

CHAPTER 03: RESEARCH METHODOLOGY

This chapter deals with the methodological dimension pursued by the researcher in accordance with the research objectives of this study. As the research was undertaken across the length and breadth of diverse geography of Gujarat, in different phases; in pursuance to it, methodological approach undertaken is enumerated. The broader perimeter of this section deals with: statement of problem, objectives of the study, justification of terms, contextuality of the study, research design, selection of sample, tools and techniques made use of. All of this is followed by data collection at various phases and data analysis.

5-CSR Compliant Companies of Gujarat and their educational forays have been studied across the length and breadth of Gujarat. This research is not a cosmopolitan research. The research is being undertaken in small towns and villages. Starting from North western region of Gujarat. Then traversing to central and then moving downwards to south eastern Gujarat to be followed by southern region of Gujarat. Within the research ambit are the 9-schools. In all 96-Parents from 12 separate geographic locations (villages and towns) have been researched to take down their perception and observations about what they think as the educational contributions of the corporates.

A study on educational contributions of corporate organisations towards CSR activities in Gujarat.

3.3 Objectives of Research

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

3.3.1 Title of Study

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

Design: It is an explorative descriptive case study.

This research was undertaken from North western region of Gujarat to central Gujarat and traversed to south east region of Gujarat to south of Gujarat. So, therefore it will be fair to say that this research was conducted in the entirety of Gujarat. This study was undertaken in various phases. Therefore, multi-stage purposive sampling technique was used.

3.4 Explanation of the terms: Operational Definition

3.4.1 CSR Law?

The Government of India, Ministry of Corporate Affairs in particular introduced CSR norms for businesses so that social-developmental goals aimed at building national priorities got desired momentum across some of the most critical areas.

As per the provisions of Companies Act, 2013; under section 135 (1) organisations were bifurcated on the basis of their turnover. The companies having net worth of INR 500 crore or more or having turnover of INR 1000 or more or having a net profit margin of Rs. 5,000 or more during any of the three preceding financial years shall be referred to be qualifying for CSR norms.

3.4.2 What is Right of Children to Free and Compulsory Education Act, 2009?

This Act of Government of India aspires to ensure that children from the age of six to fourteen years of age have the right to enrol in a primary school near their place of residence to complete primary education (Standard I to VIII) free of cost. As per the government notification under section 12(1) (a)-(c) free education is defined very clearly.

3.4.3 Operationalising (defining) the RTE

- i. National Development Priorities on furthering Primary Education.
 - a. In this there are two components. Firstly, the Right to Education Act, 2009 and secondly the Companies Act, 2013.
- ii. Within the scope of RTE, the Government of India desires that India achieve higher literacy levels than what is today!
- iii. Government of India along with respective state governments are serious about implementing RTE across the length and breadth of the country.
 - a. Which is why a provision of heavy penalty is provisioned.

- b. If for no unforeseen reason a school operates without a recognition certificate. Then section 18 (5) of the RTE stipulates a fine of Rs. 1,00,000.
 - c. If timely remedial action is not being taken then Rs. 10,000 is charged per days default and it gets accumulated.
 - d. Such is the intent and seriousness of the Government.
- iv. To make Right to Education truly Universal the Government in the month of March 2007 had appointed at the National Level a Chairperson, National Commission for Protection of Child Rights to “protect”, “promote” and “defend” the rights of the children Each and every state government along with union territories in the Union of India has been advised to set up a commission. Almost all the States have complied with it.
- v. Some of the State governments have set up “Right to Education Protection Authority (REPA).
- vi. Eventually it shall be the responsibility under section 12 (1) (c) of the Right to Education Act, 2009 that children from all the strata of the societies are admitted.

3.4.4 Access Implies:

- i. Enabling standard, I to VIIIth class students free and compulsory education.
- ii. It means students aged between 6 to 14 years need to be educated free of cost.
 - a. The Fundamental Right guarantees that 25% of the seats for the economically deprived family's children need to be given admission by the Private aided and unaided schools.
 - b. Then there are constitutionally mandated caste-based reservations which includes, SC; ST and OBCs and these come under social reservations.
 - c. Whilst the Private Schools admits the children from the economically challenged backgrounds or to put it EWS; they are doing so, as against the reimbursement which they receive from the state against each of these admissions.
 - d. So, there is comprehensive data that is being generated and maintained at every administrative level.
 - e. Then there is PPP model which offtakes the burden entirely from the school.
 - f. So, in this manner RTE provisions are safeguarded. Thus, children are enrolled. So, it's a win-win situation for the school as well as the children and their parents. The Government both at the Centre and State level is a policy formulator, implementor and facilitator along the way.

- g. The Right to Education Act, clearly sets a comprehensive guide in this regard. There has also been many amendments and changes to this effect from time to time.

Table 3.1: What does the RTE talk about social inclusion of socially and economically weaker sections while securing admission in primary schooling. **RTE Rule 6.**

As per RTE Act, 2009 Section 2 Clause (d). Children coming from disadvantaged groups (includes students from the families of Scheduled Caste, Scheduled Tribe, socially and culturally, economically, geographical, linguistic, gender or any other factors which the appropriate government will specify.	Economically Weaker Section (EWS) here implies those families who earn lower than the minimum level specified by the appropriate governments. What it means is; Education is in the concurrent list. Therefore, there cannot be a universal law specifying the “minimum level of weaker section or its description”. This will largely depend from state to state.
What it means is; Municipal corporation, Municipal Council, Zilla Parishad, Nagar Palika Panchayat or anybody which has been vested with the power as under the law.	However, to take a ball park figure; such families which earns less than \$100 in a month is deemed to be poorest of the poor in any given society.

As per the Model Rules issued by the MHRD on the Right of Children to Free and Compulsory Education Act, 2009; Part I-Preliminary disposition, the definitions have been further clarified.

In Part III- “Duties of State Government, Local Authority” section and under areas or limits of section 6 4(1) it states;

that children studying in Class I to V should not have to travel beyond 1 kms radius.

Similarly, children studying in classes VI to VIII (The upper primary sections) does not have to travel beyond 3 kms.

The object here is to make RTE truly meaningful to the students and their families.

(3) further the Act states that in “*difficult terrain, risk of landslides, food not being available, lack of roads*” the authorities shall make alternate places and will develop it as School.

The central theme here is wellbeing and safety of students.

- Special needs of the child need to be recognised and facilitated both in terms of education and competency of teachers. The child centricity is at the core of this Act. The Children and Families Act (2014) for children and young people with special educational needs disabilities (SEND).
- Newly appointed teachers to be trained along with existing teachers by the experienced teachers themselves so that holistic transformation could take place.
- To provide for an enabling infrastructure.
- Deters schools from seeking admission donation, or charging of arbitrary fees. Therefore, a regulated fee has been prescribed by the honourable high court in this regard.
- Also, constituting Committees involving parents of the students have been made mandatory for every school.

- In the chapter IV of the RTE Act, which stipulates that “The Student Management Committee” need to have 3/4th of the Members to be Parents’ themselves.
- The Regulatory hurdles for admission to be dispensed off to encourage student admissions unhindered.

3.4.5 Equity Implies:

No gender, caste, sex, creed, disability based, religion-based discrimination in any form or nature to be tolerated. Enabling differently abled students and according them school education along with providing them with an enabling, inclusive infrastructure and trained teachers is the responsibility of the schools. Interviews for admissions should be forbidden. Free schooling is the theme.

Table 3.2: Rights of Children include; Applicable to all the students cutting across, EWS to students coming from culturally to challenging backgrounds. CnWD

Admission to a preferred school closer to home	Utilisation of ICT facilities to one & all
No favouritism by the management, principal, teacher or staff on the basis of caste, sex, religion etc.	Separate water and toilet facilities for both boys and girls. To avail canteen facilities.
To avail science & technical laboratories. To participate & attend in cultural events.	Reading material, school bag, stationery, uniforms, shoes, bus fare and the reimbursement if school bus is not available.
To get Mid-Day Meal & to get regular health check-ups.	Enabling differently abled students with special educational needs.
Creating a common ground in school environment about learning disabilities of students suffering from Dyslexia, Dysgraphia & Dyscalculia	By this child become receptive, tolerant & sensitive to the needs of their fellow students. This is how an inclusive child centric education can be created.

3.4.6 Retention Implies:

At no rate, dropout should not occur.

Accountability of the school management is made compulsory here.

As part of nutritional development MDM schemes has been envisaged with budgets to ensure dropouts are also mitigated completely. An inclusive culture needs to be created to foster student engagement in the school.

3.4.7 Quality Implies:

Teacher Appointment and continuous Training. Respective State Council of Educational Research and Training (SERTs) to work collaboratively with MHRD at the centre and state level. District Institute of Education and Training (DIET) to work so that teachers training aspect could be facilitated in keeping with educational priorities.

3.4.8 Learning Outcomes Implies

It is to be monitored so that the fundamental 3 Rs are achieved in par with teaching outcomes. The operative word here is Student, a school going child.

So, his or her educational needs have to be borne in mind while formulating, implementing any education policy or social interventions by the CSR companies.

3.4.9 Vocationalisation of Education Implies

so that well informed, responsible citizen (s) who could meaningfully contribute to the nation building efforts using their educational foundations are given access in all-encompassing letter and spirit.

3.4.10 Infrastructure Implies

Concrete all weather school structure with proper pathway and boundary along with gate is a prerequisite for any school. The School need to have a playground, assembly hall, common rooms, library, canteen, medical provisions & ensuring safe drinking water. Toilet facilities for boy and girl children. Ramps for differently abled children to facilitate their movement and education. And most importantly chairs and tables to sit and study properly and respectfully.

As per (Das, 2019) this finding *“at the current rate of progress it will take India 87 years”* to come to “minimalistic quality norms”. India has 92, 275 government schools at Primary and Secondary classes having only 1 teacher. This was disclosed by Sh. Satya Pal Singh, Minister of State for Human Resource Development told the Lok Sabha in January 2019. The posts of 9,00,316 teachers at the primary levels is still lying vacant and for secondary education 1,07,689 are to be filled.

For imparting ICT, it is important to have electricity. However, it is found that in many schools’ electricity budget is not there. E-libraries (for the visually disabled) need to be used extensively by the school children Shagun Portal, National Repository of Open Educational Resources (NROER); e pathshala have to be on the tips of the children; which at the moment is not there.

3.4.11 Technology Component in Schools

Computers, printers, audio, video aids need to be used properly so that student could gain the desired confidence while working with them. Smart class exposure needs to be provided. So that Digital theme of the government is understood and used. Science labs need to be fully functional and operative. Sports equipment should be functional. Computer and Science Labs to be functional and aligned to STEM education.

Recognising the challenges of implementing primary education, the Government allotted Rs. 75,000 crores for the period between financial year starting from 1st April 2018 to 31st March 2020 an additional increase to the allocations as under:

3.5 Delimitation of the Study

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

Limitation of the study: Educational CSR Activities of the 5-CSR Compliant Companies is not being compared one against the other.

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

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

The chosen company is an established player in its category of business.

The inclusion criteria are that these CSR compliant companies needed to have own schools and infrastructure to support and sustain the practice along with governmental accreditations.

Or;

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

In essence 5 private sector MNC companies (CSR Compliant) of Gujarat have been taken up for the study.

These companies are based in Gujarat and their education program is being administered in one of the 33 districts of Gujarat.

These companies have own CSR teams' and the required leadership to conceptualise and deliver education programs through their teams in line with company's CSR practice.

This study is conducted in the state of Gujarat. Gujarat became independent state in the year 1960. Since then over these 60-years; owing to many socio-economic and educational legislations the state today is being reckoned in the top 5-economies within the republic of India. In all there are 33 districts. The present study was being carried out in the 5 districts from the north to the central and southern districts of the state. There are many industrial clusters the state of Gujarat is leading in the nation development efforts.

Out of the 35 Indian States and Union territories, Gujarat is ranked 18th place with 79.31% literacy rate. The top performing state is Kerala with 93.91 % and the worst performing state is Bihar with 63.82% literacy.

As per the Statistics of Directorate of Primary Education in the state of Gujarat there are 30,535 schools in the rural area and 7,016 in the urban area wherein a total of 8,263,875 number of students are studying. CSR in school education and especially in the primary levels of education defines and ultimately shapes the future citizens of the country. Because children in these formative years learn and develop better. That is why many leading corporates are working in the educational area of CSR work. The children who join primary school need to be blended in a manner wherein they are able to get holistic educational experience. This precisely is the reason why 5-top indigenous companies' educational efforts are being studied.

This study was undertaken as CSR and School Education by the Corporates is a matter of national importance. The focus of the study was to determine the educational CSR efforts of 5-leading CSR compliant companies in Gujarat.

The study was being conducted in a phase-wised manner across multiple locations one after the other.

The responses of the Company officials, School officials and parents was qualitatively studied with defined parameters. The following 7-table elaborates the origin and completion of the study being undertaken in the different phases.

3.6	Stages of the Study
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Table 3.3			
Stage	Objective	Steps taken/Description	
One	Identification of 5-CSR Compliant Companies	1.0	Review of secondary sources
		1.1	Tool development are of three types.
		1.1.1	One is meant for the corporate
		1.1.2	Second one is capturing the infrastructure and student, teacher details of the school; &
		1.1.3	Third one is capturing the perception of parents
		1.2	Conducted pilot study with the corporates to gain insights into their educational CSR activities.
		1.2.1	Conducted Informal interviews with the corporate
		1.2.2	school and
		1.2.3	parents in one village

Table 3.4

Stage	Objective	Steps taken/Description	
Two	Refining the tool further	2.0	Based on the outcomes of the pilot study sat with Guide and finetuned the tool further. Also met the subject experts.
		2.1	Added the measuring component of parents' perception about education.
		2.1.1	Conceptualised how to structure case of each parent to capture key socio-economic indicators
		2.1.2	How to capture important key demographic indicators to understanding the composition of family and primary school going children in particular

Table 3.5

Stage	Objective	Steps taken/Description	
Three	Validation	3.0	The tool meant for the corporates;
		3.1	To capture details of the school's
		3.1.1	infrastructure
		3.1.2	To capture details regarding students of primary schooling
		3.1.3	To capture details about teachers
			Validation was done by seeking expert advice of 2-retired principals of Gujarat Government school & 1- unaided private school & 1-aided private school'
			Also, consulted 2-professors of education of Gujarat Government.

Table 3.6			
Stage	Objective	Steps taken/Description	
Four	Implementing the Tool for data collection.	4.0	The tool meant for the corporates;
		4.1	To capture details of the school's
		4.1.1	infrastructure
		4.1.2	To capture details regarding students of primary schooling
		4.1.3	To capture details about teachers
			Validation was done by seeking expert advice of 2-retired principals of Gujarat Government school & 1- unaided private school & 1-aided private school'
			Also, consulted 2-professors of education of Gujarat Government.

Table 3.7

Stage	Objective	Steps taken/Description	
Five	Data collection.	5.0	Began with Company A; covering 1 (own school of Co') school and two types of demographic divergent set of parents
		5.1	Company B (2 adopted schools) a) Govt. Primary School (all girls)
		5.2	b) Govt. Primary School (co-ed)
		5.2.1	and parents from 2 different villages met whose children study in these schools.
		5.3.	Company C (4-adopted schools)
		5.3.1	1-Aided Private Girls' Primary School
		5.3.2	1-Govt. Co-ed Primary School
		5.3.3	1-Govt Co-ed Primary School
		5.3.4	1-Aided Private Co-ed, Gujarat Board, Sr. Secondary School. (Parents from all the 4-villages were met)
		5.4	Co' D. 1-Unaided Private International CBSE, Sr. Secondary Co-education School. This is company's own school.
		5.4.1	Students studying in this International school came from 3-nearby villages. The parents were met.
		5.5	Parents were met in the township and nearby locality for one on one indepth interviews

Table 3.8

Stage	Objective	Steps taken/Description	
Six	To collect data on the topic: A Study on Educational Contributions of Corporate Organisations Towards CSR activities of Gujarat.	6.1	Data was collected from Company A
		6.2	Data was collected from Company B
		6.3	Data was collected form Company C
		6.4	Data was collected from Company D
		6.5	Data was collected from Company D
			Company, School & Parents and their perceptions about educational efforts was researched. (Primary and secondary sources)

Table 3.9			
Stage	Objective	Steps taken/Description	
Seven	Data Analysis & Results.	7.0	This section is dealt in the next chapter

3.6.1 Population

CSR Heads. Program Managers of the company team. School authorities. Parents of the children who were availing CSR educational support; have been met and interviewed.

3.6.2 Sample and Sampling Technique for the Study

This study was undertaken in various phases.

Therefore, multi-stage sampling technique was used.

The given below table illustrates the sampling technique used in the different phases of this research.

Table 3.10					
Phase	Objective	Sample & Size			Sampling Technique
I	Collection of data from Company A location. (One own school of company A).	Sr. No.	Officials	No.	Purposive Multistage Sampling
		1	Co' officials	9	
		2	School officials	7	
		3	Parents in township	12	
			Conducted one FGDs with 8 parents		
		4	Parents in village	8	
			Conducted one FGDs with 6 parents		

Table 3.11					
Phase	Objective	Sample & Size			Sampling Technique
II	Collection of data from Company B	Sr. No.	Officials	No.	Purposive Multi-stage sampling
	B 1 of 2	1	Co' officials	03	
		2	School officials	05	
		3	Parents in village	08	
		4	1 FGDs with 06 parents		
	B 1 of 2	1	Co' officials	03	
		2	School officials	08	
		3	Parents in village	12	
		4	1 FGDs with 09 parents		

Table 3.12

Table 3.12					
Phase	Objective	Sample & Size			Sampling Technique
III	Collection of data from Company C; village 1 of 4	Sr. No.	Officials	No.	Purposive Multi-stage sampling
		1	Co' officials	05	
		2	School officials	01	
		3	Parents in village C; 1 of 4	10	
		4	1 FGDs with	07 parents	
	Village 2 of 4	1	School officials	08	
		2	Parents in Village c; 2 of 4	08	
		3	1 FGDs with	6 parents	
	Village 3 of 4	1	School officials	4	
		2	Parents in Village C; 3 of 4	8	
		3	1 FGDs with	7 parents	
	Village 4 of 4	1	School officials	5	
		2	Parents in Village C; 4 of 4	7	
		3	1 FGDs with	7 parents	

Table 3.13

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

Table 3.14					
Phase	Objective	Sample & Size			Sampling Technique
V	Collection of data from Company E	Sr. No.	Officials	No.	Purposive sampling
		1	Met Co' officials	07	
		2	Met School officials	07	
		3	Met Parents in town	09	
		4	1 FGD with	05 parents	

3.6.3 Gender of the Principals/Promoters

Table 3.15				
Description	Village	Male	Female	Remarks
Co' A: 1 school (own)	One	Male	NA	16-year service
Co'B: Adopted village school 1 of 2 schools	One	NA	Female	NA
Co' C: 4 adopted schools	C 1 of 4 Girls' primary school	Male	NA	Owner
	C 2 of 4, Govt Primary Co-ed school	Male	NA	Very resourceful. Does lot of interaction with the corporates
	C 3 of 4 Govt Primary co-ed school	Female	NA	NA
	C 4 of 4 Private, co-ed, aided Sr. Secondary school	Male	NA	
Co' D (own school) Intl. CBSE, Sr. Sec, Co-ed, School		NA	Female	Presidential award-winning principal
Co' E, Pvt Unaided, Guj Board, Co-ed Sr. Sec School		Male	NA	NA

Sampling

Purposive multi-stage sampling for corporates & schools

Observation, Indepth interviews & FGDs with parents & community members.

3.6.4 Research Tools and Technique

The researcher developed different tools for data collection.

Table No. 3.16		
Company Details	Structured interview	Interview schedule
School Details	Structured interview	Interview schedule
Parent details	Unstructured interview	Indepth interviews
Parents details	Structured interview	FGDs
Questionnaire was designed and data was collected		

Tools and Techniques continued

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

3.6.5	Procedure of Data Collection: Unstructured interviews & Discussions
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Since this study was undertaken in different phases across geographies of Gujarat; therefore, the researcher used multistage sampling. It is in essence a qualitative driven research practice. Therefore, reliance has been on securing data through meeting the 5-CSR compliant company's CSR Teams. Meaning; data collection through primary sources. Secondary sources were used to understand the product portfolio and performance indices.

This was followed by visiting Schools and taking field notes along with conducting one-on-one; in-depth interviews with the school officials. Be it the Owner-promoter, principal, teachers or admin personnel. Then, the parents of the students availing schooling in CSR school of company's were met in their natural setting.

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

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

In addition to relying on primary sources; secondary sources also were factored in. Using observation technique data has also been collected. Personal interviews were conducted to collect data. Focus group interviews was conducted to get subjective insights on attitudes and perceptions on the school programme being implemented. Indepth interviews; one-on-one and collectively with parents has been carried out to gather and record information. During the one-on-one interviews with the parents; exhaustive effort was made to collect their demographic & economic 'data'; which truly reflected their socio-educational-economic circumstances better.

Thus, in the true spirit of case study using case work methodology of social work was followed. The researcher conducted indepth interviews both structured and unstructured with the corporates. The aim and objective were to understand the parents in their social setting. And also, their children's demographic details along with educational preoccupations.

3.7 Universe: Inclusion Criteria & Basis

Problem Magnitude:

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

families. Then and only then educational contributions will reach the needy and will benefit them.

3.7.1 Respondents

Essentially there are three segments here.

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

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

Thirdly, met the parents of the students and panchayat members of such communities whose children are also studying in that school to gain their perspective of what the corporates were doing and how they as parents perceived it.

3.7.2 Data Sources

This study in essence is qualitative in nature.

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

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

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

3.7.4 Respecting diversity: People were apprehensive that their identities would be divulged because they represented sections of society which unfortunately is being targeted and look down even today despite the existence of constitutional guarantees. The researcher had to assure that respecting diversity is the key themes of social work study and practice. (Ryden & O'Loughlin, 2015).

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

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

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

3.9 Narrative Analysis

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

Detailed description of the data analysis along with its interpretation is being provided in the following chapter number 4.