline of industrial progress since its creation as a state in 1960. The Department of Education, with a view to inculcating reading habit amongst the school going students introduced Karmayogi programme in Navsari. Under this scheme over 10,000 students of the town read over thirty thousand books within a period of 120-days (4 months). Navsari a southern state of Gujarat is home to Parsis. Amongst them many prominent Parsis have helped the country evolve and grow. Notably the contributions of Dadabhai Naoroji and Jamshedji Tata warrants a mention as both carved a niche in building economy and within teaching profession and later became India advocates on the international scene. Prominent institution in Navsari is also Sayaji Library a 120+ year old library created by HH Sir Maharaja Sayaji Gaekwad III, erstwhile ruler of Baroda State. *Vanche Gujarat* (literal translation in English would mean: Gujarat

Reads). In this programme 28 lakh school children read about 10 million books. To make it all inclusive Brail libraries were set up. NGOs participated with the governmental efforts. In all 57 National level NGOs and 447 NGOs at the district/taluk levels took part in it.

Legacy: More than 100 years back HH Maharaja Sayajirao Gaekwad III, introduced Universal Primary Education across his state in a phased manner. The children aged between 6 to 14 years were provided with free and compulsory education as far back as 1906. The number of students who benefited from the universal primary education from 2,938 primary schools by 1910 included girls, disabled and societally marginalised students on the basis of caste, region and other reasons. More than 15,000 libraries were set up through the Baroda State. In the context of education if we refer to the article 51 A (k) of Indian constitution; it reiterates the commitment of Union of India in providing education and it is mandatory on the parents/guardians to make sure the children were sent to school. This vision HH Maharaja Sayajirao Gaekwad III, fulfilled a century back successfully. The erring parents/guardians were financially penalised in the event when children were not sent to schools. Such was the commitment of the State of Baroda towards ensuring education reaches one and all.

Former President Sh. A.P.J. Abdul Kalam commenting on section 51 k of Indian constitution writes in “Ignited Minds: Unleashing the Power within India., *“to provide opportunities for education for his or her child’ for every citizen who is a parent or a guardian. This brought back thoughts of our legendary Maharaja Sayajirao Gaekwad’.* (page 50-51: Silver Lining by Jayanti S. Ravi).

The Right of Children to Free and Compulsory Education Act, 2009 became a fundamental right after 60 years of the constitution document being written and submitted in 26th November, 1949. It is unfortunate that, still as a country we have not been able to achieve 100% literacy levels.

America was under the colonial subjugation of Great Britain prior to it declaring its political independence in 1776.

Ford Motors – Henry Ford (1863 to 1947)

A business that makes nothing but money is a poor business. Henry Ford.

Henry Ford the great iconic business czar of America was a son of an emigrant. His father was an Irish and mother of Belgian descent though born in the US. As they say America is a land of opportunity and the young Henry who did not go beyond the primary education, went on to achieve the greatest heights in business by his single-minded determination to create Model T which eventually revolutionised the car manufacturing to such greater heights. By the end of 1st World War, half of America's cars were of Ford Motor make. Henry Ford is credited for creating *Welfare Model of Capitalism*. What it means in the context of business is that Henry Ford believed in paying higher wages as against the prevalent norms of the industry then. In Ford Motors the workers were paid \$ 5 dollars a day in the early 20th century when the other industry workers were being paid \$ 11 a week! Such was the disparity. Henry Ford believed in building industrial workforce and retention by reducing employee turnover so as to build loyal workforce he managed to do just that. For his benevolence, the term Fordism was coined. Henry Ford Hospital in Detroit build in 1914 is a reflection of the largeness with which the hospital is built that even today it remains as the largest hospital in Detroit. (Greenleaf, 1964) and (Zinsmeister, n.d.). Such are the corporate social endeavours of a businessman.

Andrew Carnegie (1835 to 1919)

“To try to make the world in some way better than you found is to have a noble motive in life.” Andrew Carnegie

A Scottish American and Industrialist with Philanthropic mindset. His ideology was to reduce the societal stratification. He was against the culture of inheritance by heirs and thus contributed almost all of his fortune to the betterment of society. A concept similar to Trusteeship model of Gandhi. Let us not forget Andrew Carnegie represented '*Nouveau riche*', meaning someone who's become rich by working hard and hasn't had an inheritance so to speak. In the *Gospel of Wealth*, he writes that one must act responsibly as far as possible in matters of money and must remain a trustee. So, there should be no personal indulgence. Reading this will automatically shift our attention to the efforts made by Gandhi ji in creating edifice and inspiring industrialist and landlords much similar to how Andrew Carnegie did in creating Trusteeship way of life for businesses. He founded 1,679 libraries in the US. By early 1900's he was the richest person in the world with an estimated wealth of \$309 billion dollars. What started in 1900 as a technical school in Pittsburgh today has evolved into Carnegie Mellon University with science, engineering, fine arts, humanities and social sciences being taught. (Carnegie Andrew, 2006)

John D Rockefeller (1839 to 1937)

“Charity is injurious unless it helps the recipient to become independent of it “.

Born and raised by his father an English along with German descent. His mother had Scots-Irish descent.

He went on to become an important oil industry magnate controlling at one point in time 90% of the oil business. His net worth was estimated to be around USD 400 billion. With all this amassed business success he, concentrated on improving a lot of people in Education and other related philanthropical endeavours.

The setting up of University of Chicago along with Rockefeller University is a testimony to the approach of his Foundation in setting up medical advancement centres.

Encouraging scientific research and funding heavily towards Educational endeavours.

The funding of Central Philippine University in Philippines is credited to his Foundation.

He was a teetotaller and abstained from intoxication and tobacco use. His guiding philosophy was Church and he was a devout husband. (Berg)

Adam Smith (1723 – 1790): A Scottish born in the well to do family. His father was the Comptroller of the customs. In the mid-1700s he was appointed as the professor of logic and subsequently to the moral philosophy subject. So therefore, it was incumbent on him to talk about ethics, jurisprudence and political economy and he did all of that and much more with *elan*. His book “The wealth of Nations’, presented before the political and aristocratic establishments the need for free trade between countries. By 1760s resigning from his professorship he became tutor to the young duke of Buccleuch and travelled to France and met with his contemporaries including “Turgot, Alembert, Andre’Morellet and other heavy weights”. The Book written by Adam Smith was an instant hit and remains so after many years because it professed about Political Economy to be played out between countries so that trade and commerce could flourish both ways. So, in essence, it is about “free market trade”, that we see is getting emphasised. (Computing, n.d.)

Adam Smith, Moral Philosopher said:

“I have never known much good done by those who affected to trade for the public good. “

In introducing the subject, the Author Jeremey Moon illustrates the examples of negligent business practices leading to human tragedy at Bhopal by the Union Carbide, the fraud perpetuated by Enron followed by Siemens and other corporate giants are all acts of “irresponsibility”. In essence, therefore, it is apt to say that Corporate Social Responsibility is all about ethics and responsibility. In order to achieve robust CSR goals, there need to be a team ready with a clearly defined vision and mission toward the business responsibility of society. How does the business will conduct itself in the broader and specific context: environment issues or local schooling need? There need to be responsibility in governance.

In the context of philanthropy and CSR the efforts are illustrated to show interconnectedness between “Andrew Carnegie, John D. Rockefeller to Bill Gates.” The period between mid-19th century to present times, more and more successful corporations are foraying in advancing social efforts in uplifting issues that looms in the divergent societies across the globe. Take for instance the outbreak of “Ebola virus”, owing to which over 10,000 people died in the present-day Democratic Republic of Congo. Or for that matter the widespread bombing which has happened in the war-torn regions of Aleppo, Syrian city and which has had a glorious 5000-year-old culture and civilisation. Someone has to mobilise humanitarian work as the governments alone cannot address issues of such magnitude. Which is where the large-scale corporate philanthropy comes into play.

In the Indian context, it is contended that Tatas and other large corporate endeavours are addressing those domains which are predominantly the areas which needed to be fixed by the state apparatus. Value and sense of ownership and commitment to the society in which the company is operating is essential. (Jeremy, 2014).

Ann Robert Jacques Turgot (1727-1781)

All Branches of Commerce ought to be free, equally free and entirely free.”
A.R.J. Turgot. The baron de l’Aulne was the son of Michel-Etienne, the “Councillor of state, president of the grand council – an appeals tribunal of the Parliament of Paris” and his mother was an “intellectual and aristocratic named Dame Magdelaine-Francoise Martineau’. After finishing his schooling, he instead of joining bureaucracy, joined as magistrate. His work includes: *“Reflections on the Formation and Distribution of Wealth”* (1776). A Physiocrat to the core and believed in ‘*Laissez-faire*’. Turgot, believed that it has to be two-way trade between member states. (Rothbard, 2010) Owen could be credited to have pioneered the infant school with his initiative. (College).

George Cadbury (1839-1922)

“No man ought to be condemned to live in a place where a rose cannot grow”.

Bourneville Village is a testimony to the commitment of George Cadbury who founded the iconic brand Cadbury. Right from an early age, George had exhibited his commitment to the cause of Adult education wherein he used to teach on Sundays. Subsequently he built hospital and other major social welfare projects. The biggest of them all is the township named: *“Cadbury Bournville*, in the city of Birmingham. The working class were provided with housing facilities. Better school education and all the attributes that makes township resident living a fulfilling experience. “In the year 1878, in fourteen-and-a-half-acre greenfield site was chosen.” The architect engaged here was George H. Gadd, who laid the bricks in 1879 and thus “16 houses for foreman and senior employees were built on the site”. Sports facilities were built for both men and women. Football and cricket were being played. Swimming pool were built. Tennis, hockey, squash was also added. Bible reading was encouraged to set in family environment. This is how fully residential industrial

working units were developed and social benefits were extended to the families and their loved ones. (Society, 2013).

It was a model town-village comprising of families who worked in the factories, and industrial establishments.

Lever Brother's Port Sunlight Village

In the case of **Port Sunlight village of Lever Brothers**. It was a detergent soap establishment which needed personnel to work and a place to recuperate. Needless to say, the designing was influenced by the **Cadbury-Bournville** community dwelling example. The Name of the dwelling is Sunlight brand of soap which was a flagship brand of Unilever and was launched in the year 1884. It was the first branded as well as packed soap. Some **800 houses** were built to accommodate **3,500 people**. Along with safer work environment, emphasis was laid on recreational activities including provision for schools, concert halls, church, play-ground and swimming pool. The idea here was to enrich the workers with music, literature and science and schooling for their kids thus creating a model township. (Shippobottom, 2012).

2.3.7 Capitalistic Dispensation

Views of Milton Friedman on social responsibility:

Prof. (Dr.) Milton Friedman is the worthy successor of Adam Smith in the sense that both the masters advocated about using the business opportunity to increasing profits ethically and righteously to the fullest without any deceit or malpractices and to serve the interests of customers to the fullest first.

Martin Wolf, Chief Economics Commentator at the Financial Times is the recipient of CBE Award in the year 2000 for his financial journalism services. described "CSR is an idea whose time has come".

“How Do You Make the Case for Corporate Responsibility”, Christine Bader, Former Director of Social Responsibility, Amazon in a YouTube video on September 17, 2014 (Yale School of Management) illustrates that companies existed to leverage and maximise the shareholder earnings and that’s how it has gone on for years together.

However, now companies and communities are getting conscious about sustainable goals. The policy discussions are held in headquarters with a view to understanding how to make societies that are directly involved to be made responsible. Therefore, it all boils down to “listening” and “understanding” what the customer, communities are saying. How to make multi-stakeholder-meetings more meaningful by listening. Sustainability goals will not get delivered until we don’t listen to the business head, functional heads and understand what is needed to be done. Listening and creating ownership is the key. Listening can happen if we “shut up and listen”. (Bader, 2014).

Further reading and research suggests that during the mid-20th century **welfare capitalism** swept the many industrial clusters and intended to do good to the people who constituted the work force in such establishments.

Elementary Education Across the World Today

1. In England from the age of 5 until 16 years compulsory education goes on.
2. In Australia from the age of 6 until 15 in 5 states and 16 in Tasmania compulsory attendance begins.
3. In Japan 3 years are spent in Kindergarden, followed by a 6-year elementary school and three years of secondary school and then upper secondary school commences.
4. In India 8 year of elementary schooling starting at age 6 until 14 years is made compulsory.
5. In France from age 6 to 11 children attend compulsory education.
6. In America the 6-3-3 pattern is followed. Meaning elementary schooling followed by Junior and High School.

2.3.8	International Agencies & their Social & Educational Endeavours
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UNITED NATIONS: *“Human Rights belongs to everyone, or they are guaranteed to no one”*. Amnesty International.

WW II, ended in the year 1945 and then League of Nations which was set up after the WW I, was replaced in 1945. With the creation of United Nations, the sole purpose of ensuring: conflicts never took the shape of another world war. To work closely with one and another nation. To develop human and resource capital so as to ensuring rights of each and every individual is respected in totality. So, with that spirit Universal Declaration of Human Rights were adopted on 1948. There are 30 human rights in all.

Human rights are very important for the effective functioning of any civil society. Because the Human rights are based on the premise of human dignity and universal brotherhood principle. As long as there are healthy indicators of Human Rights then the much-required equilibrium within communities, society and nation states; would prevail and there will be greater harmony. (Donnelly, 2013 (3 edition)).

Jomtien Conference in Thailand, during March, 1990. Education to all was the clarion call made jointly by all the member states at the Conference. Each of the member signatory state pledged to work towards making education to all with zeal and purpose in their respective countries.

World Conference on Education for All: On the International Literacy Year in 1990 1,000 delegates of 155-member nations met with an aim to “universalise adequate basic education”. The extended arms of UN, comprising of UNESCO, UNICEF, UNFPA, UNDP and World Bank; along with the secretariat services of the “Education for All” at UNESCO, Paris, created mechanism to guide and implement programmes which would work for the child, adult and family education amongst the member nations.

“Mid-Decade Meeting on Education for All” was a follow up meeting of Jomtien and was held in Amman in 1996 after 6-year period. It was attended by 73 country representatives totalling to 250 decision makers on the whole.

World Education Forum, Dakar, April, 2000: In this conference 164 participating member nations changed the date of universal education goal date to 2015. So, Education for All mission as envisioned in 1990 gets pushed to 2015. Inclusion and equity are the pillars on which the Education for all stands. (Nations, n.d.)

MDGs is referred to as ‘The United Nations Millennium Development Goals’.

It outlined to achieve 8-development goals:

Table 2.2 Developmental Goals

1	To eradicate extreme poverty and hunger
2	To achieve universal primary education
3	To promote gender equality and empower women
4	To reduce child mortality
5	To improve maternal health
6	To combat HIV/AIDS, malaria and other diseases
7	To ensure environmental sustainability
8	To develop a global partnership for development

In the opinion piece 10 years ago, Secretary General Kofi Annan argued that progress happened in the 8 mandated activities but much more was needed to be done. MDGs were adopted in year 2000 to do away with poverty by year 2015 and there were 189 UN member countries pledged to support this cause. (Annan, 2010).

2.3.8.1	Goals and Targets Pertaining to Achieving Universal Primary Education
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Goal 2A of the UNICEF pertaining to MDG targeted that by year 2015 everywhere, boys and girls alike, will be able to complete a full course of primary schooling. With this educational endeavour resultantly net enrolment ratio in primary education will rise and for the good. The proportion of students starting from grade 1 who reach last grade of primary education will be retained. Literacy rate of children will rise. (UNICEF, 2014).

The author contends that there is scepticism amongst member nations to achieve SDGs goal by 2030. The SDGs are 17 in number and there are 169 targets which the member nations will have to monitor and keep monitoring. Experts within UN also consider that the success or failure of SDGs will largely depend on success of India as the population tilts largely in India's favour. According to World Bank President, Jim Kim; *"a single Indian state- Uttar Pradesh (UP)-accounts for 8% of the world's population living in extreme poverty". "If UP were to succeed, the world will be on its way to achieving SDG one"*. (Sindhu, 2015). National human resources are considered very important and which is why primary education is given thrust under SDGs.

Alphabetically, Brazil, China, India, Russia and South Africa are the five-member nations of BRICS. It is a forum for economic cooperation aimed at development and inter-governmental cooperation between countries. United Nations, UNESCO and BRICS member nations agree to cooperate on Education for all projects. (United Nations Educational, n.d.) The BRICS nations are an amalgamation of member states positioned in each of the continents with neighbouring countries which have relatively lower levels of education. Take for instance the case of India, it is land locked with Bangladesh, Pakistan, Nepal which have lower literacy rates compared to India and herein India could play the key role of partnering for the school education in a big way.

BRICS nations broad summary on education spend v/s literacy rate since year 2014-2015

Table 2.3 BRICS Nation's Education Spend V/s Literacy Rate

Country	Literacy Rate	Education Spend
Russia	95%	6.8 % of GDP
China	96.36 %	7 % of GDP
South Africa	94.37 %	6.5 %
Brazil	92.6%	8 %
India	74%	4.4%

Source: Primary Schools during 1950-1951 stood at 2.23 lakh. (Padma Ramachandran, 2014)

2.3.8.4 Panchayati Raj Institution

By the act of constitutional amendment in 1992 the Panchayati Raj system was formalised. The Founding Father of the country, Mahatma Gandhi endorsed and advocated vehemently the Panchayati Raj System as it offered decentralised form of government. Thus, entrusting on each of the villages the autonomy to deepen and further strengthen the fabric of democracy at the grassroot levels. As per Balwant Rai Mehta Committee 1957, Panchayati Raj institution is '*democratic decentralisation*'. *It is a three-layered institution, comprising of (1) Gram Panchayat at the village level (2) Panchayat Samiti at the block level (3) Zilla Parishad at the district level.* In the constitution, 11th Schedule was incorporated with the 73rd constitutional amendment in the year 1992. With these 29 subjects got incorporated which are important to the setting up of Ministry of Panchayati Raj Institution.

Main features of the act include:

National Panchayati Raj day is on 24th April every year.

In the year 1992 the ministry came into being.

It was created as a sperate Ministry on May, 2004

- Three-tiered system of Panchayati Raj System
- Eleventh schedule of the constitution
- All states having population of 2 million to be part of it
- Decentralisation, economic, social development is the agenda herein
- Can collect, levies, taxes and tolls and fees in their administered regions
- To conduct Panchayati elections every 5 years

In the opinion piece on 'Panchayati Raj Ministry: 'A downgrade for democracy', the former Minister Mani Shankar Aiyar, writes: that the purpose for which the Panchayati Raj Institution was being set up has been weakened. In some States, it is not being implemented with the democratic principles as "poorer candidates, particularly Dalit women are barred from even contesting panchayat elections". Aiyer, further contends: that PRI on the whole addresses the entire gamut of welfare activities as outlined in the spirit and letter of constitution and has all the Gandhian ideals. Therefore, it needs to have greater power in its implementation.

Because as per Article 243G:

"such powers and authority as may be necessary to enable them to function as institutions of self-government would mean radical changes to the way things are running currently. He further argues that the three Fs namely, "Functions, Finances and Functionaries are all crucial to the success of PRIs".

Aiyer also argues that *"as against 5,000 elected MPs and MLAs to run the world's largest democracy"*, we have about 28 lakh rural and about 4 lakh

urban representatives, with about 14 lakh rural and urban women making ours also the world's most representative democracy". Such an important Ministry is being placed as the responsibility of "Minister of State, a recipe for retardation." (Aiyar, 2016).

2.4	Indian Example of Educational CSR of Azim Premji Foundation
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This quote sums up the Azim Premji Foundation.

"If people are not laughing at your goals, your goals are too small." "There are millions of children today who don't attend school. However, education is the only way to get ahead in this country."

The Azim Premji Foundation is a non-profit organisation (Foundation, relation between wipro and azim premji foundation, 2018). According to Ranjekar a lifelong colleague of Azim Premji, said; schooling aspect to achieving higher education is our thrust area.

The thought process is to help build capacities for the 21st century learning advantage. This included teacher training, quality aspects, student admission, retention and equity. And it focussed on further improving the quality of education. School requires: professional, technical and financial assistance if it has to provide world-class facilities to complement national development priorities within education sector.

It is estimated that \$ 2 billion has been pledged by Azim Premji. Today APF has 800 employees. Azim Premji Foundation's key focus is on Education. So accordingly, the Foundation publishes many publications related to education field so as to build capacities and also to inculcate the interest of reading in

school going children. An Article commenting on the Wipro Foundation's Azim Premji it says" Outstanding Philanthropist". APF is working on improving the Education. (Jayashankar, 2012).

Explaining vision, mission and purpose the Azim Foundation says, we *"facilitate a just, equitable, humane and sustainable society"*. Decoding these words, it clearly reflects the spirit of constitution of India as the constitution was built to address the need of one and all in an equitable manner. (Foundation, <http://azimpremjifoundation.org/>, n.d.).

With the implementation of Right to Education Act, thus making elementary education compulsory the relevance and need for Geographical information System has gained an important milestone. On the relevance of GIS Mapping of Schools, Sarva Shiksha Abhiyan State Project Director PC Jaffer in Karnataka said to Economic Times, *"The latitude and longitude of all schools have been captured and digitally plotted on a map. This gives us a spatial distribution of schools to know which areas are unserved and which are the oversaturated ones."* (Joshi, 2018).

Azim Hashid Premji speaking on the occasion of Lifetime achievement award acceptance speech in the year 2013 said; *"his Foundation was working with state governments in setting up schools to ensure equity and quality aspects of educational needs of the society are addressed, that is how society can improve"*.

2.4.1

Indian Example of Educational CSR of Bharti School of Bharti Foundation

Bharati School of Airtel/ CSR efforts on school education (Bhartifoundation, n.d.). Bharati Foundation was set up in the year 2000 as a charitable extension of Bharati Enterprises. The foundation is aimed at offering elementary, primary, senior secondary and higher education programs for the marginalised sections of the society.

Mission of Bharati Foundation is *“Committed to creating and supporting programs that bring about sustainable changes through education and use of technology “.*

As per Economic Times News, it comes to light that the Bharti Family has pledged Rs. 7,000 crores towards Philanthropy which will contribute to the India growth story by addressing National Development Goals. (Bureau, 2017). Satya Bharti Schools is providing 21st century schooling opportunity in line with their Mission and Goal statement. “Satya Bharti School Program is the flagship rural education initiative of Bharti Foundation”. Free and quality education is the motive behind starting this endeavour across the various districts of India. As per March, 2016 data there were 254 Bharti Schools functional across Punjab, Haryana, Rajasthan, Uttar Pradesh, West Bengal and Tamil Nadu; thus, catering to 42,000 children coming from underprivileged backgrounds to attain quality free education.

With 18-years of continuous work on the ground, Bharti Foundation achieved a rare feat of being included in the top 500 schools lists of India for the year 2017. Also, for best innovative practice among top Punjab schools, part of the Brainfeed School Excellence Awards for Satya Bharti Adarsh Senior School, Chogawan, Amritsar (Punjab). The award is in recognition for the Quality School Education endeavours.

2.5	International Example of Educational CSR Spends of Companies
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Bruce Watson in his narrative on Business and Sustainable Development Goals wrote three and a half years back that about 10 companies are spending millions on enhancing “education” is a noble investment. In the case of India, as per schedule VII, education is a key focus area for the corporates to get involved. It is argued that to achieve Global education goals “there is a budgetary shortfall of 26 billion dollars is equal to Rs. 2,600 crores. Written as Rs. 26,000,000,000/- by UNESCO”. The emphasis on education is even greater since, education leads to well informed life decisions, be it medical, career choices or being a better-informed citizen. Therefore, more and more civil societies with the help of corporates are foraying in Education endeavours. It is estimated that from “2011 to 2013, counting between the Fortune 500 companies nearly spent 2.6 billion on education”. The geographies covered for the education programme included, “Asia Pacific, Africa and Latin America” countries.

Table 2.4 Educational Spend by Global MNC Companies	
<p>Banco Santander.</p> <p>Educational Spending: \$ 196.5 million</p> <p>Percent on CSR Budget: 79%</p>	<p>IBM</p> <p>Education Spending: \$ 144 million</p> <p>Percent of CSR Budget: 72%</p>
<p>Telefonica</p> <p>Educational spending: 129.9 million</p> <p>Percent of CSR Budget: 39%</p>	<p>ExxonMobil</p> <p>Educational Spending: \$ 115.5 million</p> <p>Percent of CSR Budget: 39%</p>
<p>Target</p> <p>Educational Spending: 95.2 million</p> <p>Percent of CSR Budget: 54 %</p>	<p>Microsoft</p> <p>Educational Spending: 86.5 million</p> <p>Percent of CSR Budget: 9%</p>
<p>Toyota Motor</p> <p>Educational Spending: \$ 83.5 million</p> <p>Percent of CSR Budget: 27 %</p>	<p>Riyo Tinto Group:</p> <p>Educational Spending: \$ 81.6 million</p> <p>Percent of CSR Budget: 27%</p>
<p>Wells Fargo</p> <p>Educational spend: \$ 81.6 million</p> <p>Percent of CSR Budget: 24%</p>	<p>(Watson, 2015)</p>

A case study.

Umesh an Indian Institute of Technology, Madras B. Tech Metallurgy graduate, having worked for Infosys for 9-years as Business Manager, later started a social enterprise. Displaying his business acumen along with sensitivity towards the cause of pre-schools and school education in essence has created Hippocampus Learning Centres for low income households across the state of Karnataka. Started in the year 2014-15, the centres are present in 137 villages of Karnataka. The purpose of the school is to inculcate in young children the cognitive skills along with ability to read in 2 languages and to be able to do simple maths before going to school. This initiative is funded by Asian Development Bank, Khosla Impact Fund and Unitus Seed Fund. Low cost pre-schools for UKG and LKG which are not in the ambit of Right to Education is something which the promoter of Hippocampus is striving to build as part of his business strategy across the villages of Karnataka and Maharashtra. (Advani, 2015).

Indian Education Budget

In the 2018 union budget 'education' is projected as a 'key driver' of the economy by the union finance minister Sh. Arun Jaitley and there the government has allocated Rs. 81,868 * crores. The key highlights are:

- Pre nursery to standard XII th to be given equal importance and surged forward.
- 'black board' to 'digital board' is the focus.
- 'DIKSHA' the educational portal will be used for upgrading the skills of teachers.
- With Right to Education Act in place untrained teachers will get trained. It is estimated it will benefit 13 lakh teachers in this process.
- By 2022, wherever the tribal population is greater than 50% (with population of at least 20,000) therein the Government plans to have Ekalavya Model of Residential school.
- SSA sector got a budgetary allocation of Rs. 26, 128 CR and mid-day meal scheme to get 10,500 crores.

India is a country of contrast. On the one hand we have extreme poverty and on other hand Mumbai rentals consecutively is ascending and is comparable to world rates. Interestingly the largest slums are in India. All kind of imaginable social discrepancy, stigma is prevalent in India. Modernism is directly and starkly staring the people who earn less than 100-200 USD in a month. The discrimination of equal opportunity is missing. Economic opportunity is missing barring right to franchise. Imagining India in this background with a view of achieving SDG targets by 2030 is a challenge. Given the diversity that India has, it will be interesting to see how this could be achieved. (Nilekani, Imagining India, 2009).

India's constitution framers were men and women of outstanding education and achievement. Still at the lapse of 70 years of constitution being in force, India continues to be a country in the red when a discussion comes about literacy rate. About School dropouts. Girls' education and position of making access, equity, quality, teacher's deliverables and institutional obligations. Where have we gone wrong in our planning and implementation? Senior congress leader Gopal Krishna Gokhale over 110 years back moved a bill in legislative assembly in 1910. The IITs were set up in the 50s & 60s. The District Primary Education Programme (DPEP) was initiated with the collaboration of World Bank across 14 states between year 1994-95. Educational Reforms were formulated. Yet, inspite of all these governmental, non-governmental and international agencies; we are still living with the realisation that India's children are not going to school. The ones who are going are not able to comprehend what is being taught. Thus, they are not able to read and write in the desired manner. There are not sufficient number of trained teachers in most of the educational institutions. Infrastructure and implementation is not to the standard at which it need to be. (Ramachandran & Ramkumar, 2005).

President A.P.J. Kalam speaking in the year 2011 how the vision for India, in 2020 need to be reiterated that India is number #1 in the production of milk, remote sensing satellites. In the world India is the second largest producer of wheat and rice. Similarly, India need to achieve educational, healthcare and move away from social and economic challenges so that one and all are able to become responsible citizens. Echoing the famous lines of President J.F. Kennedy, President Kalam says” *Ask what we can do for India and do what has to be done to make India what America and other western countries are today.*”

As a teenager Malala was extremely fond of studying. This Pakistani teenager then was shot from a close range for vocalising her sentiments against the Taliban in Pakistan. Critically injured to the point of being on the death-bed this young teenager girl, fought the odds and subsequently pursued her dream to fulfil her studies. As an ambassador of education and most particularly for the girls’ education she spoke at the various forums; including the United Nations. Subsequently she was awarded the Nobel prize which she shared with Kailash Satyarthi. (Yousafzai & Lamb, 2013).

The passion for child advocacy is the platform which Kailash Satyarthi shared with Mala Yousafzai. Coming from different countries; thus, having different cultural context, both the noble laureates shared the common commitment for children. It is indeed no coincidence considering the advocacy of both these luminaries that there was greater cause to reach education: be it girl’ or girls’ and boys’ put together is a greater service to humankind. *Bachpan Bachao Andolan* (BBA) is relevant in the backdrop of the sheer number of children who account for it. It is estimated that more than 170 million children are involved in child labour in one form or the other. More than 60 million children have never been to any school or educational institutions. More than 120 million children dropout of schools for one reason or the other and these numbers are staggering in the context of demographical challenge which India as a country face. What do these children do if they are not going to school? Well they get into forced begging. Are employed in hazardous and inhospitable working conditions. How can a society sleep when its multitude of children are not able to lead a normal childhood? (Satyarthi K. , 2017).

Dr. Zakir Hussain carried forward the work initiated by Sir Syed in advancing the cause of education for the Muslim community and the general students on the whole. Gandhi ji was passionate about education and it was evident from the setting up of Jamia Institution. Devdas Gandhi, son of Gandhi ji was a faculty in Jamia. Later, Gandhi ji's grandson Rasik Lal too joined there as a student. Educational development was a passionate subject of Gandhi ji and it is evident from the fact that All India National Education Conference was organised in Wardha on October 22, 1937.

What was the objective of this conference? To create a prototype of educational model of the country so that universal educational goals could be attained. Gandhi ji opined that education at primary, secondary and throughout high school should in addition to imparting subject knowledge must also deal with handicraft and skill development. He also reiterated that charkha should also be made a part of the curriculum. The four years of primary schooling was less to build up a student so it should be extended until the 7th year of schooling. Gandhiji felt India needed to have its very own indigenous methods of teaching learning. The school education should be self-supporting including imparting manual labour to inculcate discipline.

Dr. Zakir Hussain speaking on the conference suggested that self-supporting style of education could not succeed in a country like America under the able educationist Prof. Dewey so the school had to be closed and thus had limited scope in India. While pursuing his PhD in Germany, Dr. Zakir Hussain interacted with many scholars; including Istanvi Lautzi. He opined that *"separate schools for different subjects, one for handicrafts, another for industries, third one for arithmetic and science should be established"*. The participants in this conference were: Kaka Kalelkar, Vinoba Bhave, the then CM of Central provinces Ravi Shankar Shukla. His thoughts included that the land of the school should be large enough to accommodate teachers and to carry-out plans to make the schools sustainable. This scheme was called Vidya Mandir Scheme. The Zakir Hussain Committee thus came into being.

The 4-Broad Points were;

- (1) Compulsory education should be made available in the country.
- (2) Mother tongue of the child should be basis of imparting education at the school.
- (3) Location specific art, craft and handicrafts should be taught to the students. In doing so the chances of school becoming self-reliance will be achieved.
- (4) The industries to be focussed included, agriculture and agricultural related produced goods.

Vocation related to charkha, including, spinning, weaving and finishing.

Let's note in order for the entire eco-system of charkha to succeed, agriculture had to succeed first. Carpentry and leather work should be taught to the students. (Asad, 2006)

2.7.1 Education and Enterprise Made a Difference to Community

Arguably Parsis are the numerical minority in India. During 1941 Census the Parsis were numbered at 1,14, 890. As a community Parsis invested in Education thus broadly the community today could be categorised in the following professions. Firstly, as economy builders. Secondly, this community more than any other has contributed to educational development not amongst their own people; but towards the nation as a whole. Thirdly, these people made social reforms and many people excelled in legal and medicine fields. The notable amongst them is Dadabhai Naoroji who was the first Indian professor of the Elphinstone college of Mumbai, when the university was started in 1850s.

The second to none in the Economic horizon is Jamsetji Tata who is built first in India to build the industrial welfare scenario which has influenced the lives of industrial workers in a big way. Notably, the Factories Act, Payment of Gratuity and other acts were implemented at the Tata Enterprise.

Let us all not forget that India then was under the control of British Government. There is no beggar from this community. The first PM of independent India has hailed the efforts of Tata Enterprise so much so that Tata's were the front runners of Indian Economic Development. The setting up of Indian Institute of Science least of all is an iconic initiative.

Today in the year 2020 we are talking about concepts like STEM (Science, Technology, Engineering and Mathematics). However, setting up of Indian Institute of Science (IIS) in the first half of 1900 is indeed the forward-thinking ideology of Tata's.

The father of atomic energy movement was initiated by Dr. Homi Bhabha another great Indian of Parsi origin.

Who could forget the contributions of Zubin Mehta the legendary musician today belonging to the world community is an Indian Parsi?

The one thing which need to be understood clearly is, all of this development has happened because each of the Parsi family provided to its children education. (Palkhivala, We, the Nation: The Lost Decades, 28th Reprint, 2011)

Addressing S.N.D.T. Women's University, Bombay, December 19, 1992 Nani

A Palkhivala said the following:

- Article 45 in theory and practice is very different. There is lack of chalk, blackboards and drinking water facility. So how is it universal in nature and spirit?
- South Korea's education level then was at 98% because the country invested in education.
- The legendary leader of Singapore Lee Kuan Yew when asked in BBC what contributed to his country's outstanding success? His response was "Education".
- During the year 1988 when the French President Mitterrand commenced his second term in office, he made "education: priority of priorities".
- In the year 1991, The then British Prime Minister Mr. John Major reiterated his country's commitment to Education as education provided "mobile, dynamic and diverse society".
- Speaking at the convocation address at the famed Indian Institute of Management, Ahmedabad on March 25, 1983, he stated; "*India still*

continues to be the fifteenth poorest nation the world". There are many families which earns less than 200 USD in a year. In 2020 this is as true as it was in 1983. The divide between city and villages, between rural and urban population, between communities has only widened. Article 45 of the Indian constitution has not been able to bridge the gap of educated and yet to be educated. Thus, there was a constitutional amendment which followed in the year 2010 wherein Right to Education became a fundamental right. The universities of Mumbai, Kolkata and Chennai were set up more than 150 years ago so that these educational institutions are able to build the human resources needed for the development of country. (Palkhivala, We, the people, 2011)

Mrs. Sudha Murty a recipient of Padma Shri and other awards for fostering literature is an M. Tech by qualification and is the chairperson of Infosys Foundation. Infosys Foundation was set up in the year 1996 with an aim of "*Bahujan hitaya, bahujan sukhaya*". Commenting on the skills needed to be a social worker Mrs. Murty said: There was inadequate money compared to corporate sector in being a social worker. There need to be modesty in how one dresses. Must be able to sit on the floor and not worry about the physical appearance. Here speaking English is the least preferred language as it is not what most communities in the villages speak. If such is the approach then and then only one could come to social work field. One should always beam with positivity against all adversity. Social work profession demands commitment and perseverance to do well for the people and community that one represents. While doing fieldwork amongst devadasis, some of whom were victim of acid attack, they were encouraged to rear goats, cows and livestock to complement income. Eradicating on the social evil of Devadasi tradition, some 3000 women were rescued and rehabilitated. In the late 60s; to be

precise in 1968 engineering predominantly was the domain of boys. The facility at engineering college did not have lady's washroom or restroom. Keeping this experience in mind Mrs. Sudha Murty ensured more than 13,000 toilets were constructed across many schools of Karnataka so that girl students pursuing education could benefit. (Murty, 2017)

Hon'ble Dr. A.P.J. Kalam was an outstanding scientist coming from a humble beginning. With sheer handwork he rose to the highest office of the country. A recipient of Padma Bhushan and Padma Vibhushan the highest civilian honours bestowed to outstanding individuals. He authored 15 books which mostly dwelt on developmental issues; including fostering a better school education and inculcating scientific temperament amongst the youth. In this book, Dr. Kalam talks about creation of knowledge society based on the edifice of education and health. He commented that universalisation of education by providing access is the only way to nation building. India's growth was proportionately dependent on reduced poverty levels and an emancipated population. Regrettably year 2020 has come knocking and we have not been able to achieve the ideals set by our esteemed President Dr. A.P.J. Kalam. (Kalam, Ignited Minds: Unleashing the power within India, 2014)

Mr. N.R. Narayana Murthy an eminent nation builder who had co-created Infosys a consulting giant in the space of Information Technology consulting arena. Today, Mr. Murthy sits on the boards of many companies of eminence of not only Indian origin but also on the board of most admired MNC companies. He is on the board of internationally acclaimed educational institutions of Indian and overseas origins. Speaking at the Malcom Wiener Lecture, Harvard University, 13 February 2008 on the topic of Lessons from the Economic Reforms of 1991, he said and I paraphrase it; India attained its political independence in 1947 and its economic independence in 1991.

Indian economy was opened up and many multinational companies thus gained its foot. Similarly, many Indian companies crossed its shores to do business in rest of the world. As a developing economy policy reform on

agriculture, human capital, industrial productivity needs to be focussed. Education, healthcare, housing need to be reviewed closely. Then quoting John F. Kennedy *"our problems are man-made"* Thus all our efforts must be to restoring this imbalance to create a better harmonised world should be our priority. Commenting on Education, Mr. Murthy asserted that India is home to highest number of illiterates. Universalisation of education with better facilities is only way to retain the interest of students. Opening of schools is one thing but to keep these temples of learning relevant is what matters. Asked on being what is he going to do if he was mandated as the change agent? Mr. Murthy responded that he would reduce the class size. Would focus on improving the quality of school both in terms of infrastructure and content of what is being taught. The wisdom of Mr. Robert Bok of Harvard University *"If you think education is expensive, try ignorance!"*. (Murthy, A better India a better world, 2010)

School going children's cognitive development is an important issue. This is when the child in addition to classroom learning also learns to socialise with his peers. The child's ability to identify and recall what is being taught develops. When the child is introduced to colour, numbers, alphabets then he responds favourably. The ability to remember the patterns and recall it when being asked is all part of learning. The teacher would need to demonstrate extra care and empathy towards the child while administering class so that the child is able to relate to psycho-social-aspect of learning unhindered and without any fear. What is being taught at these formative classes have deep rooted impact on the child throughout his adolescent stages and much later. (Berk, 2011)

Education is the focus of world development. In the year 2014 Indian child rights activist Kailash Satyarthi was co-recipient of Nobel peace prize for standing up to child exploitation. A staunch advocate for rescuing children from exploitation and then sending these rescued children to school. Over 80,000 children were freed from people who enragred children and exploited them. (Mineo, 2019)

Malala Yousafzai co-recipient of Nobel Prize with Kailash Satyarthi is a Pakistani child education crusader. For her efforts she was shot critically. Thereafter after recovering in the UK hospital, Malala went on to pursue her studies at Oxford University and has become a crucial voice advocating girls' education. (Wei, 2018)

It is apt to mention Nehru the first prime Minister of Independent India as he viewed rural development from the point of view of socialism. Gandhi ji's discourse was to indigenously, organically growing the existing resources available to fulfil a robust economy wherein each of the administrative units of the country from the district level becomes self-reliant. (Pandey, 2004)

Whereas Nehru despite being a prodigy differed with his mentor and instead opted for state sponsored socialism which protected capitalism and let it grow from the government run machinery. For any kind of progress, it is imperative to measure it on a time bound basis thus planner apparatus (Rahman, 2001) was put in place.

In the Indian context it was the Planning Commission which took the mantle. Eventually the progress of the country is determined by the social indicators as it clearly outlines what has been achieved in all the invested areas. The UNRISD is credited for commencing social indicators. The demographic divide of the society on the basis of rural, urban, between various professions

and their well beings were getting measured. Take for instance quality of education and its metrics were defined. The life and other factors related to environments (United Nations Research Institute for Social Development) were measured.

Income disparities were studied. The union of Indian Republic to a large part of its governance believed in the concept of directing its social policies towards social development based on the sound fundamentals of humanistic-egalitarian point of view. However, the fact is how much of these planning mechanisms in effect transformed people's lives is a matter of debate today. (Syed, 2007) For any organic growth of society, the underlining factor is its social inequality that exists between the various segments of society. It is no doubt a sensitive topic. Ownership of land, coupled with caste dynamics determines one's success in the social perspective. Therefore, the level field provided by Right to Education Act will enable these societal barriers to be broken.

At the time when India was being governed by the British in the 1940s; then the Indian business house headed by GD Birla and J R D Tata conceived Bombay Plan in the mid-40s. (Mathew, 2019) The seeds of mixed economy could be found here. The state sponsored capitalism aimed at the welfare of the people as the central theme. Economic unity if understood in totality is centralising efforts of Goods and Services Tax introduced in the year 2017. In the Bombay plan other dignitaries included Kasturbhai Lalbhai, Ardeshir Dalal, Lala Shri Ram, John Mathai and Purushotamdas Thakurdas and others. (Baxi & Ray, 2012) Tata Group was founded in the year 1868. In 1980s TCSR the social arm of Tata chemicals Limited was set up. The various trusts under Tata's are; (a) Sir Ratan Tata Trust (b) Sir Dorabji Tata & Allied Trusts (c) JN Tata endowment to encourage overseas education for higher studies (d) Lady Tata Memorial Trust-It focusses on Leukaemia as Lady Meherbai w/o Sir. Dorabji Tata died unfortunately owing to leukaemia in the

30s. (e) Lady Meherbai Tata Foundation Trust: focusses on promoting women to pursue higher education.

Any venture would require funds. So does NGOs! The sources of funding could be broadly classified as follows:

1. Individual contributions.
 - 1.1 The individual contributors could be high net worth individual
 - 1.2 On the basis of religion, the establishments which make contributions
 - 1.3 Charitable trusts as pronounced by the Charity commissioner's office
 - 1.4 Companies formed as per the provisions of the companies act.
2. The People who are based overseas (out of the country) could be from a specific community belonging to a certain race, caste, region and speaking a specific language as their mother tongue making contributions.
3. Government making grants or infusing funds for a specific intervention being implemented by NGO or multitude of NGOs. Here, government could mean, central or state governments.
4. In exceptional cases, it could also mean funding being directed from Government level as well as per the existing laws. (Sundar, Foreign Aid for Indian NGOs: Problem or solution?, 2018)

Business houses have realised that in order to remain competitive they need to leverage on the natural resources from the markets that are present; and to achieve their balance sheet goals, society and its peoples' aspirations need to be taken along. Thus, Triple bottom line to boost economic, social changes along with environmental advocacy is being practiced by all the CSR compliant companies. Corporate citizenry is gaining acceptance and it is being driven by CSR and HR teams' respectively. Herein the central theme is to 'minimise and mitigate lesser environmental harm/degradation. And to take corrective, time bound actions. Along with maximising profit the concept is clear in the minds of MNCs that one need to be aware and accountable to not the internal stakeholders but also to the external stakeholders.

There are ethics committees driven by all the internal senior managers very well assisted by their respective team and collectively these issues are debated and redressed in a timebound manner. Corporate Governance boards are multi-layered and it is very well represented by all the functionary thus giving it a holistic approach. Besides driving ethicality corporate governance is stressed upon. (Khatri & Baghel, 2009)

CSR is a means to achieving business and social goals of the organisation along with community. (Maiti, 2010)

"Philanthro-capitalist" explaining the concept the author contends that it is primarily driven to arrive at capitalism; the sole purpose of business existence. Because of this there are inequities in the society. The concept of Triple bottom line is "window-dressing"! The existence and continuance of the divide between haves and have-nots is expanding. Thus, the role of NGOs is to provide for their betterment which the Philanthrocapitalist would like to see change so that people change too. (Holla & Menon, 2010)

From Philanthropy how the concept of CSR has evolved over the years. In today's times CSR is considered as an important function within the organisation as it is good for the business and its reputation. Citing examples of CSR's origin in the present form, Child Relief and You (CRY) was the accepted norm while buying greeting cards in the 80s and 90s.

Tata Chemical pledged a rupee on each of the unit of salt when sold is a reflection how CSR came to be accepted and adopted by companies as part of their corporate governance culture. (Shrivastava, 2010)

In education from a gender equality perspective report the united nations girls' education initiative in its May 2008 equate project talks about how education could promote individual and national development. Advancing this thinking, the ideology further reinforces how educating girls' in particular eradicates and opens up socio-economic development of girls. For example, there will be delay in marriages; which would in turn result in better fertility rates and better health of girl and their children's morality rate.

Therefore, Access to schools leads to enrolment and that in turn aids retention thus whatever societal inequities are there can be done away with. (Bajaj, 2018) In the article engendering gender in school curriculum the author addresses the gender related concerns of primary school going children. In the sample of 80 students of classes IV and V were drawn as part of methodology. And during the process of gender socialisation in classroom and playground it was found that teachers insisted that girls remained quiet whereas the boys when shouted they were not stopped. School as an institution is the culminating point where boys and girls have to grow. Gender as a subject need to be made to understand not only to the students but also to the teacher and parents. (USAID, May 2008)

Private residential schools are kept out of the ambit of Right to Education Act, 2009 and this might well explain the deterring effect it has on participation of students hailing from financially and socially weaker sections of the society. Agreed 25% reservations are accorded in private schools to impart aspirants in the primary level of education there; however, the horizon must need to include private residential schools to cater to wide spectrum of disadvantaged students. Appreciably though the government of India has done well by setting up Eklavya Model Residential Schools for tribal children. Along with it the endeavour to open Kasturba Gandhi Balika Vidyalaya (KGBV) and Navodaya Vidyalaya the efforts to promote education to the students coming from tribal, economically weaker sections and offers to them a conducive learning environment. It is estimated that Rs. 45,000 incurred on children's boarding, lodging and studying expenses in KGBV model which the government is incurring. In effect Rs. 3,000 to Rs. 5,000 is annually spent on the children's education expenses. (Baid, 2018)

As per the provisions of RTE, the private schools are required to take 25% of their students from the economically weaker section of the society. Towards this end the government incurs per child's reimbursement from 14 k to 17 k annually. (Times of India, 2015)

In the perspective piece written by Jain and Dholakia they contend that to make RTE succeed even if GOI spends 6% of its GDP even then all the provisions of RTE cannot be met and exceeded to make universal primary education succeed. Because children studying in Government schools is projected to be around 68% in year 2021 as against 29% at the start of FY 2006. Whereas Children in PPP schools in 2006 were in 10% and estimate to go to 20% by FY 2021. In Government funded schools from 39% in 2006 to 88% by FY 2021 would mean less even if 6% of GDP is considered. So, what are the possible solutions? Obviously much more effective corporate sectors participation in school education process is needed. (Jain & Dholakia, 2009)

“Interaction and intervention” are needed keeping in mind the sustainable development goals and environment stewardship. School children are being taught on the significance of what water life is all about and how its protection need to be conducted so that ecology, extinction and pollution could be contained. Environmental conservation is a big debate today which is being emphasized by schools at the primary level of education itself. Therefore, the role of geography helps the students in contextualising environment in an aligned manner! Air, water, bio-diversity, life of species, desertification, soil management are all important steps in the larger goal towards ensuring environmental ethics. (Singh K. K., 2018).

“Education is not limited to imparting of the information or training of skills. It has to give the educated a proper sense of values” Dr. S. Radhakrishnan

2.7.2 Steiner and Montessori gave new meaning to Education on Liberal Footing

Both Steiner and Montessori gave new meaning to education on the liberal footing and humanism; bordering on spirituality. Schools are modern temples which shapes the young minds and this importance was recognised by Steiner and Montessori. As founder of theosophical he also founded Waldorf Schools totalling to 2500 and it also consisted of kindergarden. Steiner a German native's work is influenced by the works of Socrates, Plato and Pythagoras. In this period his ideas on science and spirituality as propounded by Swami Vivekananda were similar and it is no coincidence that they hold similar views.

The conceptual framework of Waldorf education can be explained; it supports humane approach. The focal point of the education system was child specific and guided by values that will make children better citizens. Along with highlighting on numeracy and alphabets the accent was on interdisciplinary development. Soul development was the focal point in Waldorf education. Maria Montessori a European hailing from Italy and had science and education as her forte. Jean Jacques Rousseau a Genevan philosopher's work influenced her ideology. Secondly, Normalisation is a borrowed term from medical sociology which emphasises on helping individuals having difficulties in learning to be provided with as holistic learning experience as possible. Children have a mind of their own and they need to be encouraged constructively to indulge and express. The emphasis on language skills, numeracy skills getting to know the geography, music and art, science to attain metaphysical experience. (Ferrer, 2018).

India is a diverse nation and implementing RTE comprehensively means carrying everyone along in the journey of primary education to begin with. Herein, aspirations of religious minorities is as important as that of majority members of the society. Christian and Muslim minority school of Odisha. (Gangmei & I.P, 2018).

“Fundamental freedoms” is the basis of this Human Rights declaration against race, gender, religion or language, nationality. There are 9 Articles detailed and in that article 1 reiterates the responsibility of every state nation to respect its *“ethnic, cultural, religious and linguistic identities” and to respect its promotion.* (Office of the High Commissioner, UNHR, 1992).

The Commission for Minorities Act 1992 stipulates that commission need to be constituted to oversee how minorities are treated and therefore how remedial action need to be taken. (THE NATIONAL COMMISSION FOR MINORITIES ACT, 1992, 1992).

Indian Census 2011 details population of Muslim community at 17.22 crore constituting 14.23%. In India the Christians are estimated to be 2.78 crores thus making them 14.23% of the population. The Sikh community is pegged at 2.08 crores thus making them 1.72 % of the population. Buddhists are numbered around 84.43 lakh thus making them 0.70% of the population. The data on Parsis practising Zoroastrian religion is not available. In terms of educational levels, Jains are at the front as far as minorities educational effort is concerned with 94.9% literacy. Followed by Christians with 84.5% literacy. In the third number come Buddhists with 81.3%. The Sikhs are at 75.4% and Muslims literacy is at 68.5%. The figures further validate that Muslim educational levels are the lowest in comparison to others and it is therefore a worrying phenomenon. (Office of the Registrar General & Census Commissioner, India-Disabled Population, 2011).

Reaching education to one all has been a constitutional commitment of the government since the Republic formation. The children with special needs are vulnerable in an environment where special care is not being taken. Because considerable time a child spends in the school. Therefore, children with medical and physical challenges need to be cared for in keeping with their disabilities. Imparting inclusive education is the theme of the constitution.

As per the study conducted by the United Nation's Commission for Asia and the Pacific (ESCAP) estimated that 2 % of the population was disabled in India. These numbers are alarming. As per the Census of 2011 approximately 50 lakh people in India are visually challenged. In this background making the Right of children to free and compulsory education as per the provision of the legislation of 2009 is a huge challenge. In order to make the provisions of RTE succeed; infrastructure, trained teachers who are capable of facilitating education to the visually challenged students need to be in place. Even though there is legislation to cover children through Disabilities Act, 2016 is in place wherein these visually impaired students need to be inculcated in the mainstream of schools/society. As per the statistics in the State of Gujarat there are 17 schools thus making it second highest number of blind schools; whereas Maharashtra state has 22 of such schools making it number 1 state in the republic of the union. (Kumar P. , 2018)

The Rights of person with disabilities act of 2016 enumerates, Access to schools with equality, equity, regardless of any discrimination. The educational institutions are required to ensure special care is taken. (MINISTRY OF LAW AND JUSTICE, 2016)

Indian constitution mentions minorities. In particular article 29, article 30 article 350(a) and article 350 (b). (Ministry of Law & Justice, Government of India)

The act defines how the right of children to free and compulsory education will be administered in the union of India. (The Gazette of India-RTE, 2009, 2009). Ministry of Law and Justice clarifies that as per the constitutional validity article 29 and 30 which deals with minorities will not apply who are under madrasas, vedic patshalas and or other educational institutions which is offering religious institutions. (Ministry of Law and Justice-RTE Act, Amendment 2012, 2012)

This study illustrates economic situation of family, non-involvement of parents coupled with students coming from marginalised families constitute a major bulk of school dropout. It was noted that SC, ST constituted majority of dropouts. As recommendation; entry in public schools with mid-day meal scheme, books, uniforms will boost education interests in the dropped-out students. (Muravath & Sadanandam, 2018)

As per the study the state of Uttar Pradesh has the highest number of student drop-out. In the second spot is the state of Bihar followed by Rajasthan. (UNESCO, 2016 Global Education Monitoring Report: 47 million youth in India drop out of school by 10th standard, 2016)

Bihar is termed as BIMARU state and is making effort in coming out of this tag with the efforts in educational development. Out of the 38 districts of Bihar which got studied there was an increase of 5.4% increase totalling to 8.3 lakh enrolment figures pertaining to upper primary schooling. Teachers norms was not fully utilised as per the act of RTE. The expansion within existing school buildings was very low despite their budgets being allocated to this activity. Drinking water for boys and girls coupled with toilets were provided for in the school. However, its upkeep and maintenance were not taken care of properly. (Singh C. P., 2018).

Casework concept was first engineered by Charity organisation society in USA around at the dawn of 19th century. Followed by social administration which involved programmes for the have nots. Notably the foundations of Social administration could be traced to English Poor Laws enacted in the 17th Century UK. Social Action is aimed at correcting the social malice in the administrative process of political system. Unless and until cohesive action is not taken at the political level then nothing changes is the notion that was and still held. Let us understand the context for setting up of social work profession.

Before the world went industrial it was an agrarian economy. Transitioning from that economy meant displacement, relocation and many people being left out. Such was the context under which social work as a profession came into existence. Many purists consider **Octavia Hill** to be founder of modern social work. Travel makes one wise is the Japanese proverb. Here the context is Jane Addams, because of her travel to Europe enabled her to understand the 'House Settlement' opportunity and challenges and it was replicated in the USA. Two outstanding leaders Mary Richmond from the Charity organisation (COS) and Addams Jane from the Settlement house Movement gave further shape to Social Work Profession.

Social work practice is an all-inclusive profession drawing from all the fields of studies and is not restricted in any manner or inclined in one direction. The core philosophy of social work is based on the core values of service to others without any bias. Being a facilitator of social justice. Respecting all forms of lives and maintaining harmonious relationships. To truly strive for positive change with integrity. The National Association of Social Workers' has detailed these core values.

Social work like any other professional studies is based on the fundamentals of its theory and practice. The 6 pillars of social work by and large rest on these; (Subhedar, 2001)

- a) Social casework
- b) Social Groupwork
- c) Community Organisation
- d) Social action
- e) Social work administration
- f) Social work research

In India the formal education in social work started in the year 1936 when Sir. Dorab Tata founded the institution, and today it is known as Tata Institute of Social Sciences, Mumbai. In the USA the social work practice was professionally started in the year 1898. The pioneering efforts of Charity Organisation Society of America which started the concept of apprenticeship so to speak paved the way for social engineering process which the practioners of social work are practising the world over now. So therefore, there is great importance attached to field work education.

Ms. Mary Richmond is credited for starting social casework. (Franklin, 1986) together with Ms. Richmond the role played by Ms. Jane Addams is exemplary. As women achievers they paved a social revolution in the field of social work theory and practice. US while transforming itself from an agrarian to industrial economy attracted many from the world to flock to US in search of social and economic opportunities. Whilst many realised their American dream but there were also many who couldn't keep pace; thus, there was social disparity. (Kaelber & Karlberg, 2006)

Darwin the English biologist in his theory of evolution highlighted how each of the species small or big; survives, competes and reproduces. Herbert Spencer following on the works of Darwin and clubbing with economy held the notion that “survival of the fittest”. Thus, people compete to find place and the desired social order.

Whereas the **German sociologist Weber** contends by maintaining Christian values a certain degree of salvation could be achieved through hard work which in turn would help achieve wealth and success in other words expansive capitalist spirit which was the norm then to accumulate wealth.

Whilst capitalism advocated least restrictions of them by state machinery so did liberalism that government must not intervene in their pursuance of market capitalisation.

But **Mary Richmond and Jane Addams** both in their own rights were convinced that society was a sum total of unequal people living in it and they therefore needed to be protected and cared for. (Karmakar & Karmakar, 2016)

The 6 pillars of social work reiterate, that as social work practioners one would have to have empathy coupled with humility. In the absence of one against the other it would be meaningless. The condescending behaviour based on bias is an absolute no-no! Each of the interactions have to be guided by fairness and transparency. (Mohan, 2018)

Theory and practice of social casework, second edition, Gordon Hamilton, Rawat Publications, Jaipur

ISBN 978-81-316-0592-9, India reprint 2013, Copy right 1940, 1951 Columbia university press, 328 pages book

There are two parts;

Part I and Part II

Part I talks about assumptions and methods of social casework.

Social work lies on the core principle of bettering the lives of people through short term or long-term interventions.

Because eventually the people who are being focussed need be developed socially, economically, educationally, mentally, emotionally and culturally. These “cases” may vary from person to person. Because each individual, family, child, women, adolescents, elderly will have their own set of life’s perspectives based on their experiences for which they may or may not be directly related to it. Therefore, the ‘case’ will vary from person to person.

Therefore, while dealing with any social work intervention in keeping with social problems the programme has to be in consistency with social work principals: The case worker has to have the ability to listen to situations with enormous patience. Need to be dependable with empathetic way of life. To put objectivity in each of the dealings and to remain unbiased and the ability to pin down each incrementing event in a manner of progression to record events.

Simply put the integration of all these core values in addressing the complex situation prepares the social worker in reducing gaps. In galvanising society on the need for educating the children in primary education is a social action activity. Here collectively government, corporates and school with the active participation of parents works together to make the social action a success.

Human needs are based on active participation between policy planners and its implementors on the one hand and amongst the section of society being targeted along with the serving institution involved in it. Collective effort of various stakeholders coming together cohesively for achieving the objectives

of community welfare is paramount. Any programme which is aimed at bettering the lives of people is the number one priority of any social worker; working across any part of the world. That said;

Social Casework: in this the basic premise is the interplay between individual and his or her relationship in the context of society. There are broadly seven guiding philosophy in social case work and these are; individualising (personalising) the experience. To acknowledge one human being the way one is (3) in order to self-determine the wants and needs (4) Not getting too emotionally dependent; thus maintaining equitable balance (5) all the interactions in social casework situations to be kept confidential to protect and secure the confidence of the people who are involved in it (6) In keeping with social realities accepting people the way they are (7) The ability to forge relationship positively and purposively.

Mary Richmond opined that each and every individual needed to be viewed in keeping with his or her social realities in a humane manner. Then and then only a credible social casework process can begin harmoniously. The characteristics of casework lies on its objectivity so as to lend “*humanistic*” experience all the way through. The interlinkages between casework, groupwork and community organisation takes note of human behaviour upfront and closely; because every action, inaction or reaction are a sum total of each person’s social circumstances. Whilst establishing relationship at the time of interviewing what one must bear in mind is most people think that their “emotional conflicts” is exclusive and seldom will not allow anyone to come into that zone.

So, there will always be resistance unless a cordial worker-client relationship is established. Obviously, there are ethical factors to be borne in mind and this clearly starts with maintaining confidentiality in dealings. Seeking to establish relationship on the basis of mutual trust. The interviewing process

has to be very humane experience because it involves people and dealing with their circumstances. Each case is a story unfolding and that need to be respected with baby care perfection. Thus, the interviewing skills and the maturity of the interviewer calls for greater levels of sensitivity. And that process begins with accepting people the way they are. Being polite and warming the people with comforting talks is perhaps the best way to begin. So that their apprehensions and fears could be covered with comforting smile and positive body language. This needless to say self-assures. Then there are moments of interviews when there can be “*stress and conflict*” and this need to be maturely handled.

Esther L. Brown, Social Anthropologist and author of many books including “Social Work as a Profession” was also an alumnus of Yale and earned her Ph. D in Social Anthropology.

Social casework aims at addressing psycho-social development with an interest of furthering social causes of families, communities, or; society in large. In essence collectively community on the whole need to identify what social ailment requires immediate attention and mobilising leadership through collaborative action need to happen.

Social work professionals work with diverse people, coming from varied psycho-socio-economic backgrounds. This profession deals with all the facets of human evolution: childhood, adulthood and overall development and later decline stages comprehensively, following all the established rules and laws. Children having disabilities (Divyangas) also require schooling. These children have underdeveloped muscle mass which hinders in their growth and desired development. According to Freud Personality develops during childhood. Therefore, as parents, guardians, teachers and social workers, children need to be encouraged and made school ready. During schooling process efforts

must be made by School Management to create conducive schooling experience. (Reddy, 2017)

Because as per **Erikson's Psychological theory** children during the schooling age make meaning of life and form opinions, impressions and create their ego identify. Things like inferiority, superiority, shame, disgust, trust and mistrust etc starts taking shape. If at this stage the school does not get the much-needed guidance and direction in the right earnest then chances of child getting neglected is very high. Which is why most parents rely on sending the children to public schools as against government schools despite the school fees being low.

Carl Rogers, Psychologists a humanist had opined that people are good by and large. He therefore used the term client as against patient who consulted him. School is an institution which prepares students for bettering themselves and gives them the latitude much need for actualising it. Because eventually they have to become better human resource which would be useful and productive to the society and nation on the whole.

Abraham Maslow's has written extensively on human motivation and human personality. According to his theory there are 5 step by step approaches to human development. In the level 5 at the bottom of the pyramid is physiological needs like the bare essentials: food, water, shelter and basic necessities for sustaining life. Here what we need to see is despite all the efforts of successive governments both at the centre and state levels, still we are trying to elevate the socio-economic existence of people and therefore have identified poorest of the poor districts and through PPP model all the stakeholders are trying to work toward addressing these pressing issues.

Second from the bottom of the pyramid comes security needs of the families and communities. This again means regular source of work and livelihood.

Government on its own has done as much as it could do and there is no doubt about it.

There are more than 600 districts in the country with over 6,00,000 sarpanch in them. (Sujatha, 2019) Initiatives to secure citizens through employment opportunities through MGNREGA efforts establishes some form of social security. In the year 2005 The NREGA basically a social security scheme was launched with an aim of offering employment to rural people. It got implemented in 200 districts by 2006 wherein 100-days of work in each financial year was guaranteed to the registrar.

In the event if the implementing panchayats could not offer work despite registering and if 15 days lapses then such incumbents would be given unemployment allowance. It is estimated that Gol has spent Rs. 2,89,817.04 crore to implement and reach the scheme to 68,26,921 workers and this is validated for the year 2015.

Let us bear in mind the minimum wages are not uniform across the country because of the unique liberalism that we have in our country. So, the point is in order to get to security needs the state need to provide well thought through health, education, safety nets and cleaner environment for people to grow and harmoniously evolve.

2.8.1 Social Work & Psychology: Interconnectedness

The practitioners of social work need to be aware of basic psychology. Because they deal with people at the individual, family and at community level. During these interactions they need to interact and document reports and observations objectively. For social workers from the stage of conceptualisation of a project to its implementation a lot of documents need to be reviewed and written without bias.

Greater awareness of psychology subject prepares a practitioner of social worker to remain aware of the mind of people they interact with without losing objectivity. Assessing human situations and their circumstances to then formulating policies in line with what is needed on the ground is what any social worker would do.

Psychology is *the “scientific study of all forms of human and animal behaviour”*. **John Watson** is credited for constructing scientific theory of behaviourism. According to it “psychology cannot be measured”. However, what is measurable and observable is behaviour. Thus, all the forces, be it external or internal; stimulated or isolated, has been studied using Watson’s theory.

Similarly, **Sigmund Freud** suggested that mind is nothing but conscious and unconscious thoughts. Social Workers need to adapt to situations; be it physical space or emotional; they need to constantly keep on evolving.

Similarly Fritz Perls reiterated that “whole is greater than its part”. If this need to be contextualised in social work then it would mean; the case is much bigger than the universe that it holds. (Ingleby, 2006)

The aspect of social need as enumerated by **Maslow** highlights the importance of socialisation and coexistence in the broader sense. In Esteem needs the 4th ladder in the pyramid of hierarchy; how society perceives me is the question that comes through in the people’s mind. In the 5th stage the question of self-actualising oneself emerges as the top priority and one tends to work in actualising it. Therefore, one gets critically self-aware about himself and his surroundings and starts evaluating avenues so as to fulfilling them.

In this backdrop we have to view the school education holistically. If a child is coming from a deprived family due to his socio-economic condition then how would he or she fit in with the establishment and his surrounding without feeling alienated is the question which the school management and the respective teachers need to understand and redress.

Personality of each of the school going child need to be positively developed. The many theorists have attributed that sociology, early childhood experiences and living environment and experiences forms personality.

Freud talked about the how childhood experiences impacts the child’s personality.

Erikson reiterated that lack of self-esteem is the chief cause in creating lifelong identity crises.

Carl Jung contended that Psychology and social circumstances and experiences shapes personality.

Karen Horney reiterated that how the parent child relationship will determine the confidence of the child to deal with unknown and will not have anxiety.

Alfred Adler contended that each and every one of us have the inherent desire to excel. This superiority in what one is doing need to be provided for with better circumstances. Now connecting these to child's personality development would involve the intervention of social workers.

2.8.2 ***Gandhi ji Conceptualised Trusteeship***

Gandhiji conceptualised Trusteeship in 1939 so as to better the lives of people. This is based on the *Sanatan Dharma* philosophy wherein the capitalists were required to take humane approach towards the people who work for them. Eventually the community in which the industry is based need to think about the gram swaraj leading to *antodaya* and *sarodiya*-universal welfare. (Denning, 2013)

The noble laureate for his contributions to economic science **Milton Friedman** reiterated that businesses are created for making profit. Thus, any actions taken regardless of whether it is aimed at social upliftment of the people or otherwise; it will ultimately be determinantal to shareholder as the profit margin will dwindle. (Frank, Chin, & Silverstein, 2018) Nobel winner of Economics in 2016 **Oliver Hart** speaks about how his predecessor has been misunderstood and here he was referring to Friedman. According to Oliver profits made by the company need to be given to shareholders who in turn could decide in which social venture the money need to be invested. And it is not right to say Friedman was opposing social rejuvenation. (Kraaijenbrink,

2019) The concept of triple P was introduced by **Etherington** and it focusses on People, Planet and Profit which is also the underlining theme of SDGs.

Both the authors emphasise the importance of well thought through social work practice as part of management process and highlight its importance in the context of how social work intervention need to work. Key to any kind of social work intervention is based on the principle of what need to be recognised and described so that one and all could understand the context first. The key feature of social work practioners is their ability to work with cross-sectional people, across all levels thus understanding the complexities to plan better intervention. Any success of program will largely depend on the ability of social workers ability to articulate both with internal and external stakeholders involved very well. (Nair & Sebastin, 2012)

2.8.3 *Qualitative Research Practice and Social Work Studies*

Most social work studies are based on Qualitative research practice. Because qualitative research digs deep to understand the various layers of the issue that is being studied. Qualitative research techniques are employed to better understand the people, process, their natural setting along with observing pyscho-social and economic situations in real time. Therefore, field visits to collect data is important. The probing and questioning needs to happen in a gradual way beginning with the researcher acclimatising in their natural setting to allay any apprehension and then after gaining confidence approach the questions in a progressive manner. Qualitative research does not approach with a structured pre-planned questionnaire. But would evolve on the ground to get to the bottom of the problem and to uncover it without causing any embarrassment or inconvenience to the participants. (Nagaraju, 2012)

In social work research methods, the author illustrates how social work practice should inculcate in its prevalent practice as experienced in the field to better demonstrate positivism, critical theory and constructivism. What this means in the context of social work is: each individual learns through his or her experiences based on their social setting. Thus, the pace of learning is directly attributable to the circumstance the person is exposed to. In relation to critical theory it is contended that social circumstances of individuals, families and society on the whole need to be changed positively, even if that means critically evaluating it for better results. Positivism on the whole underplays pre conceived notions, biased opinions and relies on facts.

Title of the chapter is Qualitative Research in Social work: An overview by Surendra Singh (Singh S. , 2008)

Explaining the significance of social work research, the author explains that if knowledge is not backed by proof then that “presumptive” knowledge looks like exaggerated (hypothetical) knowledge and this need to be corrected by basing research on the basis of validated knowledge. Along with it the qualitative research needs to be based on field work experience thus representing the realities of the ground in justifiable and ethical manner. The folks who are represented in their natural setting need to be represented in the context of social reality. Since people’s social setting coupled with emotions, aspirations and expectations cannot always be measured using quantitative methodologies; therefore, qualitative techniques gains importance. The human experience needs to be understood in its totality by observing people. This is the reason why in mostly statistical techniques are not employed in qualitative research to enquire and study social circumstances. Thus, in quantitative method the questions are predetermined and by and large the qualitative studies evolve on the field. Therefore, the role of researcher is active as against in the case of quantitative study where the researcher is passive and relies on getting the questionnaire filled. **Socio-cultural studies need to be base.** The qualitative studies could be broadly

classified into (a) retrospective studies (b) case studies (c) comparative studies and (d) longitudinal studies. (Flick, Kadroff and Steinke 2004:147). Trust and confidence need to be gained before speaking to the people who are being researched.

The author contends that “*social work education*” is important in further developing the existing knowledge of this discipline. Highlighting the importance of social work universe from the point of view of social work as a profession; or for policy formulation it will be relevant. Additionally, it will also increment “*education, training & research*” significantly. The 6 defining principles of Action Research is illustrated from the works of O’Brien R. 1998. *Reflective Critique*: Clear, conscientious and unbiased reflections need to be summarised. (Desai M. , Research Methods for Social Work: Need for Paradigm Shift, 2008).

Dialectical Critique: Findings in social circumstances need to be emerge to uncover the factors of research.

Collaborative Resource: As researchers one would need to work cohesively, collaboratively to make Action Research Succeed.

Risk: Change in any form is negated at first by one and all and that is how human nature has evolved. So, one must go beyond it and take a calculated risk.

Plural Structure: In this context, it is important to note that one must not take extreme positions; instead one would need to take a centre position, carrying all the constituents in the research and its action.

Theory, Practice and Transformation: In the helm of social Action the interdependence on theory and practice and then theory is all interlinked. Because eventually the aim of the journey is to make theory succeed and then only the desired transformation can come through.

The ethicality with which research is conducted is highlighted. The micro and macro levels of knowledge need to be captured on the field through fair and unbiased means. Thus, data collection and its ethicality are important. The author further expands on the steps like how community engagement needs

to occur. The various assessment tools to establish problem and the stages of solving its problem. To assess how the programs are underway and then following up on the results achieved is all part of social work research methods. There are many interlinking steps that are followed thereafter. (Morris, 2006)

Case Study Method in Social Work Research by B. Vijayalakshmi (Vijayalakshmi, 2008). Explaining from R Mark's (1996) Research Made Simple chapter: A handbook for social workers, New Delhi; published by Sage Publications the author contends that "positivism" as evidenced by the universal laws exists and therefore quantitative ways captures that essence. Because of this approach many within the research fraternity contend that all research cannot be based on this positivism approach and hence needed to have the realm of social realities infused in them. And qualitative research hence relies on human being, ground reality and to social settings. The field work study reveals personalised account of the socio-economic realities in a 360-degree view when approached properly. Because each intervention has a story and the underlying essence of why in the first place it came into being.

The Case study method which began as a discipline in the early part of 20th century gets due attention in social work practice when the Polish (natives of Poland) advanced into Europe and America. The study titled "The Polish Peasant in Europe and America" a book by Florian Znaniecki and W.I. Thomas illustrates a detailed account of how the migration happened due to socio-economic-&-political reasons. In relation to the study of social work this study therefore gains importance. Drawing from the work of Stake R.E. (1988) "Case Study Methods in Educational Research: Seeking sweet Water" it is illustrated that there are three types of case studies namely; (a) *The Intrinsic* which is for determining something in particular. (b) *The Instrumental* wherein an existing study is further elaborated and lastly (c) *The Collective Case* which goes on to expand the existing theories, populace, natural settings to seek more. Case studies reveals the human experience in a better

way. Drawing from the work of Lewis J (2004) *Design Issues* the author reiterates that studying the various forms of evidences that is being maintained on the subject from the time of its inception to the various stages of its progressions.

Adding on from the work of C. White, K Woodfield and J Ritchie in their book *“Qualitative Research a Practice: A Guide for Social Science Students , 2003* it goes on to highlight that in order to get deeper and much detailed understanding of what is happening in the context of the case need to be studied and represented as it occurs. Through the work of Patton M.Q., (1990) *Qualitative Evaluation and Research Methods (2nd edition)* it is reiterated that case study methods have advantages, namely; for specific study and to understand the social circumstances in the context of the study objectives. To be able to capture the person, circumstance and the outcomes in a detailed manner. That means going to understand the socio-economic conditions in greater detail.

Inferring from the work of Punch K.F. (1988) “Case Study in American Methodological Thought” the author explains that boundary of research and purpose of research need to be borne in mind beforehand. Meaning: what to ask, whom to ask, and how to approach so as to summarise the findings through a meaningful analysis. Commenting on usefulness of Data Collection the author classifies it into: physical history of the place, circumstances, background, history and goes onto integrate it with economic and social circumstances. Then piecing together, the architecture of case study assembled would follow the pattern of (a) Collecting data (b) construct the edifice (c) to stitch together all the pieces for the narrative to emerge.

Research and Action in Field Action Projects An Example of Ankur by Anita Panot states that if (Panot, 2008) societal change need to be effected properly then going beyond from the traditional research one need to dwelve into *“analysis, reflection and recommendation for action”*. Then quoting from the work of Stringer, Ernest (1996) *Action Research: A Handbook for Practioners*, New Delhi: Sage Publications quotes Stringer (1996:16) *“The look, think and act”* must be the underlying mantra of Action Research

Author S. Raja Samuel (Samuel, 2008) contends that over reliance on Quantitative techniques in social work research has taken away the human issues and the richness to understanding the social problem as they are being experienced. Therefore, in Qualitative Research the interviews cannot be always structured; instead, it needs to be *“semi structured”*. The overlining feature of Qualitative research is people and if there are outlier data coming across in research then unlike Quantitative technique, in Qualitative research it is accepted. Explaining the inductive process, the author explains that at the starting phase of formulating the topic and getting familiarised with the likely field scenario one would need to be better prepared for *“field-based”* theory, thus it becomes truly inductive. **The founders of this theory are Strauss and Corbin.**

Author S. Raja Samuel, states that by sending survey sheets or without getting into field if the research is carried out then it will not reflect on the humanness which is much needed in social work – qualitative research. The author appreciates that social work research must be done using Qualitative practice; however, he doesn't discount the use of Quantitative practice to illustrate data. (Samuel, 2008).

In any research the result and the findings need to be put succinctly. As regards the method employed in qualitative research the contention is on understanding how the findings came about. Using which methods, the

findings were explored. For instance, if survey research method had been used then the questionnaire needs to be appended. (Srivastava, Writing up qualitative research, 2018).

The author contends that CSR as a concept in modern management came into existence in 1960s wherein the actions of management to its various stakeholders emphasised on fair practice. Commenting on the role of leadership it is argued that leadership need to be governed with the help of systems and processes. Community partnerships are constructed with a view to addressing societal problems. Each of the community intervention need to be audited in a time bound manner to assess programme progress and if required to take corrective action. To administer financial and operational ethicality of public sector organisations there is Comptroller and Auditor General (CAG); which undertakes time bound audits and discloses it in the public domain. Each of the CSR compliant company aspires to work on TBL strategies. The author illustrates CSR in 4 stages.

The first stage beginning with today's 100-year-old company's philanthropic contributions. The second stage is when father of the nation Gandhi ji talked about trusteeship to be guiding philosophy of organisations. The third stage started with the advent of Indian public sector units consolidating from 60s to 80s. The fourth stage is when government introduced economic liberalisation and then with the advent of many transnational companies the various social outreach programs got implemented on the ground and monitored. In the year 2013 CSR law came into force and it defined what will constitute eligibility of CSR compliant company. To regulate securities market, Securities and Exchange of Board of India was constituted. As per its guidelines each CSR compliant company is accountable. By and large all the major companies are either BSE or NSE listed and thus their annual reports need to detail besides financial performance also the social performance in totality. Social auditing thus plays a key role to determine the success of social intervention. (Ram, 2016).

Social work as a profession grew out of the outrages against colonial dispensation that was followed in the midst of industrialisation and the

following anxieties and social inequities that followed later. The concept of welfare state and how it needed to work for the people came into existence. The diversified views of culture with fault lines in and blurring policy gave rise to further alienating state of society. Commenting on India's situation the author contends that "it takes a village to raise a child. Further goes on to say; "it takes a nation to nurture and develop villages that incubate healthy childhoods". Page 56. Therefore, the study of social work cannot be kept in isolation of the society and its happenings. Because each of the constituents be it the people who come together in a family, or live together as neighbours and form a social order thus sharing civil sense of responsibility is important. Sadly, there is a demise to this form of socialising as families are losing their ground owing to displaced economic opportunities far away from their native land. Families are becoming nuclear families thus the social fabric which binds together the child and the mother with the everyday coping mechanism is lost; and arguably that's the biggest loss of 21st century.

2.8.4 *Social Workers Work with Many Different Groups*

Within the ambit of any community or society there are expectant mothers, toddlers, young children, teenagers, and young men & women. Then there are older folks and their circumstances. Some of the children are not fully formed or grown owing to their circumstances. Such individuals need to be cared, educated and provided medical facilities. For social workers the circle of influence is very vast. Within social care; elders, children and infants and expectant mothers need to be nursed and cared for. While working for any non-governmental organisation one would need to have the sensitivity to understand and empathise with the unfavourable circumstances of the people and thereby to take corrective and mitigative actions. There are people with social-economic and physical deficits. Changing their circumstances favourably is what ideally a social worker needs to be doing regardless of the geography. Social Policy addresses these critical aspects of care by incorporating them in the design phase itself. For example; in the context of RTE, it provisionally states that children between 6 to 14 years of age will have

free and compulsory schooling. This is a social policy intervention. As front-line social work practitioners one would need to ensure that policy becomes implementable into an affirmative action. (Green & Clarke, 2016).

Social work education advocates social change. It encourages relationship building so as to do societal good. The field of social work is greatly influenced by the principles of human rights and the fundamentals of social justice. (Parker & Bradley, 2008).

2.9 Books Related to CSR Reviewed

In essence value creation to the stakeholders need to be seen from a short term and long-term perspective of the organisation. Programs have to be so created that it blends well with the communities that it is intended for. Society on the whole need to positively perceive such programs. The term responsibility has to be in sync with social need of the communities. To effect social development programs equally the internal stakeholders too need to have the desire and intent in doing societal good. Chandler and Werther also contend that CSR is focused on developing economic systems in place. (Chandler & Jr., 2010).

CSR is a new discipline of study which works with the ethical practices of any business organisation. The term *laissez-faire* stipulates for freer markets with focus on maximising profits. Here the answerability was limited to stakeholders who cared much less for maximising socio-economic-environmental wellbeing of human beings as constructed by the theorist of CSR. Companies don't work in isolation. They need to blend well with the local communities to either manufacture or draw raw materials; or to assemble things to get it to a product definition. Taking the example; Nike sports apparel global company was accused of indulging in tasteless bad business practices of engaging in unfair labour practices of Asia Pacific belt.

Resultant the CSR norms prescribed that it is unethical to do such a business practice and it was discontinued. So, CSR is the moral custodian that works with Board, manufacturing units, marketing and sales to achieve best ethical practices in a Company. (Agarwal S. K., 2008)

The author contends that how from philanthropy to self-regulatory to stakeholder management the CSR has shaped up. The evolution of the concept of CSR from the western point of view got seeped into Indian homegrown businesses today with over 100+years of its existence and practice. Gandhi ji advocated trusteeship. During the 60s and 70s in the regulated market economy PSUs and top indigenous companies took the lead in CSR as it was perceived and implemented by them to cater to their local community. (Singh & Sarkar, 2017).

In Tools and Theories for Responsible Management Book; Leventhal contends in chapter on “Our changing world and the evolution of CSR” the significance of doing business with moral compass. With profits and social responsibilities equally interlinked. How stakeholders and its integration and working in an era when profit making is the solely purpose of an organisation? Balancing both the aspects that is capitalistic expansionism coupled with socialistic agenda is like walking on the razor edge. (Leventhal, 2018).

Introducing the chapter on corporate social responsibility the author contends that “corporate responsibility” is the conscious responsibility. How talent has to be attracted based on brand differentiators. To managing reputation risk management is the responsibility of one and all. Lamenting on building the values of organisational culture to build value-based culture is eventually the brand differentiator. (Argenti, 2015).

Commenting on the 3 types of CSR which are systemic, strategic and philanthropic the essence is how management is keen to dwell on these subjects internally in an organisation. (Beal, 2013).

2.9.1 PhD Thesis of the following Scholars Reviewed

Table 2.5 Summary of PhD Thesis Reviewed	
Sr. No.	Author
01	PhD Thesis of Shailaja S. Rajjada
02	PhD thesis of Mona S. Nargolwala
03	PhD thesis of Smita Avinash Kumbhar
04	PhD thesis of Arobindo Mahato
05	PhD thesis of Jyoti Mishra
06	PhD thesis of Sateesha, Gouda M
07	PhD thesis of Shital Padhiyar
08	PhD thesis of Minasree Borgohain
09	PhD thesis of Shoresb Saboji

PhD Thesis of Shailja S. Rajjada, PhD Guided by Prof. (Dr.) Aruna Khasgiwala, August 2008: Corporate Social Responsibility by Selected Multinational Companies in Gujarat (A study of 105-Employees Perceptions of 18 Multinational companies Social Responsibility Undertaking. Faculty of Social Work, The MSU, Baroda.

Introduction: In this thesis the scholar connects the dots from the principles of MDGS; to how a sustainable development goal could be achieved by the CSR endeavours to better the life and quality of people. Further the author goes on to say, "*The Employees is the only group of the stakeholders having direct and concurrent observation for the company's policies and practices*". (page IV of preface) In findings, conclusions, suggestion, action plan and summary section; the scholar contents that during the year 2008 there weren't too many companies which had a separate head managing the CSR function. So by and large the HR functionaries performed the broad contours of CSR back then. In the beginning of 21st century and specifically the first half of the decade the focus of Indian Inc., investments on social sector, by and large meant dealing with VRS and CSR. Meaning, Voluntary Retirement Scheme & Compulsory Retirement Schemes. The corporate social responsibility was by and large a mandatory issue which was addressed like that only. Though CSR was accepted as an area to pledge and work for; but the stronger sense of organisational commitment was missing. It was more of "tokenism". The inability and lack of vision and the much-needed support was missing truly.

PhD thesis of Mona A., Nargolwala, of faculty of social work, The MSU, Baroda; guided by Prof. Anil S. Navale, 2006. *A Study on Impact Assessment of CSR with respect to Community Development Programmes of Industries of Gujarat.*

Introduction: Starting with Definition of CSR, concepts and then moving on to the ethical behaviour and business practices is how the thesis begins. Within the scope of principles of CSR, human rights, labour, environment laws were conceptualised. Objectives of CSR highlighted the brief history of it.

In the suggestion and recommendation section: The author contends the need for welfare state. According to Mona, *"The obstacle is, insufficient knowledge of senior management. Poor reasons for action to promote CSR in small and medium enterprises along with poor awareness about CSR standard and code"*.

Though at the same time the author asserts, *"Public sector has a positive role to play in it"*. The areas outlined are: Employee welfare, Human resource practice, labour relations, health and safety measures. Social and community initiatives along with company's commitment to legal and moral compliance.

Title: Corporate Social Responsibility as a sustainable measure by large enterprises. Submitted in Nov, 2014. Institution: Dr. D.Y. Patil Vidyapeeth, Pimpri, Pune. Researcher, Smita Avinash Kumbhar, PhD Guide, Dr. Jaharkanti Dattagupta. Research Technique: Quantitative. **Source:** http://shodhganga.inflibnet.ac.in/bitstream/10603/46065/17/17_chapter%206.pdf

Hypothesis: Chapter on testing of hypothesis includes:

Impact of CSR activities on large organisations and the benefits to society.

Corporate strategies on CSR implementations

352: respondents were interviewed from 53 organisations.

Summary of Thesis: Historical contextuality is explained in the first chapter.

After explaining problem statements and the objectives the goals of research are explained along with methodology. Limitations of the study along with literature reviewed is presented. Section 135 of the companies act and its relevance to MH and the act's relevance is detailed. Thereafter the sampling technique along with various statistical techniques that are used is explained. This includes, Pearson correlation, regression statistics, chi-square and Mann Whitney test. Then the interpretation is followed by results, summary and conclusion along with scope for future research.

In the section of Future scope: the researcher contends that implementing CSR entails *“positive impact on the communities, cultures, societies and environments in which they operate”*. Going forward this good work need to continue. Since study was done on a particular region of MH so scope could be expanded. Could be more focussed work should be done. Longitudinal approach could be taken. Later detailed analysis could be done. **Key**

findings: It is found that many large companies provide mid-day meals in the government schools that are adopted by them. Companies adopts schools and invests in the form of building infrastructure, seating for the children. On the healthcare front, children are given access to medicine and vaccinations.

PhD thesis of Arobindo Mahato, Guide Prof. Onkar Prasad.

“Corporate Social Responsibility Towards Education of the Underprivileged Children”, Visva Bharati University, January 2014

RM: QT and QL of Sample companies’ educational initiatives. Geography of study was Andhra Pradesh with 4 years of intervention experience. 32 schools under its CSR umbrella from which 14 schools were randomly selected. 140 parents from 14 DRF schools were identified for the In-depth interviews In the words of John Dewey, an American philosopher, psychologist and educational reformer: *‘The process of education is a continuous process of adjustment having as its aim at every stage an added capacity of growth.’ In the process of education, three elements are prominent* “.

Objective of the study

1. To study the educational initiatives under corporate social responsibility. (2) ‘To understand the effectiveness of the identified educational CSR initiative with reference to access, enrolment, retention and quality. (3) To study the convergence practices adopted under CSR educational initiative for promoting quality education. (4) To suggest the measures for further improvement of the initiatives.

Findings: Author concedes that, *“nearly all leading corporates in India are involved in corporate social responsibility (CSR) programmes in areas like education, health, livelihood creation, skill development and empowerment of weaker sections of the society”*. Aditya Birla Group provided *“education to 62,000 children living in proximity to the plants by running 26 formal schools. Asian Paints with its Shree Gattu Vidyalaya is catering to class I to X and has taught 25,000 students. Satyam computers with its modern school has benefited 40,000 rural children with their 170 schools. Coca Cola supported ‘smiles project’ and has reached out to 10,000 rural children.”*
http://shodhganga.inflibnet.ac.in/bitstream/10603/103420/14/14_chapter%208.pdf

CSR Practices in Indian Corporate Sector Study of Select Firms. Researcher Jyoti Mishra, Department of Commerce, Guide Dr. Ashim Kumar Mukherjee, University of Allahabad, QT research technique. June 2013

Relevance of the study: To identify corporate practices having intrinsic impact on society? In the wake of unethical advertisement by corporations. Fake and false advertising by corporate houses. Corporate scams. Job insecurity.

Research Objective: To gain insights into changed societal expectations

There are two types of business responsibilities. One is operational responsibilities. Secondly the citizenship responsibilities. Operational responsibilities would entail; compliance, fair return to shareholders; safe working conditions; fair recruitment practices, treating employees fairly.

Citizenship responsibilities would entail improving education and skill development. Increasing global economic stability. Reducing Human right abuses, fair remuneration, removal of exploitative practices.

300 respondents were interviewed.

Selection of companies consisted of 20 PSU and Pvt sector companies.

<http://shodhganga.inflibnet.ac.in/handle/10603/124670?mode=full>

Corporate social responsibility in India: trends, issues and strategies.

Researcher: Sateesha, Gouda M; Department of Social Work, Guide: Prof. Hiremath, SL. 23/March, 2015, Gulbarga University.
<http://hdl.handle.net/10603/37815>

Study area is districts of Karnataka; comprising of, Bellary, Bangalore urban, Belgaum, Dharwad. Socio, economic, cultural conditions determines the kind of CSR practice to be implemented. *“it is society that decides the extent of social responsibility of business”*.

“Societal expectations are a dynamic phenomenon. Thus, regular studies are needed in this area”.

Findings of pilot survey are: Corporate practices, when measured in terms of its social impact; it revealed the communities seek to engage with employers for fair treatment. Specifically, when it came to wage, health, facilities & living conditions. Ethical behaviour on the part of providing job security and in nurturing hidden talents of employees.

Suggestions: Companies should do research to find out what is needed in their desired CSR implemented areas before doing anything. Thus, the stakeholders would feel engaged right from the start.

Findings/suggestions: All the respondents felt that education and in particular the adult literacy should be given importance. Counselling of parents is needed. School dropout need to be controlled. Overall standards of education need to be uplifted. It is perceived that CSR is a management subject. However, considering its scope as it traverses to govt, community, stakeholders, policy; so, a comprehensive understanding of laws & by laws are also needed.

http://shodhganga.inflibnet.ac.in/bitstream/10603/37815/19/19_chapter%2010.pdf

Researcher, Shital Padhiyar.

Guide: Dr. Pravin Himmatlal Bhathawala, Gujarat Technological University, Ahmedabad. April 2018

Research Objective:

1. Whether companies are following any international standardisation like 26000 for undertaking CSR activities?
2. Opinion of managers in implementing CSR activities.

In accordance with various sustainability compliances, environmental compliances the CSR framework has been created. This is being validated specifically in the practices of community involvement and their development

- 3) Organisational governance; how it worked in favour of the company
- 4) Human rights practices are being followed or not?
- 5) Labour practise: is it based on ethicality? If so to what extent it is been practiced properly.
- 6) Fair operating practices and consumer issues are interlinking issues for business performance.

Researcher Ms. Minasree Burgohain, Prof. Dr. M. Sreedevi Xavier, Research Guide,

Faculty of Arts, The MSU-Baroda. October 2013

Study objective: How companies are maintaining their social responsibility obligations toward the society in particular about upliftment of weaker sections of society in the areas of education, healthcare, community and rural development efforts.

Methodology: Qualitative Research.

Hypothesis: companies are undertaking CSR initiatives (II) In doing so companies assume they are doing good for the society. Organisationally the companies are encouraging such activities. Companies have people and processes for undertaking this role.

Findings: in educational CSR initiatives 'G' Series companies like: GSFC and GIPCL are jointly aiding the success of Mid-Day Meal Schemes.

Private companies in their bid for CSR support in education are undertaking such activities as distribution of school bags to stationery to slippers and shoes to building infrastructure and providing teaching support.

Researcher, Shresh Saboji, Prof. M. Indira, Guide, Department of Studies in Economics and Cooperation, University of Mysore, 2011-April.

Qual and Quant study. An analysis of corporate social responsibility in India: A case study of Mysore.

Objectives of research: If CSR and business practices having written policies on various CSR aspects; thus, mapping Mysore District; Public, Pvt. and Partnership firms on CSR activities. Thus, measuring the impact of CSR in terms of its *“Economic, legal, ethical and philanthropic stand points”*.

Approach: Research objectives, theory development, empirical findings, data collection, analysis and report writing

“Older and larger firms were found to be more socially responsible”.

“The result shows that shareholder value is more than stakeholders like employees, customers, suppliers”.

Many companies did not have specific CSR policies.

Macro-economic policies were not given weightage.

2.9.2 Scholarly Articles of the following Scholars Reviewed

Table 2.6 Summary of Scholarly Articles Reviewed		
Journal Number	Study	Title of the study
1		A study of CSR practice in Aditya Birla Group Researcher, Rashida Hasan
2		A literature review on corporate social responsibility in the innovation process, moral choices, stakeholder interaction and sustainable development; thus, evaluating international social innovation brands such as: ABN Amro, Philips, Procter & Gamble, Telenor, Unilever and other companies
3		Corporate Social Responsibility: A literature review African Journal of Business Management Academic Journals
4		Corporate Social Responsibility: A tool for marketing and development of rural India
5		Corporate Social Responsibility: Review of Literature International journal of social science & interdisciplinary research ISSN 22773630, USSIR, Vol. 2 (6), June (2013) Online available at Indianresearchjournals.com
6		Corporate Social Responsibility: Impetus for Rural Development in India Dipti Mal, & Dr. Kavita Chauhan
7		Investigate the problems and study the perception of NGO's towards CSR. Dr. Geeta Nema, Dr. Sujata Parwani and Franklin Manuel
8		Corporate Social Responsibility in the Information Technology Sector: A focus group study on how European consumers view CSR and corporate behaviour
9		Corporate social responsibility in rural development sector:

	evidences from India. Sanjay Pradhan & Akhilesh Ranjan
10	“Implicit and “Explicit” CSR: A conceptual framework for a comparative understanding of corporate social responsibility.
11	Primary Education in India: Progress & challenges, Urvashi Sahni. Report: The Second Modi-Obama Summit: Building the India-US partnerships. Tuesday, January 20, 2015 accessed on 8.11.2018 Brookings Institution is a non-profit public policy organisation based in Washington, DC.
12	A Study on Corporate Social Responsibility and Business Sustainability in Today's Competitive World: A Case Study on Jyothi Laboratories Pvt Limited.
13	A Study on Corporate Social Responsibility and Business Sustainability in Today's Competitive World: A Case Study on Jyothi Laboratories Pvt Limited.
14	Dr. Vidhi Bhargava and Dr. Nilmani Tripathi, Corporate Social Responsibility and its Implication In India. International Journal of Management, 7 (3), 201 6 , pp. 160 –International Journal of Management (IJM) Volume 7, issue 3, March-April 2016, pp.160-171, Article ID: IJM_0703_015
15	CORPORATE SOCIAL RESPONSIBILITY (CSR) AND CREATING SHARED VALUE (CSV) OF SMES IN JAPAN Dr. Takeshi Nakayama, Corporate Social Responsibility (CSR) and Creating Shared Value (CSV) of SMES in Japan. International Journal of Management, 7 (4), 2016, pp. 99–107 Dr. Takeshi Nakayama. Professor of Management at Yokohama City University, Yokohama City, Kanagawa, Japan

Journal Study: 1

International Journal of Management and commerce innovations ISSN 2348-7585(online). Vol 2, issue 2, pp: (552-556), month: October 2014-March 2015, available at www.researchpublish.com

Title: A study of CSR practice in Aditya Birla Group

Researcher, Rashida Hasan

Abstract: This paper explores CSR practices with specific focus on rural development at Aditya Birla Group Co. Mudra Fashion

Methodology is web based and the research is secondary in nature.

Study objective:

CSR initiatives taken by Aditya Birla Group for Rural Development and to examine the approach.

Focussed area of the company is: Sustainability, disability empowerment, Benevolent activities for the workforce and education along with skill development.

Conclusion: *"The business has a responsibility to the society, nation and to the environment as it utilises the various sources available"*.

Limitation of the study: Did not explore in detail about the educational endeavours.

Journal Study: 2

Scholar Kai Hockerts and Mette Morsing

Copenhagen Business School (CBS), Centre for Corporate Social Responsibility, Porcelaenshaven 18, Office 0.113, DK-2000 Fredriksberg, Denmark.

A literature review on corporate social responsibility in the innovation process, moral choices, stakeholder interaction and sustainable development; thus, evaluating international social innovation brands such as: ABN Amro, Philips, Procter & Gamble, Telenor, Unilever and other companies. The scholar contents *“CSR is a means to drive innovation”*. In the Nordic Centre comprising of countries such as Sweden, Denmark, Norway, Finland & Iceland coming under the banner of Danish commerce is reading, researching the CSR practices.

Methodology: 150 participants were interviewed.

Reviewing the concepts of CSR practices. Followed by innovation and entrepreneurial methodologies being studied for understanding social analysis.

The author contends that on the moral front: *“managerial behaviour is outlined in the CSR discourse”*. On Stakeholder management front the author contends that *“the lubrication which the stakeholder process needs to achieve need to be seen, monitored and legitimised”*.

Findings/conclusions: Much more need to be done to foster social innovation process across the organisations. Efforts made by Danish Commerce and Companies Agencies is a welcome step. The findings are the outcome of the theoretical grounding of the research being carried out. Limitations of the study: Did not explore in greater detail about the CSR endeavours.

Corporate Social Responsibility: A literature review. African Journal of Business Management, Academic Journals. Vol.8(7), PP.228-234, 14th April, DOI:10.5897/AJBM12.106 ISSN 1993-8233, <http://www.academicjournals.org/AJBM>

Full length research paper. Bahman Saeidi Pour, Kamran Nazari and Mostafa Emani, Department of Educational, Department of Business Management, Payam Noor University, Iran. Young Researchers Club, Kermanshah Branch, Islamic Azad University, Kermanshah, Iran. Received 17th January, 2013, accepted 31st July, 2013. Published 14th April 2014.

Abstract: In this research paper both the authors contend that CSR as a practice got envisioned from Bowen and grew to become shareholder practice, thence to Return on Assets. Return on Equity and Return on Sales; thus, making the study of CSR for future researchers and on the topic along with studying consumer behaviour mindset. On key characteristics of CSR both authors contend that accountability is the pillar of CSR practice. Though validating the argument that economic drivers of Friedman is but true for establishing the code of working. Here's this presumption that there exists contractual obligation of between company and individuals who are directly and indirectly associated with it. Freeman's stakeholder model works not only with the company and its personnel but also with creditors, collaborators and society on the whole from the social perspective. Even though organisation is solely created for engaging in business activities involving people and product and pricing along with promotion; the sole content here is within the organisational pyramid everything has to move in unison. Shareholders enhanced profit is the key driver for one and all business firms. However, it is also equally important to take the societal need which is the true of today's CSR.

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ELK Asia Pacific Journal of Marketing and Retail Management

ISSN 0976-7193 (print) ISSN 2349-2317 (online) volume 5 Issue I, January (2014)

www.elkjournals.com

Corporate Social Responsibility: A tool for marketing and development of rural India.

Abstract: Corporates aid economic development. In the resurgent theme of nation building, corporates are expected to play the role of rural developer as well. This paper attempts to establish linkages.

Introduction: In this the authors begins drawing a line from narrative of Bowen to Pyramid of Hierarchy and goes on to contend that the role of CSR is by and large in its accountability to all its stakeholders. And to govern by ethics.

Objectives of study: *“To study and understand the CSR initiatives being taken by organisations for RD”. “Approach, work and mode of action for implementation for CSR initiatives”*. To assess the impact of CSR actions on socio-economic development towards RD.

Scope of the study: What possibly could be the possible road ahead.

Methodology: Secondary data through annual reports of MHRD, economic surveys and print journals.

Findings: *In 2007-2008 Rs. 246.70 crores were spent by oil PSU's on their CSR activities.*

- *BHEL adopted 56 villages having nearly 80,000 inhabitants.*
- *Reliance, M&M have been involved in CSR pursuits from long.*
- *Reliance started Drishti.*
- *M&M launched ESOPS*
- *GlaxoSmithKline is doing work with money, medicine for upliftment at rural levels.*
- *Infosys Foundations works for destitute women, education, sustained community development and toilets in the backward districts of Karnataka.*
- *GCPL's Vijay Project trained youth for its own need. Over 4,500 youths have been trained. Around 30-40% have been placed across industries.*
- *Aditya Birla Group provided formal education to 62,000 children living in nearby areas of plants through 26 schools being run by them.*
- *Wipro does similar work*
- *So does Bharti Airtel."*

Limitation of the study: Conclusion is not summarised systematically.

International journal of Social Science & Interdisciplinary Research ISSN 22773630, USSIR, Vol. 2 (6), June (2013)

Online available at Indianresearchjournals.com

Corporate Social Responsibility: Review of Literature

Research Scholar Geeta Rani & Kalpana Hooda. Department of Commerce, MDU Rohtak.

Abstract: Environment related problem persists. Earning profit in the backdrop of social responsibility cannot be ignored. CSR is a catchphrase of the millennium.

ROL

Windsor (2001) article "examined the future scope of csr relationship between biz and society in the long run. (Nigel Sarbutts) 2003 paper "explored the way of doing CSR by small and medium companies. Samuel O, Idowu (2007) in his 20 UK co.'s study questions the companies and urges them to disclose their CSR practices. Vaaland, Heide 2008 states studying CSR critical incidents for maintaining relationship with society. Gond, Crane (2008) reiterates that there must be guidelines and sops for measuring the success of CSR. Truscott, Bartlett, Trwoaik (2009) say in Australian Marketing Journal on CSR that CSR has become significant as it aids corporate reputation. Shah Bhaskar (2010) talking about CSR practice in PSU of BPCL states that lot of work w.r.t. to societal good was undertaken because of CSR practice. McWilliam & S. Seigal (2010) has commented that CSR is used as a strategy for enhancing the reputation of companies. Hartman (2011) commenting about the food sector and CSR states in European review of agriculture economics journal highlights the importance of CSR. Borogonovi Veronica (2011) states that CSR means different things to different companies".

Corporate Social Responsibility: Impetus for Rural Development in India.

Dipti Mal, & Dr. Kavita Chauhan. www.newmanpublication.com

vol 1 issue 11 Nov. 2014. New Man international journal of multidisciplinary studies (ISSN:2348-1390). Jamia Millia Islamia University, Delhi.

Abstract: It is argued that India's poorest live in villages. This paper tries to uncover what is that corporates are doing with respect to Rural Development efforts.

Methodology is web based. Along with it reviewed printed literature and met people engaged in CSR efforts.

Introduction: meaning of CSR outlined. Industry veterans' quotes outlined. Perspective given along with % age of people affected to draw a line.

CSR initiatives undertaken by PSU and Pvt. Companies for RD. How CSR plans are being implemented. Areas of concern for CSR. Impact of such initiatives on the socio-economic development of RD in India.

Methodology adopted:

5 PUS, 5 Pvt companies were randomly selected. 5 studies were focussed; livelihood, health, education, environment and infrastructure.

Limitation: (1) Sample of companies is small. (2) Primary data not being taken. (3) Secondary data has been relied upon.

Journal Study: 6 (continued)

Result and discussion

Conclusion and recommendations:

Greater need for structured CSR teams to be in place.

Company must mention their CSR mandates.

Social performance audits need to be undertaken.

Government should play the role of facilitator.

BHEL, Power Grid Corporation, Oil India, Hindustan Petroleum, Bank of Baroda.

Ashok Leyland is working on promoting education. On Health front it works on HIV awareness and alcohol rehabilitation initiatives. On the infrastructure front it is building, repairing roads, bus shelters along with street lighting.

Axis Bank on educational endeavours is promoting education. On the livelihood front it has improved the lives of 4.5 people. On the environment front; recycling efforts are being undertaken to create stationery.

Moser Baer, on the education and training front, taleem is the name of their initiative wherein non-formal education is being offered. Community library and supporting the classes is being done.

Tata Power, in their efforts on Education and training, is working on energy conservation/adoption of ITI's on the Livelihood front, skill development to wiremen, welder, mechanical fitter etc are being offered. Bank of Baroda also promotes education.

Investigate the problems and study the perception of NGO's towards CSR

Dr. Geeta Nema, Dr. Sujata Parwani and Franklin Manuel

National Monthly Referred Journal of Research in Commerce & Management
(Abhinav)

www.abhinavjournal.com

Vol no. 1, issue no. 3. Issue 2277-1166. Page no. 133 to 141

Abstract: Legal and regulatory framework perpetuated CSR to become tools of brand reputation. Brand building is now becoming cynical as triple bottom line: people, planet and profit is taking a hit on account of false promises made. Therefore, the role of NGO becomes that much more critical.

Study is aimed at examining what has been implemented as CSR activities by NGO's. Selected sample size is 32. Focussing on "health awareness, employability enhancement, education and social upliftment, women and child development". Descriptive statistics and content analysis were undertaken thereafter.

Introduction: Ernst & young study contents that 94% of corporates indulge in CSR strategy to give benefits. Only 11% have made actual contributions. Sr. management personnel from Europe totalling to 147 companies took part in this research.

To study the demographics of NGO based and working in Indore. Challenges faced by them in realising their objective.

Journal Study: 7 (continued)

RM: Descriptive study based on statistics. Non-probability sampling technique was used.

31 local NGOs were researched. Respondents included office bearers of NGOS and their beneficiaries.

Data Collection method:

Primary data through interviews with open ended questions.

Qualitative content analysis allowed to understand social realities in a subjective manner.

Findings and interpretations.

Data analysis

What areas did the NGOs operated in. (a, b, c, d, e....)

Interpretation:

Maximum NGO's worked on Education.

Along with employability enhancement programs.

NGO's faced financial crunch in undertaking their activities.

Conclusion

Most NGOs operated for 3 to 5 years. Projects are long term but funds are short term.

Journal Study: 8

Corporate Social Responsibility in the Information Technology Sector: A focus group study on how European consumers view CSR and corporate behaviour.

Researcher: Maximilian Bartscht. Supervisor: Dr. Vidhi Chaudhri. Mass Media Studies. Erasmus School of History, Culture and Communication, Rotterdam.

Abstract: Drawing from the three-in-depth focus group session the researcher explores the perceptions of European consumers on how they view CSR and Corporate behaviour.

If we knew what it was, we were doing, it would not be called research, would it? Albert Einstein.

Reflecting on consumer behaviour and capitalism the author contends that whilst along with economic prosperity of 20th century the need for greed also came to foray. Building from here it is contended that Google, Microsoft, FB have plethora of opportunity to exploit the data of consumers if ever they wanted to do! Thus, a greater need for much more responsible behaviour came out. Moving forward the Bowen's concept of CSR is stressed upon. Thereon illustrating through a pyramid philanthropic responsibilities, ethical responsibilities and legal responsibilities are expressed. Whilst on the one hand this debate goes on. Then there's greater realisation on the theory of Milton Friedman who said business has to be all encompassing towards profit by adhering to rules.

How well companies deal with corporate reputation is coming to the foray now. The studies on this subject came to highlight increased research on workplace dynamics as it also comes under the purview of CSR.

Journal Study: 9

Corporate social responsibility in rural development sector: evidences from India.

Sanjay Pradhan & Akhilesh Ranjan; Year 2010-page no. 139

Abstract: The paper explores socio-economic development of 14 companies are selected for the study.

Methodology of the study is web based followed by visits to the locations and printed literatures.

Lacunae of the socio-economic backwardness is owing to poor planning at the grass root levels. Therefore, along with the GOI and respective state governments the corporates are standing together to rebuild the socio-economic agenda of rebuilding the country. Developmental professionals are defining the CSR priorities and developing intervention strategies.

Methodology: discussed above.

Limitations

Small sample of Indian companies.

Information is collected from printed literature

No primary data was collected from stakeholders

Results and discussions: CSR division combined with HR department is managing CSR portfolio. CSR activities is implemented through a foundation.

Journal Study: 9 (continued)

Wherein International agencies, NGOs and academic institutions are blended together.

PPP models are coordinated.

In the cases where the companies do not have their own CSR activities then they are supported by the NGOs.

Areas explored are:

Livelihood

Health

Education

Environment

Infrastructure

Conclusion

CSR has been relegated as an important social developmental tool.

The social audit need and practice has to be further strengthened.

A comprehensive annual report should be developed by companies.

Journal Study: 10

Academy of Management Review 2008, Vol. 33 No. 2, 404-424 accessed on 7/11/2018 at 13:29 hours. "Implicit and "Explicit" CSR: A conceptual framework for a comparative understanding of corporate social responsibility.

Author Dirk Matten, York University, Toronto & Jeremy Moon, University of Nottingham.

Context: The setting is continental. Herein the authors are trying to uncover the implicit and explicit trends of CSR between USA, Europe and the rising trend of CSR in Europe. According to author the awareness about CSR was greater as compared to European companies. This leads to the research question of why only the American corporation are explicitly mentioning CSR in their transactions whereas in European and in other markets it is implicit. This is based on the evidence of the data.

By explicit what the author intends to convey is that corporations are more incentive oriented. With this illustration, conveying the contents of published reports on how a particular mandate has gone on to be played out in the market. Thus, resulting in satisfaction within the sections of society. Whereas in European context it works on the reverse.

Examples of American companies which worked during the Hurricane Katrina Disaster of 2005 included companies such as Walmart, FedEx, Home Depot. *"More than 792 million was raised"*. Further both the authors contend that debate across companies and continents is *"little attention has been dedicated to the question regarding how and why CSR differs among national settings"*.

Journal Study: 10 (continued)

One answer to this could possibly be that each country has specific national development goal and this may vary from country to country. While it is commonly accepted that community development, education, employment and health care services take the national centre stage and rightly so. The European compulsions with regard to health services might not be the same as compared to other countries.

Institutions that grove around the economic development in America is stock market. Whereas in the European model of business it is the largely the coming together of investors including the banks that sets the pace; thus, the development agenda has to rightly differ in both the continents as economic flavours varies.

Summing up it will be fair to say that a country's financial institutions decides the pace of corporate social responsibility tone. As explained above, in the American context it is more to do with financial institutions. Whereas in the European context it is more to do with relationship and shareholding patterns. This explains the implicit and explicit nature of how the governance of companies ought to take place.

Table 2.7

Explicit CSR	Implicit CSR
American companies supported by their financial institutions are an example of this system.	In the conventional context, European companies tend to exhibit restraint as it does not follow the aggressive stock exchange model of economy as compared to US. Herein it is more to do with financial collaboration between investor and investing families and corporations similar to financial institutions that matters.
<p>Characteristic/Fabric</p> <p>Social fabric of the country decides how the country's developmental policies need to be navigated.</p>	

On Education: Comparative approaches between American and European Businesses. Education holds priority in both the economies. Between US, UK, French and Dutch Companies the response varies. For example, in the US the major foundations" *such as Carnegie, Ford, Annenberg donated \$ 3.25 billion and \$ 3.8 billion*" respectively on higher education goals.

Germany despite being a federal form of governance follows centralised system of Education system and is by and large a central administrative mechanism.

Primary Education in India: Progress & challenges, Urvashi Sahni.

Report: The Second Modi-Obama Summit: Building the India-US partnerships.

Tuesday, January 20, 2015 accessed on 8.11.2018 11:26 am

Brookings Institution is a non-profit public policy organisation based in Washington, DC. Describing the contributions under Access, the author writes that India has improved its schooling enrolment. However, has still not figured out how to contain dropout rate and learning inability amongst the enrolled students.

As per the research findings; Lauding the efforts of GOI and the various state agencies the enrolment number has reached “96 % since 2009” herein the girls make up 56 % of the new registered students from 2007 until year 2013. Today the Federal Republic of India has close to 1.5 million schools and about 8 million teachers thus complimenting the access section of creating school edifice to 96% overall in the country within the radius of 1 kms for class I to V and within a radius of 3 kms radius for classes from VI to VIII students. Out of school students pose a much bigger worry as India is amongst the top 5 nations in the world which has Retention issue.

Not attending school:

Over 1.4 million children	Of 6 to 11 age group are out of school.
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Journal Study: 11 (continued)

Teacher shortage is to the tune of 6,89,000 for the primary schools

Only 53% schools have access to toilets for the girls'

74% have access to drinking water.

As per Pratham's statistics close to 50% of the children cannot read and write in their respective classes thus point to the policy of implementing RTE wherein children are not being detained despite knowing their inability to Read, write and do simple arithmetic.

Learning from the long tradition of school education practice India could learn from America in further improving the retention issues looking at socio-economic indicators and thus incentivizing childrens not to leave school.

International journal of Management (IJM)

Volume No.8, Issue 1, January-February 2017, pp. 137-144, Article IE: IJM_08_01_015, Corporate Social Responsibility and Education Sector: Issues and Remedies. Dr. Pooja Deshmukh, Associate Professor and Research Coordinator, MGM Institute of Management, Aurangabad, India.

Abstract in a nutshell: Herein the author states that CSR programs are today aligned to corporate goals and are much more focussed owing to stress on budgets.

Objectives of Research:

1. To understand the need of corporate social responsibility towards education in India.
2. To know the initiatives and strategies of CSR in education sector.

RM: Secondary in nature; therefore, it is exploratory.

RTE focuses on the age group of 6 to 14 years. The government school lacks infrastructure thus from the start to finish the schools are not able to retain the same number of students as they did at the time of enrolment to class I to XII. ITC's stationery vertical contributes to school programs.

Author attributes many issues that works as a deterrent towards successfully implementing the CSR Programs and policies. Management is keen on deriving marketing mileage beyond the CSR contributions that is being given. Most of the investors are indifferent. Policies of CSR intervention are seen from impact without realising that impact takes time and consistent effort.

Conclusion/recommendation: As part of management education, the higher learning institutes must not merely teach CSR but must take up activities to improve community in one way or the other.

International Journal of Mechanical Engineering & Technology (IJMET)
Volume 9, Issue 1, January 2018, pp.687-693, Article ID: IJMET_09_01_075
ISSN Print:0976-6340 and ISSN Online:0976-6359

IAEME Publication

A Study on Corporate Social Responsibility and Business Sustainability in
Today's Competitive World: A Case Study on Jyothi Laboratories Pvt Limited.

Vivek Narendran, Dr. Revathy B. Menon
Department of Management and Commerce
Amrita School of Arts and Sciences, Mysuru
Amrita Vishwa Vidyapeetham, Karnataka, India

Abstract in a nutshell:

“the aim of the paper is to identify the level of CSR activities and Business sustainability of Jyothi Laboratories and to find its relationship”.

100-employees were questioned through questionnaire.

It's a survey study.

Statistical technique was used by authors.

Introduction:

Earth summit of 1992 in Brazil propelled the seeds of CSR.

World Summit for sustainable development (2002) furthered the agenda of CSR.

Objectives: Activities of Jyothi Laboratories within the sphere of CSR.

Journal Study: 13 (continued)

“Relation with Business sustainability and corporate social responsibility”.

Hypothesis: High level of Relation exists between sustainability and CSR

RM: Simple random survey on 100 employees of Jyothi private limited was undertaken.

Conclusion:

CSR and Sustainability goes hand in hand in the company's philosophy.

Dr. Vidhi Bhargava and Dr. Nilmani Tripathi, Corporate Social Responsibility and its Implication in India. International Journal of Management, 7 (3), 2016, pp. 160 –

International Journal of Management (IJM)

Volume 7, issue 3, March-April 2016, pp.160-171, Article ID: IJM_0703_015

Dr. Vidhi Bhargava, HOI Amity college of commerce, Amity University, India.

Dr. Nilmani Tripathi, Assistant Professor, Amity College of Commerce, Amity University of India.

Abstract in a nutshell:

“corporate are no more judged on their financial parameters alone. Upgrading the triple bottom line is a must”.

Study is focussed on: (1) Oil & Gas industry. (2) Steel Industry. (3) Automobile Industry.

Introduction:

The management Guru Peter Drucker talked about Corporate Social Responsibility in the 1950's in his book. "The Practice of Management".

Followed by Bowen in the 1953 talked about CSR.

The identity of Triple Bottomline was established by John Elkington in the year 1995. At this point in time, India was undergoing its 1st wave of Economic Liberalisation process. Any society, if it has to improve then it needs to take into account its people, then profit and in that process planet on the whole.

Journal Study: 14 (continued)

Long and short is; the local surrounding and the business operates holistically taking into account all the stakeholders together and knitting them. This would include local economy, environment, ecology, sociology and psychology of the communities and their overall betterment in all possible ways.

In any business employees, processes, product, markets, customers, business associates, local environment, communities, investors and institutions would all come.

RM Focussed on:

Two set of variables: PAT and expenditure on CSR initiatives.

Observations

Companies of the study included: (1) Maruti Suzuki India Ltd. (2) Tata Motors Ltd. (3) Bajaj Auto Ltd. (4) Hero MotoCorp Ltd.

Companies of the study included (1) Jindal Steel & Power Ltd. (2) Tata Steel Ltd. (3) JSW Steel Ltd. (4) Steel Authority of India Ltd. (5) Jindal Steel & Power Ltd.

Companies of the study included: (1) GAIL (India) Ltd. (2) ONGC. (3) HPCL (4) IOCL (5) BPCL (6) Petronet LNG Ltd (7) Cairn India Ltd. (8) Mangalore Refinery and Petrochemicals Ltd.

Conclusion:

“CSR is a set of internal and external activities of a business and therefore must benefit all”.

Title:

CORPORATE SOCIAL RESPONSIBILITY (CSR) AND CREATING SHARED VALUE (CSV) OF SMES IN JAPAN

Dr. Takeshi Nakayama, Corporate Social Responsibility (CSR) and Creating Shared Value (CSV) of SMEs in Japan. International Journal of Management, 7 (4), 2016, pp. 99–107

Dr. Takeshi Nakayama.

Professor of Management at Yokohama City University, Yokohama City, Kanagawa, Japan.

Accessed on 8/11/2018 at 19:09 hrs.

Abstract decoded:

While creating shared value always centres around large corporates, so this author looks at the contributions of SMEs.

Introduction:

While large corporation are the major polluters of environment.

Globally SMEs constitute 90% of businesses (UNIDO 2002).

In comparison Japan makes up 99.7% (JSBRI 2011)

Interesting references;

UNIDO (2002). Corporate social responsibility: Implications for small and medium enterprises in developing countries. United Nations Industrial Development Organization, Vienna

The Sasakawa Peace Foundation (ed.) (1990). Corporate citizenship: corporate philosophy of 21century. Tokyo, Kodansha Co. (in Japanese)

Journal Study: 15 (Continued)

King, A. and Bartels, W. (2015). The KPMG survey of corporate responsibility reporting 2015: Currents of change. Retrieved April 8, 2016, from <https://www.kpmg.com/CN/en/IssuesAndInsights/ArticlesPublications/Documents/kpmg-survey-of-corporateresponsibility-reporting-2015-O-201511.pdf>

RM:

Online survey method was used on companies with their employee strength being < 300 as they fall in SMEs category.

Then on the collected data chi-square test, t-test, were conducted along with regression analysis.

Conclusion:

SMEs have edge of individual brilliance and therefore are stronger on consulting and R&D practice. But integrating it with CSR on a larger scale as compared to bigger organisation is not possible.

The Concept:

Creating Shared Value as a concept was started by Porter & Kramer.

2.9.3 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 remedify 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.