

CHAPTER 4: DATA ANALYSIS & INTERPRETATION

Case Study of 5-CSR Compliant Companies

Comprehensive Educational Findings

A 1.1**Introduction of CSR Compliant Company (A)**

This company is an actinic major and is part of a large well-diversified business conglomerate of the country. It has business and philanthropy legacy of few centuries. Its combined business is in excess of \$ 100 billion USD. The group companies' products and services are present across 100+ countries.

A 1.2**CSR Team**

Company (A) has arguably the most experienced and well-established CSR teams' in the country.

A consistent leadership at the helm of CSR practice both at the Board and on ground level.

The Centre and State Governments and many international development agencies works closely with the leadership of this Company in formulating their developmental plans. Some of the elite social work school professionals are part of the team.

The CSR Board is headed by prominent national thought leaders with proven track record of public life experience.

As part of its CSR strategy, company (A) works on holistic community development programs. With focus on community involvement the CSR team of the corporate works on establishing:

- a) Forward linkages,
 - b) Backward linkages,
 - c) Financial linkages and thus meeting the;
 - d) Demand linkages, focusing on making Right to Education as part of their CSR practice.
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1. What do we mean by all these linkages? Well, all of these linkages mean integrating the lives of communities that lives in the neighbourhood of the factory. Socially, culturally, economically and educationally the families which are lagging behind are included in the CSR programs.
 2. The objective of CSR Team is to ensure that the last family which is standing below the pyramid of aspiration need to be identified and blended as part of social inclusiveness programme.

A 1.4 How Access, Equity and Retention has been Approached by this Corporate?

1. The first-time learner from a household is not discouraged so that their children learn the conceptual framework of education pedagogy in the desired manner; without any fear or apprehension.
2. Therefore, providing Access to school is the first step which the CSR team achieves. Then activities such as mainstreaming students with lower levels of comprehension to bringing them on the desired educational indices relevant to their class level is achieved with concerted efforts by all stakeholders.
3. Scholastic subjects like; science, humanities, accountancy, mathematics are being taught. So, students are taught to - read, write & practice arithmetic, science etc., during class timings and also during additional classes by tolerant, well qualified teaching staff with passion for child centric school education.
4. Non scholastic subjects which does not necessarily involve books for teaching; such as: art, health, work skills, physical education, soft skills, is also being taught to the students.
5. There were “no dropouts” observed in the school. Despite there being no Mid-Day-Meal scheme being run or implemented; the school recorded 100% attendance.

A 1.5 How Quality, Focusing on Learning Outcomes & Vocationalisation of Education is being Approached by this Corporate?

1. At the corporate office there is a robust CSR team with field level working experience. This leadership plans region specific well laid out CSR policy to achieve community development endeavours and in particular quality school education experience. Achieving sustainable developmental goals is part of CSR strategy. The schedule VII of Companies Act is the broader template on which governance and ethics is based.
 - 1.1 **Quality aspect:** It is monitored through three layered approach. The regular academic audits are conducted to ascertain quality of education. The first layer of audit entrusts the school principal and the senior teachers to conduct weekly, monthly and quarterly audits by visiting each of the classes and identifying the progress of students.
 - 1.2 The second level of quality keepers are the CSR team members. They visit classrooms and sit through the classrooms while the teaching is underway; according to the timetable. This is being done to ascertain what is being taught and how is the pedagogy is being received by the students. After the end of the session they are expected to write their feedback. This gets reviewed by the management committee of the school.
 - 1.3 The third layer of quality is being safeguarded by the company's leadership team including members of the CSR Board. They make surprise, periodic visits on undisclosed dates and undertake quality audits.

2. **Learning outcomes:** are very important indicators and based on the child's intrinsic ability to remember what is being taught. The knowledge aspect of the subject the children undergo is to comprehend it fully. This aspect is checked with regular intervals.

2.1) **We don't live in a perfect society**

The children who are unable to comprehend fully or partially one subject or most subjects are quickly taken on a fast track mode depending on the child's ability to absorb.

This is why the school management committee members' periodically audit this aspect thoroughly. If there are any gaps in learning, assimilation; and if a need for a specific subject specialisation is felt by the class teacher or the inspecting teams', then in addition to the taking care of the mandatory requirements of education as prescribed by NCERT; the child is also provided advance lesson plan through experts to build and consolidate the competency levels of children.

2.2 So, the focus is child-centric.

2.3 The motto in the school is "to stay ahead of the curve" and that is being very strictly monitored and implemented. Conducting advanced mathematics in a learner friendly pace to imparting computer concepts and coding etcetera are being taught.

3. **Imparting vocationalisation:** It is taken up pretty seriously. At the school level for primary students they are given exposure to livelihood skills such as their ability to work with tools and implements. Children are encouraged to make candles, pottery and crafts. In fact, within the Factory premises there is a skill development centre in line with PMKVY which endeavours in imparting skilling to both boys and girls to make them future ready. Coding, computing skills are being imparted.

Industry leaders are invited and they speak to children. All of this builds the horizon of the child.

- 3.1 The company has invested in excess of 100 lakhs to build a super bus capable of accommodating seating provision for 20 students at any point in time. This bus is an ultra-modern and tech savvy bus capable of conducting mobile classes by traveling to each and every village as per the timetable. So that digital inclusiveness could be achieved in district 1. The main focus herein is to teach all Microsoft packages to the school kids compulsorily. Student volunteering is also encouraged.

A 1.6	School Infrastructure
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1. It is a company owned school. The school premises are made up of concrete structure expansively with large class rooms. The classrooms were large and adequate. In essence there was approximately 5 sq. ft. area for each of the students in class; which is relatively higher considering the class size is meant for the accommodating 30 to 35 children.
- 1.1 It had boundary wall and a gate with security guard managing it 24 hours of the day. The guard had a “guard room” wherein he keeps his registers on the table for inward and outward materials that are being sent and received. No one is allowed to enter the school premises unless and until permission is not sought. Sufficient number of teachers with prescribed qualification are available here. The school had well stocked library in English, Gujarati and Hindi languages.
- 1.1.1 Canteen had healthy eating options available at a nominal price.
- 1.1.2 Electricity and solar energy provisions were available at the school.
- 1.1.3 Toilets for girls and boys were maintained well.
- 1.1.4 Clean RO-ed drinking water was available for the students.

- 1.1.5 Even though there were no differently-abled students enrolled and studying; yet there was a separate toilet provisioned for them.
- 1.1.6 From the approach of the school there were ramps to facilitate movement of differently-abled students to enable free movement of wheel chairs.
- 1.1.7 Fire safety drills (SOPs) were in place with earmarked doors for emergency exits.
- 1.1.8 Water was recycled in the school premises.
- 1.1.9 The school had large playground and it had well stocked sports\ facility.
- 1.1.10 The school had bus services to ferry the students to and fro.

A 1.7	Teachers at the School
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- There were 17 male teachers and 37 female teachers; totalling to 54 teachers in all. This school provides to its teachers' 7th pay commission salaries.
- Teachers from diverse socio-cultural backgrounds teach in this school.

A 1.8 Technology Component in School

The digital sensitivity of company (A) is very high.

- One could witness computer-based instruction in upper primary classes; i.e. from 6th standard onwards.
- Internet based education is also emphasised.
- Due to Covid-pandemic; virtual classes came into prominence.

A 1.9 Digital Literacy Levels

The Government of India under Ministry of Human Resources Management is credited with the creation of National Digital Infrastructure for Teachers (DIKSHA) e-learning model.

- There is provision of DTH learning modules in the school.
- Computers are extensively used by the students.
- There is printer and also 3 D printers used for science projects.
- Virtual classrooms and DIKSHA portals are sourced.
- Computer proficiency of the students is very high in this school.
- Investment in the new age technology is emphasized by investing on state-of-the-art computer rooms.

A 1.10	Mid-day Meal Scheme in the School & Dropout of School Children
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- Mid-day meal is not served in this school.
- Despite this, there are no school dropouts from the students coming from economically challenged families; who get admitted as per RTE provisions.

A 1.11	Sampling Frame of Company A & Results
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Table No: 4.1.1						
District:1	At the company A, met these officials for data collection					
a)	Company A	Department	Designation	Number of People met		Total No. of People met
	At Corporate office met	CSR	Head	1		9 officials met
			Programme Managers	3		
		Accounts & Finance	Head	1		
		Skill Development	Head	1		
			Trainers	3		
b)	At the school, met these officials for data collection					
	Location: Company A's: Own Pvt Unaided CBSE Co-ed Sr. Sec. School		Principal	1		7 officials met
			Primary Teachers	5		
			Head Clerk	1		
1.	Location: Township of Company A; (1 of 2) Meeting the parents of the students who are studying in school					
1.	Indepth Interview with			12 parents		-
2.	One Focussed Group Discussion held with			8 parents		-
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1.	At the nearby village (2 of 2) of company A; met parents					
i)	Indepth Interview with			8 parents		
ii)	One Focussed Group Discussion held with			6 parents		
1.	Number of students in Primary Schooling (Standard I to VIII)					
a.	Co' A's CSR School beneficiary met and researched.		No. of Boys	No. of Girls	Total Students	Remarks
b.	From the Township of Co' A (1 of 2)		11	13	24	None.
c.	From Village; 2 of 2		08	08*	15	
	Total Number of Students Studying		19	20	39	

*one girl is studying in Balwadi; hence out of the scope.

Summary of Consolidated Meetings in Co' A's Location

Table No: 4.1.2

Sr. No.	Co'	No. of officials met in Co'	No of people met in school	Indepth Interview conducted with 'n' parents	No of FGDs conducted with 'n' of parents	Total No of students in primary schooling	No of Parents	Boys	Girls	Remarks
1.	A	9	7	12	1 fgd with 8 parents	24	12	11	13	@ township
2.				08	1 fgd with 6 parents	15	08	08	07	@ village 1 of Co'A
Total				20	2 fgds	39	20	19	20	1+1=2

Table 4.1.3 Breakup of students studying in primary schooling from the township of Co'A

[illegible]

- I. **Corporate level:** Met the key (9) stakeholders of the company driving CSR. They have CSR award winning team. And the top management that supports CSR endeavours in community development and educational forays.
- II. **School:** Met the key stakeholders (7). It's an all-inclusive, co-educational school that follows the RTE provisions thoroughly.
- III. **Skill Development Centre:** Met the stakeholders there. Skilling focus for the youth seen. This endeavour is aligned to PMKVY* programme of Government of India.
- IV. *Pradhan Mantri Kaushal Vikas Yojna
- V. **Met 12 Parents at the Township for Indepth Interview:** The demographic profile of participants included; Diploma & Degree Engineers with an average of service tenure of 10+years. Unanimously all the parents at the Township felt that Co'A's schooling effort was doing enough for their children's studies. As there was a balanced blend of academic and extracurricular activities which fostered on a well-rounded growth of their children.

Table 4.1.4 School information table/Location		Company (A's) own school Tip of north western Gujarat	
District		1	
Pattern – CBSE or Gujarat Board		CBSE	
Rural, town or urban setting		Town	
Category of School	Primary School? (Class I to Class VIII)	NA	
	Primary to Higher Secondary (Class I to Class X)	NA	
	Primary to Senior Secondary (Class I to Class XII)	<input checked="" type="checkbox"/>	
Management of school	Government?		
	Managed by Local body?		
	Private Aided School?		
	Private unaided school?	<input checked="" type="checkbox"/>	
Type of School (Gender)	Boys		
	Girls		
	Co-educational	<input checked="" type="checkbox"/>	
Number of Teacher in the School	Male Teachers	17	
	Female Teachers	37	
How is the school's infrastructure?	Classes being held in the tents/open area		
	In concrete building	<input checked="" type="checkbox"/>	
	In partially concrete building		
Is drinking water facility available in school?	Yes	<input checked="" type="checkbox"/>	
	No		
The source of the water is;	Tap water?		
	Hand pump		
	Well water		
	Earthen pitchers		
	RO-ed water	<input checked="" type="checkbox"/>	
Does, the school have separate toilet for boys and girls?	Yes	<input checked="" type="checkbox"/>	
	No		
Is there electricity in the school?	Yes	<input checked="" type="checkbox"/>	
	No		
Does the school have play ground?	Yes	<input checked="" type="checkbox"/>	
	No		
Does the school have boundary wall?	Yes	<input checked="" type="checkbox"/>	
	No		
Does the school organise medical check-ups?	Yes	<input checked="" type="checkbox"/>	
	No		
Does the school have mid-day meal scheme?	Yes		
	No	<input checked="" type="checkbox"/>	
Are there computers in the schools for the children?	Yes	<input checked="" type="checkbox"/>	
	No		
Provision of stretcher & wheel chair existent. Doctor in the campus. School bus available. Fire safety protocol was existent in the school. Disaster management ready school. Well stocked library. SDG's were discussed with children. Ramp facility & toilet for differently abled children available. One of the best science labs. No dropouts in the school. All the prescribed softwares were there for children's use. Ambulance on standby mode available.			

Father works as a diploma engineer. His age is 42. His wife's age is 36. The parents are from UP state and have been living in Gujarat for 10 years now. And his wife is a home maker. She has studied until 10th standard. They have two children. A daughter and a son. The daughter is in IInd standard and son is studying in Vth standard. Their family is a single family. Father earns Rs. 35,000/-. The house in which they are living is being provided by the company. They have a car and a bike. Water, electricity, tv and cable connection is there at home.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) *"Hamara beta accha pad raha ha"*!

MEANING: My son is studying well.

b) *"Hum log bahut khush hain hamare bete ki padai ki progress se"*.

MEANING: We are very happy with the progress of our son (s).

c) *"Company ki management school ki committee me ha, isliye sab kuch teek se manage ho jata ha"*.

MEANING:

1. Since the management of the company is also part of the school management committee therefore everything is planned and executed better for the children.

Specific observations from the Case 1: Both the parents felt that School Leadership & Governance, learning outcomes followed by Infrastructure offered at the school were excellent. Their children enjoyed emphasis on english, maths, environmental sciences and computer science subjects in a conducive learning friendly environment.

This family is from Madhya Pradesh and they have been living in the township for a little over 10-years. Father is aged 44 and is working as a diploma engineer. His wife is aged 40 and she has studied till Xth standard and is a home maker. They have a son and a daughter. The son is in IIIrd standard and the daughter studies in IVth standard. They are a single family. At home they have a bike and a car. The house is being provided by the company. It has water, electricity, tv and cable connection. The father earns around Rs. 38,000/- each month.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *“Hamari ladki ko achha padate hain. Wo to Gujarati likh aur pad bhi leti ha. Maths and English me bhi bahut achhi ha”.*

MEANING:

- 1) The father proudly said, the school is providing a well-balanced blend of academic and extracurricular activities which fosters all round growth of my daughter. My daughter can read, write and speak Gujarati fluently.
- b) When I asked the child what it aspires to become as she grows up? She said *“doctor banungi”*

MEANING: *“I will become a doctor”* is what the child said upon being asked.

- 1) The response of the child was confident. The child spoke without any hesitation and she had an air of confidence in her tonality.

Specific observations from the Case 2: Both the parents were very happy with the CSR efforts of the company towards school education. School Leadership & governance followed by Learning outcomes, infrastructure and Teacher competence they liked a lot.

Parent 3 of 12 (Indepth interview)

This family is from Odisha & have been living in the township for 12 years now. Father is aged 39 as is working as an engineer and earns 42,000/- p.m. His wife is aged 36 and she has studied master's; and is a home maker. They have 2 daughters. Both the kids are attending the school. The younger daughter is studying in IIIrd standard. The eldest daughter is studying in VIth standard. The father and mother spoke to me in english. They have car and a bike. Their MHI is Rs. 48,000 pm. During the available time she “temps” as a teacher in a nearby KG school and earns Rs. 6,000. In the company provided house; they have water, electricity, tv & cable connection.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *“Initially we were worried and unsure if we could adapt to the Gujarati culture and live in Gujarat. But here in the township with 12 years of staying, we have bonded well with all the families. Our children have many friends. The school is providing excellent education. The focus of education is not text book based. But it goes beyond that. For example, social, environmental concerns are being taught to children every week on week as well along with the focus on school curriculum. Art and craft are also being taught in the school”.* The mother further added “we couldn't have asked for more”.

FINDINGS:

- 1) Very happy with schooling efforts of company (A). Sustainable development goals are being taken very seriously by the school and company officials. They are making sure that children are made aware about the need and societal changes that we all are required to modify in our lifestyle and approach.

Specific observations from the Case 3: Both the parents liked Learning outcomes, Teacher competency, pedagogy & infrastructure in the school CSR.

The parents are from Maharashtra. The father is aged 33 and works as an engineer and he earns Rs. 48,000. Mother is aged 28 and she is a home maker. She has studied till graduation. They have 2 children one boy and a girl. The girl is studying in IIIrd standard. And the boy is studying in VIth standard. The parents spoke to me in english. They are single family. They have a car and bike. In the company provided house; they have electricity, water, tv and cable connection.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) The father said *“If a school going child is able to understand what sustainable developmental goals are all about; then it talks a lot about the focus & quality of education that is being imparted at the school”*.
- b) Mother added, *“cleaning of beaches is being undertaken by children every month as part of their outdoor learning activity. Talking to children about whale protection, marine life protection. Which in turn the children in their group task speak to fishermen to release the turtles because they come there to lay their eggs; says a lot about the educational focus of the school and the company”*.

Specific observations from the Case 4: Both the parents collectively felt School leadership & governance, teacher competence the company’s social arm on its part and the school as a unit was fostering an environment of inclusive growth to the children who are studying there.

Children confessed enjoying these outdoor sessions as much as they enjoyed indoor study activities. In one of the goals of SDG it is mandated to inculcate the sensitivity aspect in each human being so that they become responsible citizens. This is evident in the effort of this school’s educational approach.

Parent 5 of 12 (Indepth interview)

The parents are from Chandigarh. Father is aged 37 and works as an engineer and earns Rs. 35,000/ per month. His wife is aged 35 and she has studied till graduation. She is a home maker and they both have two sons. Eldest one is studying in IVth standard. The younger one is studying in IIIrd standard. Both are very good in studies. They are a single family. They have a bullet motorcycle. In the company provided house, they have water, electricity, tv and cable connection.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

Father said: *"Iss school me CBSE pattern ha! Overall padai ka mahaul bahut achha ha! Iski wazah se bachee acha padte hain".*

MEANING:

- 1) The father said the school is a CBSE affiliated school. The overall environment for schooling is very good. We as parents are not worried about education at all. The children are so motivated that they don't have to be told to do homework. They do it themselves.

Specific observations from the Case 5: Both the parents were happy with *school leadership & governance, infrastructure & learning outcomes* efforts of the company. They felt their children have become very confident.

Parent 6 of 12 (Indepth interview)

The parents are from Tamil Nadu. The father is aged 40 and is a diploma engineer and his salary is Rs. 35,000. Mother is aged 38 and she has studied till senior secondary schooling (10+2). She is a home maker. They have been living in the township for over a decade. The father works in the maintenance department. Both the parents spoke to me in english. In between they spoke in tamil also. They have a son and a daughter. Son is in IVth standard. And the daughter is studying in VIth standard. They have a motorcycle of tvs make and car. In the company provided quarter they have water, electricity, tv and cable connection.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) The father said *“Our daughter is doing so well in her academics. We are very fortunate that we are getting holistic education here for our children”* Further the mother said *“the children are good in extracurricular activities. They partake in all the school activities”*. *“Romba nalla padicchu kudukrango”!*

a) **MEANING:** Our children are getting good academic attention from the school. We are very happy with the schooling efforts of the company.

FINDINGS: Both the parents are very happy with the schooling effort. On being asked the daughter if she could read and write in Tamil? She said *“no, I can’t for now!!”* stressing further she said *“later I will definitely learn my mother tongue”*. *“Now that we are in Gujarat therefore, I am bettering the craft of Gujarati language. So that I don’t lag behind”!* *“Subsequently, I will learn to read and write in tamil”*. Such was the clarity of the child and most importantly the openness to education.

Specific observations from the Case 6: Learning outcomes, School Leadership and Governance, Teacher Competence and Pedagogy both the parents liked.

The parents are from north Gujarat region. Father is aged 42 and works as an engineer in the company since last 10 years. He earns Rs. 52,000/- per month. The Mother is aged 35 and she has studied till graduation. She is a homemaker. They have two children. Their third child is on the way. Both their children are school goers. Daughter is studying in the VIth standard and the son is studying in IIIrd standard. The company has provided them with quarters. In which they have water, electricity, tv and cable connection. They live as a single family. They have a car and bike.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *“Aapne biju su puchi sakieye”?*
- b) **MEANING:** The father said proudly *“What more could we ask as parents?”*
- a) *“Rojgar, Sari shiksha pranali jode; je company amne provide kare che”!*
- b) **MEANING:** A well-paying job along with good educational facilities for the children along with permanent job and accommodation!
- c) *Mari permanent job ane saro pagar made che! “accommodation jode!!*
- d) **MEANING:** I have a permanent job and I receive a very good salary. Well-paying too! We are indeed blessed”.

Specific observations from the Case 7:

Learning outcomes, School Leadership and Governance, Teacher Competence and Pedagogy both the parents liked.

Parent 8 of 12 (Indepth interview)

The parents are from central Gujarat region. Father is aged 38. He works as an engineer. He has been working in the company for 12-years now. He earns Rs. 48,000 per month. His wife is aged 36 and she has studied till master's level. She has a beauty parlour and manages it with an assistant in the township shopping arcade. She earns Rs. 8,000 on an average after taking out her expenses. They have two children. Both their daughters are school going kids. The parents spoke to me in hindi-Gujarati. Their eldest daughter studies in VIIth standard. The youngest daughter studies in Vth standard. Both are good in studies. They have a car and a bike. They live as a joint family. In the company provided accommodation they have water, electricity, tv and cable connection.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

"Mari dikriyo engineer banse ane as parents aapde bane ene encourage kariye."

MEANING: Both my daughters are studying well and will become engineers.

"School ma sari rite bhavnave che!"

MEANING: School is imparting quality education to our children

"PTA ma pan sara review avyache".

MEANING: In every PTA meeting we are appreciated as both my daughters get good review.

Specific observations from the Case 8: According to parents' school leadership and governance, infrastructure, learning outcomes were the standout features of school CSR.

The parents are from south Gujarat region. Father is aged 39. He works as a diploma engineer for 8 years now. His salary is Rs. 31,000/- per month. His wife is aged 37 and she has studied till VIIIth standard. She is a home maker. They have two children. A son and a daughter. Their eldest son studies in IIIrd standard. The youngest daughter is in IInd standard. The parents spoke to me in hindi-Gujarati. They live in a joint family. They have a bike and car at home. In the company accommodation; they have water, electricity, tv and cable network.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

“School ma badhi suvidha mali rahe che!

MEANING: In the company school everything is being provided for.

“Mara chokravo badha ne odke pan che”!

MEANING: My son knows the teachers very well as they live in the township.

Sau ti sari vaat che, ke ahiyan CBSE no syllabus pan che!

Reiterating the mother said with her heavy Gujarati Accent:

“Sab se achhi baat ha ki CBSE syllabus ha”!

MEANING: Most importantly it is having CBSE syllabus. The parents endorsing the schooling efforts of the company.

Specific observations from the Case 9: Parents were happy with the school for their school leadership & governance. Followed by infrastructure, teacher competence, learning outcomes and the pedagogy.

Parent 10 of 12 (Indepth interview)

The parents are from kutch region of Gujarat. The father is aged 41. He works as a diploma engineer for 12 years now. His monthly earning is Rs. 36,000. His wife is aged 38 is she is a home maker. She has studied till XIIth standard. They have two children a son and a daughter. Their eldest son studies in VIth standard. The youngest daughter is in IVth standard. The parents spoke to me in hindi-Gujarati. They live as a joint family. They have a car and bike at home. In the company provided house, they have water, electricity, tv, and cable connection.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

“Maara chokra ne computer subject bau game che”!

MEANING: Our son likes computer subjects a lot.

“Maths ane science subject ma pan bau hoshiyar che”!

MEANING: He is brilliant in maths and science as well.

“Gamda ma computer sikhvadv maate computer bus ma ravi-var ane bija raja na divase pan jaye che”!

MEANING: During holidays he (referring to son) takes computer classes for the students of government school. He travels in the company provided mobile bus. The hi-tech bus, which has state of the art computer learning facility inbuilt in it.

Specific observations from the Case 10: Parents were happy with Learning outcomes, infrastructure, school leadership and governance.

Parent 11 of 12 (Indepth interview)

The parents are from Surendra nagar region of Gujarat. Father is aged 37 and works as diploma engineer for 10-years now. His salary is Rs. 28,000/-. His wife is aged 33 and she has studied till XIIth standard. She is a home maker. They have two children. They have a son and a daughter. Their eldest son studies in VIIth standard. The youngest daughter is studying in IVth standard. The parents spoke to me in Gujarati-hindi. They live as a single family. They have bike and a car at home. They live in the company provided quarter wherein they have water, electricity, tv and cable connection.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

“Chokra ane chokri sari rite bane che. School improvement karave che. Extra classes conduct karave che. For example, maru chokro maths and science ma weak hato; thanks, extra classes ne karane atyare results saaru thai gayo che”.

“Chokri bahu hosiya che! Ena bhanvane leine amne koi tension nathi. Maati ji ni apaar krupa che!”

MEANING: My son and daughter study in the company school. Son is weak in maths and science subjects. Daughter is brilliant in math and science. So, my son is put on a fast track learning and because of this he is doing well. We as a family are very happy with the school's efforts". Mother Goddess is blessing us all!

Specific observations from the Case 11:

The parents were very happy with school leadership and governance. The parents felt this provided the extra edge to this school. They also liked infrastructure being offered at the school. Teacher competence and pedagogy; followed by learning outcomes.

Parent 12 of 12 (Indepth interview)

The parents are from central region of Gujarat. Father is aged 35 and works as diploma engineer for 12-years now. Salary is Rs. 34,000/- per month. His wife is aged 32. She has studied till graduation and is a home maker. They have two children. A son and a daughter. Their eldest son studies in VIIIth standard. The youngest daughter is studying in VIth standard. The parents spoke to me in Gujarati-hindi. They live in a joint family. They have bike and car at home. In the company provided quarter they live. It had: water, electricity, tv and cable connection.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

“Mara chokrao bahut saras english bole che”!

MEANING: Our children speak in very good English

“Mare 12-13 varsh na job na experience ma pan huin etlo confident nathi. Jitla mara chokrao confident che”!

MEANING: In my 12-13 years of work experience I never felt confident to speak in English. Whereas my children speak flawlessly good English.

Mari maasi US ma che ane ye banne bau far-far karene ena jode english ma vaat kare che”. “A sambhdi ne bau khushi tai”.

MEANING: My aunt calls from the US and she speaks to my children in english. My children speak flawlessly, confident english with her. After listening to this we both feel very elated.

Specific observations from the Case 12: According to parents all round development has been achieved in the school. They were happy with school’s educational efforts. In particular parents praised efforts on the aspect of learning outcomes, teacher competence, infrastructure and school leadership and governance matters.

A 1.16	Educational Levels of Children in the Township 1 of 12
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Family 1: They have two children. A daughter and a son.

The daughter is in IInd standard & son is studying in Vth standard.

Family 2: They have a son and a daughter.

The son is in IIIrd standard and daughter studies in IVth standard.

Family 3: They have 2 daughters. Both are school going children.

One daughter is studying in IIIrd standard and eldest daughter is studying in VIth standard.

Family 4: They have 2 children. One boy and a girl.

The girl is studying in IIIrd standard and the boy is studying in VIth standard.

Family 5: They have two sons.

Eldest one is studying in IVth standard and the younger one is studying in IIIrd standard.

Family 6: They have a son and a daughter.

Son is in IVth standard. And daughter is studying in VIth standard.

Family 7: They have two children.

Daughter is in VIth and son is in IIIrd standard.

Family 8: They have two children. Both are daughters.

Their eldest daughter studies in VIIth and youngest daughter studies in Vth standard.

Family 9: They have a son and a daughter.

Their eldest son studies in IIIrd standard and youngest daughter is in IInd standard.

Family 10: They have two children. A son and a daughter.

Their eldest son studies in VIth standard. The youngest daughter is in IVth standard.

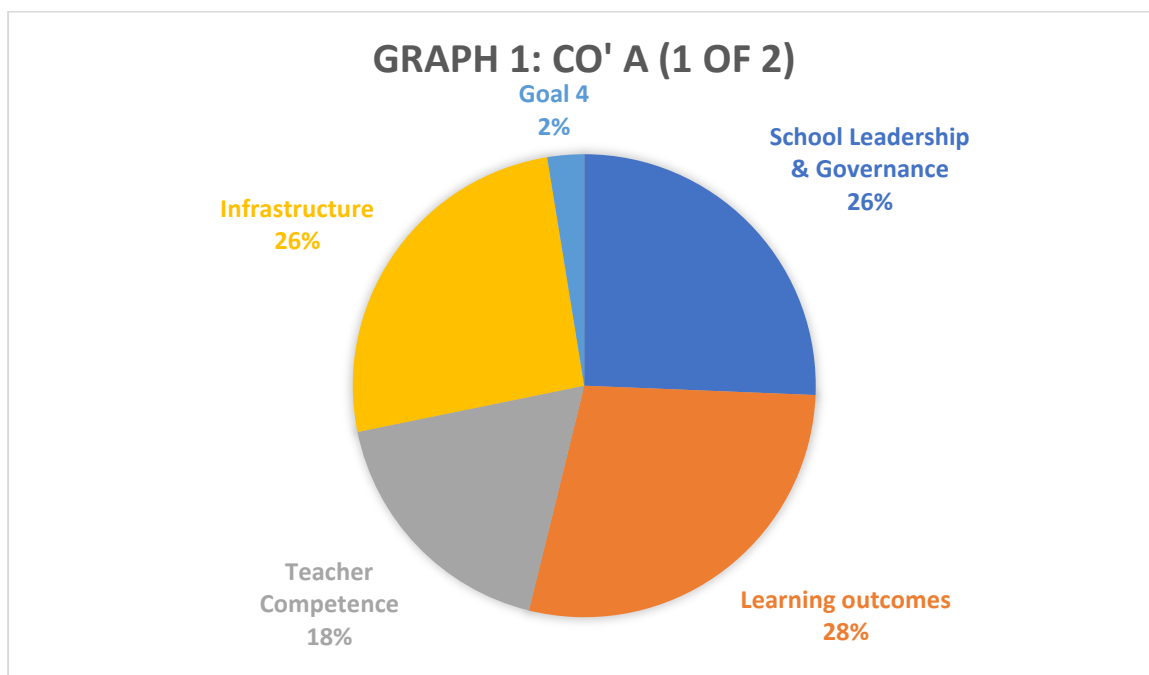
Family 11: They have two children. A son and a daughter. Their eldest son studies in VIIth standard and youngest daughter is studying in IVth standard.

Family 12: They have two children. A son and a daughter. Their eldest son studies in VIIIth standard and youngest daughter is studying in VIth standard.

A 1.7 Educational Summary of Company A's Students:Township 1 of 12

Table 4.1.5									
Family 1	2 children	daughter & son		The daughter is in II nd standard & son is studying in V th standard					
Family 2	2 children	son & daughter		The son is in III rd standard & daughter studies in IV th standard.					
Family 3	2 children	2 daughters		Youngest daughter is studying in III rd standard & eldest daughter is studying in VI th standard					
Family 4	2 children	son & daughter		The daughter is studying in standard III rd standard & son is studying in VI th standard					
Family 5	2 children	2 sons		Eldest son is studying in IV th standard & the youngest son is studying in III rd standard					
Family 6	2 children	son & daughter		Son is in IV th standard. And daughter is studying in VI th standard					
Family 7	2 children	daughter & son		Daughter is in VI th standard & son is in III rd standard					
Family 8	2 children	2 daughters		Eldest daughter studies in VII th & youngest daughter studies in V th standard					
Family 9	2 children	son & daughter		Their eldest son studies in III rd standard & youngest daughter is in II nd standard					
Family 10	2 children	son & daughter		Their eldest son studies in VI th standard & youngest daughter studies in IV th standard					
Family 11	2 children	son & daughter		Their eldest son studies in VII th standard & youngest daughter is studying in IV th standard					
Family 12	2 children	son & daughter		Their eldest son studies in VIII th standard & youngest daughter is studying in VI th standard					
24 children: 13 daughters and 11 sons.									
A 1.18 Breakup of students studying in primary school									
Class	I	II	III	IV	V	VI	VII	VIII	Total
Sons	NA	NA	1+1+1+1	1+1+	1	1+1	1+	1+	11
Daughters	NA	1+1	1+1	1+1+1	1+	1+1+1+1	1+	NA	13

Table No. 4.16					
Specific Observations from the Case. Total Number of Parents: 12					
Sr. No	Indicators	Response of Parents			
1	School Infrastructure	10	Comprising of:		
			Clean Drinking Water & Separate Toilets for Boys and Girls		
			Library, Laboratory & Computer room		
			Seating, Playground & sports equipments		
			Disaster Readiness be it, w.r.t fire or other calamities		
2	Teachers	07	Comprising of:		
			Availability		
			Competence		
			Pedagogy		
3	Learning Outcomes	11	Comprising of subjects:		
			English		
			Maths		
			Environmental Science		
			Computer Science		
4	School Leadership & Governance	10	Comprising of:		
			Village Educational Council		
			Parent Teacher Council		
			Partnership with Corporates		
5	Goal 4 of SDG	01	Equitable, Quality Education		
6	RTE is the Change Maker		Government is the Change Agent		
7	Perception about the company	1.	1. Outstanding	2. Excellent	3. Very Good
			4. Good	5. Satisfactory	6. Unsatisfactory
Note:					
1. Outstanding: 80 % & above positive responses					
2. Excellent: 70 to 79 % positive responses					
3. Very Good: 60 to 69 % positive responses					
4. Good: 50 to 59 % positive responses					
5. Satisfactory: 40 to 49 % positive responses					
6. Unsatisfactory: 40% & below					
Remarks: Parents perceived the school’s educational contributions were “outstanding”.					



Educational CSR initiatives: Very well appreciated by the parents.

Social work initiatives: Is being managed very well.

Note: It is company's own school. Company's leadership is lending the educational leadership to the fullest satisfaction of students.

Location: company A's CSR managed private senior secondary school somewhere in north-western Gujarat; village: 1 of 2. Total number of parents met = 12

Total number of fathers; 12

- I. Parent 1; fathers age is 42; mothers age is 36
 - II. Parent 2; fathers age is 44; mothers age 40
 - III. Parent 3; fathers age is 39; mothers age 36
 - IV. Parent 4; fathers age is 33; mothers age 28
 - V. Parent 5; fathers age is 37; mothers age 35
 - VI. Parent 6; fathers age is 40; mothers age 38
 - VII. Parent 7; fathers age is 42; mothers age 35
 - VIII. Parent 8; fathers age is; 38 mothers age 36
 - IX. Parent 9; fathers age is; 39 mothers age 37
 - X. Parent 10; fathers age is; 41 mothers age 38
 - XI. Parent 11; fathers age is;37 mothers age 33
 - XII. Parent 12; fathers age is;35 mothers age 32
- Youngest father is aged 33 & oldest father is aged 44.
 - Youngest mother is aged 28 & oldest mother is aged 30

- I. Parent 1: father = diploma in engineering & mother = xth passed
- II. Parent 2: father = diploma in engineering & mother = xth passed
- III. Parent 3: father = engineer & mother = masters (10+2+3+2)
- IV. Parent 4: father = engineer & mother = graduate (10+2+3)
- V. Parent 5: father = engineer & mother = graduate (10+2+3)
- VI. Parent 6: father = diploma in engineering & mother = xiith passed
- VII. Parent 7: father = engineer & mother = graduate (10+2+3)
- VIII. Parent 8: father = engineer & mother = masters (10+2+3+2)
- IX. Parent 9: father = diploma in engineering & mother = viiith passed
- X. Parent 10: father = diploma in engineering & mother = vith standard
- XI. Parent 11: father = diploma in engineering & mother = xiith standard
- XII. Parent 12: father = diploma in engineering & mother = graduate
(10+2+3)

A 1.25**Educational Status of Fathers**

- I. 07 fathers have studied diploma in engineering &
- II. 05 fathers have studied (BE) engineering as a subject

A 1.26**Educational Status of Mothers**

- I. 1 mother had studied till VIth standard
- II. 1 mother had studied till VIIIth standard
- III. 2 mothers studied till Xth standard
- IV. 2 mothers have studied till XIIth standard
- V. 4 mothers are 10+2+3 studied (graduates)
- VI. 2 mothers have studied till 10+2+3+2 (masters)

A 1.27	Father & Mothers' Occupation and their Monthly Household Income
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Parent 1 = father; works for Company A in their engg. team and earns Rs. 35,000 = His wife is a homemaker.

Parent 2 = father; works for the Company A in their engg. team & earns Rs. 38,000. His wife is a homemaker.

Parent 3 = father; works for the Company A in their engg. team & earns Rs. 42,000. his wife is a home maker and also “temps” as a kindergarden teacher and earns Rs. 6,000. Their MHI is Rs. 48,000.

Parent 4 = father; works for the company A in their engg. team and earns. Rs. 48,000. His wife is homemaker.

Parent 5 = father; works for the company A in their engg. team and earns. Rs. 35,000. His wife is a homemaker.

Parent 6 = father works for company A in their engg. team and earns Rs. 35,000. His wife is a homemaker.

Parent 7 = father; works for company A in their engg. team and earns Rs. 52,000. His wife works is a homemaker.

Parent 8 = father; works for company A in their engg. team and earns Rs. 48,000. His wife manages a beauty parlour and earns Rs. 8,000. Their MHI is Rs. 56,000

Father & Mothers' Occupation and their Monthly Household Income (continued from previous page)

Parent 9 = father; works for company A in their engg. team and earns Rs. 31,000. His wife is a homemaker.

Parent 10 = father; works for company A in their engg. team and earns Rs. 36,000. His wife is a homemaker.

Parent 11 = father; works for company A in their engg. team and earns Rs. 28,000. His wife is a homemaker.

Parent 12 = father; works for company A in their engg. team and earns Rs. 34,000. His wife is a homemaker.

Out of 12 fathers met; 07 have studied diploma in engineering & 05 fathers had studied engineering as a subject.

All the mothers are educated. 2 mothers are working. (1 is an entrepreneur- she manages a beauty parlour and second mother temps in a kindergarden school). Parent 8 earned the highest monthly household income.

A 1.28 Accommodation: Status of 12 Families in the Township of Co' A

All the families were living in company provided accommodation. Which had water, electricity, concrete structure, repair and maintenance facility. All the households had uninterrupted electricity, tv and cable connection.

1st family, is a non-Gujarati. They are from UP. They are single family.

2nd family, is a non-Gujarati. They are from MP. Live in single family.

3rd family, is a non-Gujarati. They are from Odisha. Single family.

4th family, is a non-Gujarati. They are from Maharashtra. Single family.

5th family, is a non-Gujarati. They are from Chandigarh. Single family.

6th family, is a non-Gujarati. They are from Tamil Nadu. Single family.

7th family, is a Gujarati. They are from north Gujarat area. Joint family.

8th family, is Gujarati. They are from central Gujarat region. Joint family.

9th family, is Gujarati. They are from south Gujarat region. Joint family.

10th family, is a Gujarati. They are from Kutch region. Joint family.

11th family, is Gujarati. They are from Surendra nagar region. Joint family.

12th family, is Gujarati and they are from central gujarat region. Joint family.

Table 4.1.8 Family Dimension			
Where are they from?	Numbers	Single Family	Joint family
Gujarati	06	Nil	1,1, 1, 1, 1, 1
Non-Gujarati	06	1,1,1,1,1,1,	Nil

A 1.29	Gujarati or non-Gujarati & Single-Family or Joint Family
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- 12 families; 6 are Gujarati and 6 are non-Gujarati's.
- 6 Gujarati families lived as joint family with their children
- All the non-Gujarati families lived as single family along with their children
- The non-Gujarati families are from the states of; Uttar Pradesh, Madhya Pradesh, Odisha, Maharashtra, Chandigarh & Tamil Nadu.
- **Marriage: all the 12 parents have been married only once.**

A 1.30**A Snapshot of Utilities at Home**

- All the household had TV & cable connection.
- Financially all were secure and all the gadgets required at home were there:
Like: fridge, air conditioner, washing machine, juicer mixer grinder & oven. High-end mobile phones and laptops.

A 1.31**Focus Group Discussion with the Parents: Township**

08 Number of parents participated in it out of 12 personally interviewed for indepth interviews.

Key findings: school education of company A.

- I. Unanimously all the parents felt that company A and the school in particular was doing enough for their children's studies. As there was a balanced blend of academic and extracurricular activities which fostered on all-round growth of their children. All the parents collectively felt the co.'s social arm (CSR Team) on its part and the school as a unit was fostering an environment of inclusive growth. This aided the advancement of socio-economic-cultural and educational development of their children. In particular computer sessions were witness to classless society. For example; a boy coming from a specific community could outsmart a student from another community through the sheer share of his or her intelligence. So, it is evident that children respected meritocracy and are by and large not averse to societal norms imposed on people on the basis of their caste or profession.
- II. All the parents felt confident in saying that their children benefited from the schooling efforts as it fostered leadership skills in their children and it was evident in the way their children spoke. The parents felt their child had greater awareness to the socio-economic-environmental

happenings in the country and rest of the world as there was lot of efforts done by the school as part of learning and development efforts.

- III. Some parents emphasised that SDGs motto was very well inculcated in the children now and were very careful about marine life and water bodies in particular. There was heightened appreciation to environment in their children.

A 1.32 Summary of Indepth Interviews held at Township of Co' A

- I. The discussion centred around the relevance of school education offered by company A's school.
- II. All the parents agreed that educational effort of the school was superior and their children benefited the most from the education being offered.
- III. With the high educational levels, it was only obvious that each of their children who were studying in the primary education (standard I to VIIIth) were doing very well. Besides all the students had computers at home which helped them source computer related articles online.
- IV. Needless to say, all the parents in this case, understood the significance of education and thus encouraged their children to study well.
- V. Children were given well-rounded meal including compulsorily milk and milk products as part of their daily dietary requirements by the parents before going to school.
- VI. School going children ate breakfast and carried their lunch boxes.

- VII. During the course of interactions with parents their socio-economic-educational details were also taken to understand them as a parent better.

A 1.33	Language Skills; English Language with Mother Tongue is stressed
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- Out of 12 parents, 6 were non-Gujaratis (50 %). The non-Gujarati parents could speak functional Gujarati but could not read or write Gujarati. However, their children could read, write and speak Gujarati. All families spoke more than 3 languages at home. This gives their children the much-required social skills. In the event of working career latter; this could be a huge plus for them considering the demographic diversity that India as a country is.

A 1.34	Local Transport/Vehicle (s) at Home
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All the households had car & motorcycles (two wheelers).

Rationale: Because of permanent jobs in a good multinational company; securing a bank loan towards purchase of vehicles was not a limiting factor for the interviewed parents.

A 1.35	Employment History of Parents
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- 1) On an average each of the interviewed parent had worked in the factory for a decade and above.
- 2) The HR policies of the company is so good that hardly there is any attrition issue in this company.
- 3) The starting salary of an executive coming from a premier institution like TISS (newly recruited) is around Rs. 5,60,000/- per annum.

CSR team works cohesively with the school and lends CSR related support.

Key findings;

- i. The present school was founded in the mid -1950s. In the year 2010, it got converted into a CBSE School. Earlier the school offered Gujarat Board curriculum. It is an all-inclusive school respecting one and all from the community.
- ii. The school currently has around 1,000+ students. It is a co-educational, CBSE school catering to the requirement of company A's employees and the students coming from the local communities of the nearby villages.
- iii. The company A supports the educational endeavours of this school. It also supports financially the cause of education amongst the economically weaker sections of the society. The students coming from local communities who are not working directly or indirectly are also encouraged to study in this school.
- iv. School's local management committee comprises of eminent senior management team of Company A and prominent citizens from the district and three-fourth of parents of the students studying as outlined by the RTE provisions.
- v. School organises: Regional level and National competitions for the primary and upper primary students; online quiz competition, drawing and essay writing etc. For standard I & II poetry recitation sessions are held so that the students could get familiarised to english pronunciation and familiarity with the language.

CSR Activities of Company A (continued from previous page)

- vi. To foster and grow Hindi language the students are encouraged to participate in *hindi pratiyogyta pareeksha*.
- vii. To foster communication skills 'story telling competitions are held for the students of 3rd to 5th standards.
- viii. For art and craft-collage making efforts are taught to foster team work within the upper primary students. To engrain ethics; sessions on: 'decision making, relevance of cyber-ethics to contain cybercrime along with environmental related practices are talked about'.
- ix. *Doha* and *chopai* recitations are encouraged to get the students familiarised to the rich cultural heritage of our country.
- x. Environmental protection programmes such as: coastal clean-up participation drive is undertaken. Whale shark, turtles, dolphin and other endangered marine life; protection is emphasised upon. So that children could get aware about them and save them through educating the local fisherman. Tree plantation is majorly encouraged. The school has achieved few national level achievements in this regard.
- xi. *Yog and pranayam* are taught to the students. Indoor & outdoor sports is encouraged.

1. A well-rounded approach towards educational corporate social responsibility is being displayed by the company A.
2. All the stakeholders were pretty happy with the efforts of the company
3. Multiple communities are being served within the district and its positive impact is being felt. Water related interventions for better crop management; thus, resulting in better yield per yield is practised. Thus, sustainable agriculture is extensively encouraged. This in turn is creating economic opportunity.

Previous generations struggled with water and employment opportunities.

- a) Due to company A's CSR efforts; positively development is taking shape towards rural livelihood and community welfare activities.
- b) Company (A) has tied up with country's leading manufacturer of computer & whole range of IT peripherals. In their collaborative effort the company has remodified a bus. This has been done in such a manner that 15 desktops with latest multi-media learning sessions could be fitted to create a virtual classroom. The bus besides its hi-tech gadgetry also has a powerful air conditioner. The bus is a mobile (moving) computer custom made room. It is estimated that the cost of this mobile computer bus which travels in the nearby villages of the district of Company A's geography and cluster of villages; is built for Rs. 1 CR. And the applications which are being taught here include Microsoft packages so that children are able to design, develop and

convey their stories graphically, visually and present it in PPT formats effectively. Such is the level of computer proficiency here amongst school going primary class childrens.

- c) Bio-diversity efforts of the company in protecting whale, sharks, dolphins and other aquatic species is stressed upon. Mobilising efforts to ensure water bodies are developed so that natives' plants and trees grow. Resulting in birds of Indian origin and migratory in nature come for regenerating.
- d) Citizenship acts of discouraging plastic is highly commendable effort of the school children.

A 1.39

Case Study

- a) Educating 1000+ students from primary schooling to senior secondary level of education for over 70 years is by no means a small exercise.
- b) All of these efforts require tremendous organisational commitment.
- c) In particular computer sessions were witness to classless society. For example; a boy coming from a specific under privileged community studying in a government school outsmarted many students of company A's school through the sheer share of his computer skills. In turn the students of this company A liked him so much so that they did not fall prey to the societal norms of class divide. So, it is evident that children respected meritocracy and are by and large not accustomed to societal norms (demographic diversity & complexities) imposed on them by the people/families on the basis of their caste or profession.

- d) The researcher witnessed this experience while being present in one such computer session in the mobile bus. There was also a strong sense of camaraderie amongst the students.

A 1.40

Social Work Perspective

- I. Corporate caregiving has been an established protocol of this group company. The focus has always been on women, children and families. All the aspects related to sustaining one's livelihood is being thought through by the Board and implemented on the ground. Some of these endeavours are today 3 crore upwards ventures being supported by the company towards the marginalised women and their families. As part of youth and social policy advocacy; the setting up of skill development centre is significant milestone.
- II. In any community setting all kind of people live. In this region even though all of the families spoke Gujarati language but their faith and social practices varied. The demographic distribution of families varied. However, to integrate them into a woven social work perspective by the company is a task very well handled. (Murdock & Micheal, 1996)

- a) Rural distress, uncertainty need to be addressed.
- b) The children of the township very strongly felt that rural distress owing to socio-economic reasons. If there are any kind of uncertainty then all of that need to be addressed.
- c) How greener industries can be set up was being debated by the upper primary students? Isn't this amazing?
- d) The debate amongst the school goes today is how to come up with greener industries; considering the toxicity levels that are arising!
- e) Catastrophic losses owing to industrial accidents need to be looked in.
- f) The upper primary school going children very vociferously talked about catastrophic losses owing to industrial accidents and how to mitigate them.

-----**End of chapter I of II of Company A**

**Introduction of CSR Compliant Company
A (II of II)
Interviews at the Village Near the Factory**

A 2.2 Location A Village 2 of 2; Parent 1 of 8 (Indepth interview)

Father is aged 38. He has studied till 4th standard and works as a motor mechanic. His earning is about Rs. 5,000 per month. He is of medium built. His wife is aged 33 years and she is illiterate (however, looks lot more aged). After finishing the household chores; she tends to farm as a labourer. She earns about Rs. 2,000 per month. They have 2 children. Their son studies in VIIIth standard in company A's school and is good in studies. The daughter is studying in 5th standard. She too is a very good student. They don't have study table or separate room for children. Father has a bike older than 3 years. At home they have a donkey, sheep and hen along with ducks. With the donkey they undertake manual field labourers' work. Their house is partially concrete. They have cable tv and electricity in their house. These people are self-reliant and proud in their disposition. They don't have agricultural land or any kind of social security. They live in joint family. Drinking water comes in their tap

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

(a) *"Mara chokra ane chokri sari rite bane che. (b) Company na mota manas na chokrao jode e bane, baise che! (c) Emna jeva uniform pehre che. (d) Company waala loko bahut dhyaan rakhe che, chokrao na banwaa maa. (e) Khub-khub abhar a sahib logon no!"* **MEANING:** - We are grateful to the company for providing free education in their school. - Our children wear the same uniform which the general manager's children who study with our children wear. It is a matter of great pride for us.

Specific observations from the case 1: Both the children spoke good functional english. And were aware about SDGs as they were being taken for environmental awareness and other related programmes. *"We are happy with the efforts of school"* said parents & added "school leadership and governance" is the reason.

Parent 2 of 8 (Indepth interview)

Father is aged 41 with a strong built. He has studied till Vth standard. He works as a driver in a carrier company and earns about Rs. 5,000 during season. His wife is aged 36 and she is an illiterate. They live in a joint family. She is a housewife. After finishing her domestic chores, she also takes care of the domesticated animals and earns about Rs. 1,000. They have 2 children. A son and a daughter. The daughter is eldest. She studies in VIIth standard and son studies in IVth standard. Both are good students. They have a cow, few goats and sheep. They earn about Rs. 1000 from dairy products. They live in a partially concrete house. It has electricity and cable tv. Luxury item is their swing (teak wood) which is a century old! Warm welcoming and very courteous people they are. They don't have agricultural land. Drinking water comes in their tap. The family makes close to Rs. 6,000. Father has an older bike.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Maataji ni krupa ti chokrao ni zindagi bani jase banine ne pachi!*
- b) *Ame bane to etlu bhanela nathi!*
- c) *Pan amara chokaro banine agad vade, evi iccha che!*

MEANING:

- 1) With the blessing of Goddess, Children's life will be worthwhile after studying in this school.

Suggestion:

- 1. Parents felt, lunch in the school should be provided.

Specific observations from the case 2:

Parents are very happy with schooling efforts of Company A. They attributed this to School leadership and governance & RTE being the reasons.

Parent 3 of 8 (Indepth interview)

Father is aged 37 and has studied till IIIrd standard. A proud and well-built man. He works as a porter in the nearby salt pan/pit and earns about Rs. 5,000. It is a very toxic work that he is involved in. His wife is an illiterate and is aged 33 years and is very amiable. They have two children and they all live in a joint family. They have a son and a daughter the son is older and studies in VIIth standard and is good in computers. The daughter is studying in IVth standard and she is a good student too. Their monthly household income is about 6, 000 a month. They have an old bike. They live in an ancestral mud house. It has electricity and cable tv. At home they have a cow, goat and sheep. They make about Rs. 1,000 from the dairy produce. They have 2 acres of agricultural land. Drinking water comes in their tap

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *“Balako ne bhanawani jawabdari ledi che company waala oe!*
- b) *Ane bahut saras kaam kare rahya che; behan tyan na”!!*
- c) *Ane company na sahib loko pan Dhyan rakhe che!*
- d) *Biju chu joiye? Amara chokrao bane ane agad vade!*

MEANING: The Madam from CSR team spends time with our children. They are doing so much for our children. What more could we ask from the school? We are grateful to them!

Observation: Saw the children’s note books. They have good handwriting and are well aware about general knowledge. These children also do not carry tiffin as they are ashamed to carry *rotlil* and *gud* to school. So, in the morning they eat their breakfast and then leave for school. The son aspires to be a Collector. The daughter aspires to become a Computer Teacher.

Specific observations from the case 3: Parents were very happy with school’s educational efforts. They attributed this to School leadership and governance along with RTE provisions.

Parent 4 of 8 (Indepth interview)

Father is aged 29 years old, well-built sporting a huge moustache and is a proud man. He works as an agricultural labourer and earns about Rs. 5,000 each month. His wife is aged 28 and she is shy and slim. Father has studied till IVth standard. Mother is an illiterate. Son is eldest and he studies in Vth standard. The daughter goes to a nearby Balwadi (Pre-school) managed by a SHG. They live in a joint family in their ancestral house. They own an older bike. They have a pair of donkeys. And 4 sheep and a dog. They also have hen and ducks. Their house is partially concrete. Between the family they make close to Rs. 8,000/- a month. In their house they have electricity and cable tv. Drinking water comes in their house tap. This family doesn't own land.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) *"Khub abhaar school no... Company ma ti Behan aave che ane kabhar rakhe che, chokra ane chokri ni bhanwano ni pragati jova maate...!"*

MEANING: (a) We are thankful to the school. The lady executive from the company visits us to keep an eye on our children's educational progress.

Observation: They don't have any kind of social security or medical health benefit. Their children do not carry tiffin to the school. They all are embarrassed about their food habits. All the children feel; the other kids bring sandwiches and varied lunch. They are landless and poor

Specific observations from the case 4: Parents said *"The company is doing so much for us & it is due to School Leadership and good governance. They have dug a well for the village. The school is providing excellent education for all our children. Wish they also feed our children in the school!!* *"When the mobile bus clinic which comes to impart computer education; all the neighbourhood children attend it with enthusiasm".* Also, the parents said *"RTE has changed their life".*

Parent 5 of 8 (Indepth interview)

Father is aged 36 and has studied till VIth standard. His wife has studied till IIIrd standard and she is aged 32 years. Father works as a security guard and earns about Rs. 5,000. Mother works in the field and earns about Rs. 2,000. Their average family income is Rs. 7,000. They have two children. Both of them study in the company school. Son studies in VIIIth standard and daughter studies in IIIrd standard. They live in a joint family. Their family has an old bike. They have few goats & sheep. They live in their ancestral mud house. They have electricity and cable tv in their hutment. They have a 1 acre of land in which they grow seasonal vegetables.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- b) *Ame loko company na kaam ti bau khush che.*
- c) *Kem k aa badha loko aavi ni amara chokrao ne bhanawa maate madad kare che!*
- d) *Uniform aape che.*
- e) *Books aaape che! School bag pan aape che!*

MEANING:

- 1) We are very happy with the work the company people are doing for our children
- 2) From time to time they come and see our children and assess their progress.
- 3) They give us uniform, books, school bags and all the educational requirements from time to time.

Specific observations from the case 5: Parents felt grateful towards the company's CSR efforts. They attributed this to School Leadership and governance. The parents also felt by enacting RTE the Government has made a huge difference to their lives. As educating their children in such a reputed (CBSE) school was only a dream which is now possible.

Parent 6 of 8 (Indepth interview)

Father is aged 37 and mother is aged 34. Father has studied till IVth standard. He works in a transport company as a supervisor and earns about Rs. 5,000. His wife works in the field and earns Rs. 2,000. She has studied till IInd standard. They have two children. The daughter is in the VIIth standard. The son is studying in IVth standard. They are Gujarati's and live in a joint family. They have an old bike. They live in their ancestral mud house. They have electricity and cable tv at home. Their monthly household income is Rs. 7,000/- They don't have agricultural land. The drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) Bhagwaani ki krupa ti company wadalaoo bhantar maate bau madad kare che!

MEANING:

- 1) With the grace of God; the company people are doing so much for our children!

Observation:

- 1. Children don't carry their lunch box, instead eat at home and leave for school.
- 2. There is no instance of bullying or ragging in the school.

Specific observations from the case 6: *"We are very grateful to the company for all their educational support"* is how the parent began. According to them School Leadership and governance is the reason for it. They felt the company is doing so much within the space of rural development. The parents also felt RTE being implemented by Government has changed their lives.

Parent 7 of 8 (Indepth interview)

Father is aged 38 and mother is aged 34. Father has studied till VIth standard. Mother has studied till VIIIth standard. Mother works in a nearby hospital and earns about Rs. 3,000. Father works in an office as an auxiliary staff. He earns about Rs. 4,000. They have 2 children. Both are school going children. Daughter studies in VIIIth standard. The son is studying in VIth standard. Both are doing very well academically. They have electricity and cable connection at home. They have partially concrete ancestral house. They live in a joint family. They, have few cattle at home. They have 1-acre of land where they grow varied vegetables. They have a second-hand (1) small tractor which they lend in the nearby fields on rent. On an average they make about Rs. 3,000/- Their MHI is about Rs. 10,000. Drinking water comes in their tap. At home they have an old motorcycle.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *“Chokra ne science bau game che. Ane chokri ne computer science bau game che! Maataji ni krup ti bane settle tai jaye toh bau saru”!*
- b) *“Ame loko e toh jevi-tevi rite amari zindagi kadhi nakhi”.*
- c) *“Amara chokrao agad bhane ane agad vade”!*
- d) *“Ane company bau madad kare che”!* **MEANING:**

- 1) Our son likes science. And our daughter likes computer science. If God willing our children are able to do well in their career then as parents, we will be very happy.
- 2) We have lived our lives like this only struggling all through!
- 3) We really hope and pray that our children are able to fulfill their desires.
- 4) The efforts of the school are commendable and we are extremely obliged and are grateful to them.

Specific observations from the case 7: Parents felt owing to School Leadership and governance coupled with RTE provisions their children could get such a wonderful education.

Parent 8 of 8 (Indepth interview)

Father is 36-years-old. Father has studied till IVth standard. Mother is 31-years-old and she is an illiterate. She manages ladies tailoring activities from home and earns Rs. 1,000. **It is their second marriage.** He undertakes loading work for the containers/fleets and earns Rs. 6,000. They are Gujarati and live in a joint family. They live in their ancestral home. They have two children. Their daughter is in the VIth standard. The son studies in the IInd standard. They have an old bike. They have few cow, hen and ducks. They live in a semi-concrete house. Electricity and cable tv connection is there at home. Their monthly household income is around Rs. 7,000 per month. The drinking water comes in their tap. They don't have any farm land.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Company ane school amne support na karti toh amara balako english na boli sakta.*
- b) *Bau khush che ame!*

MEANING:

- 1) *We are grateful to the school. Because of their intervention our children are studying in such a wonderful school and are able to speak english.*

Specific observations from the case 8: *"The company is providing very good educational support to our children"* is how the parent began. Also, they added *"the government by implementing RTE has made their lives easier"*. Since now they could educate their children in reputed private schools.

A 2.3 Educational Summary of Children in the Village A 2 of 2

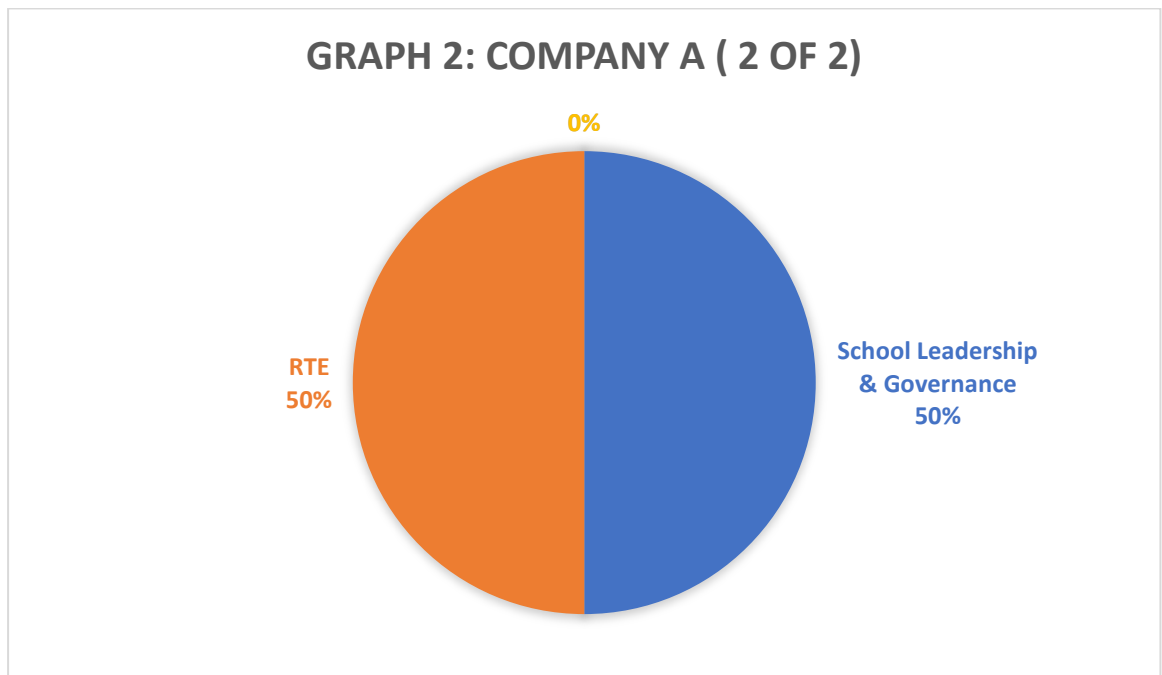
Table No: 4.2.1

Family 1	2 children	son & daughter	Son studies in VIII th standard Daughter is studying in V th standard						
Family 2	2 children	son & daughter	Daughter studies in VII th and son studies in IV th						
Family 3	2 children	son & daughter	Son is in VII th standard Daughter is studying in IV th						
Family 4	2 children	son & daughter	Son is in V th and daughter goes to Balwadi managed by SHG						
Family 5	2 children	son & daughter	Son is in VIII th standard and daughter in III rd standard						
Family 6	2 children	daughter & son	Daughter is in VII th standard and son is studying in IV th						
Family 7	2 children	daughter & son	Daughter studies in VIII th and son is studying in VI th standard						
Family 8	2 children	daughter & son	Daughter is in VI th & son is in II nd standard						
16 children		7 daughters are in the primary school & 1 daughter is studying in Balwadi (pre nursery) So total 8 daughters & 8 sons are studying in primary school							
Breakup of students studying in primary school									
Classification	I	II	III	IV	V	VI	VII	VIII	Total
Sons	NA	1+	NA	1+1+	1+	1+	1+	1+1+	8
Daughters	Na	Na	1+	1+	1+	1	1+1	1	7+1 in Balwadi

NA=Not applicable.

A 2.5 Data Analysis & Response of Parents

Table 4.2.2					
Sr. No	Indicators	Response of 08 Parents			
1	School Infrastructure	-	Comprising of:		
			Clean Drinking Water & Separate Toilets for Boys and Girls		
			Library, Laboratory & Computer room		
			Seating, Playground & sports equipments		
			Disaster Readiness be it, w.r.t fire or other calamities		
2	Teachers	-	Comprising of:		
			Availability		
			Competence		
			Pedagogy		
3	Learning Outcomes	-	Comprising of subjects:		
			English		
			Maths		
			Environmental Science		
			Computer Science		
4	School Leadership & Governance	08	Comprising of:		
			Village Educational Council		
			Parent Teacher Council		
			Partnership with Corporates		
5	Goal 4 of SDG	-	Equitable, Quality Education		
6	RTE is the Change Maker	08	Government is the Change Agent		
7	Perception about the company	1	1. Outstanding	2. Excellent	3. Very Good
			4. Good	5. Satisfactory	6. Unsatisfactory
Note:					
1. Outstanding: 80 % & above positive responses					
2. Excellent: 70 to 79 % positive responses					
3. Very Good: 60 to 69 % positive responses					
4. Good: 55 to 68% positive responses					
5. Satisfactory: 40 to 53 % positive responses					
6. Unsatisfactory: 40% and below responses					
Comments: Parents perceived the company's schooling effort as "outstanding".					



Specific Observations from the Case: Result

Regarding the management: The villagers appreciated the efforts of company's leadership.

CSR initiatives: is well received in the village. In addition to comprehension educational endeavours the company is involved in rural development.

Social work initiatives: There is synergy between CSR and Social Work teams of the company.

A 2.7 DEMOGRAPHIC PROFILE OF PARENTS

Location: in north-western Gujarat. Number of parents met = 08

A 2.8 Age Profile of Fathers & Mothers': youngest & oldest

1. Parent 1; fathers age is 38; mothers age is 33.
2. Parent 2; fathers age is 41; mothers age 36
3. Parent 3; fathers age is 37; mothers age 33
4. Parent 4; fathers age is 29; mothers age 28
5. Parent 5; fathers age is 36; mothers age 32
6. Parent 6; fathers age is 37; mothers age 34
7. Parent 7; fathers age is 38; mothers age 34

Parent 8; fathers age is; 36 mothers age 31 (2nd marriage)

- (Fathers age was between 30 to 40 years)
- Youngest father is aged 29 & oldest father is aged 41
- Youngest mother is aged 28 & oldest mother is aged 36

A 2.9 Father & Mothers' Qualification: lowest & highest

- I. Parent 1: father = IVth standard & mother = Illiterate
- II. Parent 2: father = Vth standard & mother = Illiterate
- III. Parent 3: father = III standard & mother = Illiterate
- IV. Parent 4: father = IVth standard & mother = Illiterate
- V. Parent 5: father = VIth standard & mother = IIIrd standard
- VI. Parent 6: father = IVth standard & mother = IInd standard
- VII. Parent 7: father = VIth standard & mother = VIIIth standard
- VIII. Parent 8: father = IVth standard & mother = Illiterate

A 2.10 Educational Status of Fathers

- I. Highest qualification of fathers:**
- II. None of the fathers are illiterate.
- III. 1 father has studied till IIIrd standard.
- IV. 4 fathers have studied till IVth standard.
- V. 1 father has studied till Vth standard.
- VI. 2 fathers have studied till VIth standard.

A 2.11 Educational Status of Mothers

- I. 5 out of 8 mothers are illiterate.
- II. 1 mother has studied till IInd standard.
- III. 1 mother has studied till IIIrd standard.
- IV. 1 mother has studied till VIIIth standard.

A 2.12	Father & Mothers' Occupation & their Monthly Household Income
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Parent 1 = Father; a mechanic and earns Rs. 5,000. Mother tends farm and takes care of donkey, sheep, hen & ducks and she earns Rs 2,000. Their MHI is Rs. 7,000. They don't have agricultural land.

Parent 2 = Father; a driver and earns Rs. 5,000. Mother tends cow, goat, sheep and in this way, she earns Rs. 1,000 Their MHI is Rs. 6,000. They don't have agricultural land.

Parent 3 = Father; is a porter in salt pan/pit. He earns Rs. 5,000. Mother, tends cow, sheep and herd of goats and earns Rs. 1,000. MHI is Rs. 6,000. They have 2 acres of agricultural land in which they grow vegetables.

Parent 4 = Father; is an agricultural labourer. He also tends to donkey, herd of sheep, hen and duck and earns Rs. 8,000. His wife supports her husband in his efforts. Their MHI is Rs. 8,000. They are landless.

Parent 5 = Father; a security guard and earns Rs. 5,000. Mother works as a field labourer and earns Rs. 2,000. They have few goat and sheep herd too. MHI is Rs. 7,000. They have 1 acre of small agricultural land.

Parent 6 = Father works as a truck company supervisor and makes Rs. 5,000 & Mother works in the field and earns Rs. 2,000. They don't have agricultural land. Their MHI is Rs. 7,000

Parent 7 = Father; works as an auxiliary staff & earns Rs. 4,000 in an establishment. Mother works in the hospital and makes Rs. 3,000. They have an old second-hand (small) tractor which they lend and make about Rs. 3,000 in rentals. Their MHI is Rs.10,000. They have 1 are of agricultural land.

Parent 8 = Father; works as a loading container person and makes Rs. 6,000 & Mother is a ladies tailor and earns Rs. 1,000. The family has cow, hen & ducks. They don't have farming land.

Marriage: For one parent it is their second marriage. All the other 7 parents had been married only once.

A 2.13 Status of Land Ownership

Table No: 4.2.3								
MHI	Parent 1	Parent 2	Parent 3	Parent 4	Parent 5	Parent 6	Parent 7	Parent 8
Rs.	7,000	6,000	6,000	8,000	7,000	7,000	10,000	7,000
Land status	No land	No land	2 acres land	No land	1 acre land	No Land	Have 1-acre land & an old tractor	No land
Livestock	donkey , sheep, hen	NA	Cow sheep goats	donkey sheep hen duck	NA	NA	NA	cow, hen, ducks

1. Average monthly earning is Rs. 8, 285.00
2. As can be seen these families (both husband and wife put together) for all their backbreaking efforts are earning less. Such is their and most of the villagers' plight.
3. There is scarcity of economic opportunities other than what these families are currently doing.
4. There are no small and micro level business initiatives which could complement the income levels of these villagers.
5. Bank loans are not easily forthcoming for these villagers.
6. Average age of parents was between 30 to 40 years. All people interviewed worked on their own.
7. (5 families do not have agricultural land; whereas 3 families have agricultural land in which they grow vegetables using improved farming techniques so that they get 3 to 4 crops in a year).
8. An economy if it is sustained by Donkey (as can be seen; 2 families out of 8 had donkeys. Then it reflects there is lack of MSME efforts at the grassroot level. Each cow means; earning potential of Rs. 1,000 to 2,000 depending upon the quality of fat in their milk. So, it is an income augmenting economic necessity for families.

A 2.14 Accommodation: Status of Families in the Village

- 1st family is Gujarati. Live in joint family. Own house which is partially concrete.
- 2nd family is Gujarati. Joint Family. Own house. Partially concrete.
- 3rd family is Gujarati. Joint Family. Own House which is a mud house.
- 4th family, Gujarati. Live in joint family. Own house. Partially concrete.
- 5th family is Gujarati. Own house. Joint family. It's a mud house.
- 6th family is Gujarati. Joint family. Own house. It's a mud house.
- 7th family is Gujarati. Joint family. Own house. Partially concrete.
- 8th family is Gujarati. Joint family. Partially concrete. Own house.

A 2.15 Parents' Living Condition

Table No. 4.2.4								
	Parent 1	Parent 2	Parent 3	Parent 4	Parent 5	Parent 6	Parent 7	Parent 8
Gujarati or non-Gujarati?	Gujarati	Gujarati	Gujarati	Gujarati	Gujarati	Gujarati	Gujarati	Gujarati
Single family or joint family?	Joint family	Joint family	Joint family	Joint family	Joint family	Joint family	Joint family	Joint family
Own house or rented house?	Own house	Own house	Own house	Own house	Own house	Own house	Own house	Own house
1) mud house, 2) partially concrete house 3) concrete house?	partially concrete house	partially concrete house	mud house	partially concrete house	mud house	mud house	partially concrete house	partially concrete house

They all live in ancestral house. 3 families lived in mud houses and 5 families lived in partially concrete houses.

A 2.16	Gujarati or non-Gujarati & Single-Family or Joint Family; Breakup
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All the families are Gujarati & they lived in joint family.

A 2.17	A Snapshot of Utilities at Home
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- Drinking water comes in tap in all the households.
- All the houses had electricity.
- All the houses had tv & cable connection.

A 2.18	Focus Group Discussion with the Parents of Village
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- 6 parents participated in the FGDs.
- Key findings: socio-economic condition and the help from CSR Team of the Company was discussed.
- On the whole, all the parents from the village felt very grateful towards the various efforts of the company in fostering educational efforts of their children.
- Even though the scope of discussion was primary education; however, Panchayat Members were praising the overall efforts done by the company in providing water related interventions and because of this; the per field, yield doubled and they were all very happy.
- Once a barren land 15-years back, this region; today has flourished into a green belt. Diverse flora and fauna and its spectacular diversity can be seen.

- The chirping birds in the fields and migratory birds visiting this regions year after year has become a common phenomenon.
- The villagers are very magnanimous towards the foreign winged visitors. The livestock of most families had abundance of water to drink.
- These domesticated animals were being cared for by the mobile medical van of the company.
- It would be fair to say in company's social development programs over the last 30+years long journey had focussed on improving "***Jal, zameen, janwar, jungle aur jeevan***" in the CSR implemented geographies.
- All of this helped the communities on the whole. In turn the villagers were happy to send their children to school.
- After completing schooling many children went to pursue their higher education in the nearby districts. This is being sponsored by the company A.
- From the career point of view; many were being absorbed in the group company itself in one job or the other depending on the attitude, competency and interest levels.

A 2.19	Summary of Indepth Interviews
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- a) Conducting one-on-one; person to person discussion with each parent was the objective. Their feelings, perceptions, attitude and behaviour towards what they thought about the educational contributions made by Company A was paramount.
- b) All the parents felt that the educational efforts of the company were commendable. They all lauded the efforts of Government for implementing RTE as their children now were able to gain admissions into reputed private schools.

A. 2.20	Language Skills English Language with Mother Tongue is stressed upon
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- a) Being at the tip of north western Gujarat; predominantly the local people by and large spoke Gujarati, as it is their mother tongue. But speaking in Hindi language also came naturally to them, including the elders and the children.
- b) In particular the school going children of company A spoke english and it came as a pleasant surprise. Upon looking in their school text books, it appeared that all the children of the village who were going to company A school revised english more than any other subject. Thus, they had developed a flair for the english language. However, there was mother tongue influence quite clearly visible as these children spoke english.

However, let us not forget, practice makes one perfect. So, appreciation for the efforts of the children in being able to speak and write in English flawlessly.

A 2.21 Local Transport/Vehicle (s) at Home

- None out of the 8 families had car ownership.
- One family out of 8 has an old (small) second-hand tractor.
- 8 out of 8 had ownership of an old motorcycle.

A 2.22 Breakup of Ownership of Vehicles

Table 4.2.6	Breakup of ownership of vehicle
Father 1	Old motorcycle
Father 2	Old motorcycle
Father 3	Old motorcycle
Father 5	Old motorcycle
Father 6	Old motorcycle
Father 7	Old motorcycle
Father 8	Old motorcycle

A 2.23 Employment History of Parents

Table 4.2.7	Employment breakup
Father one; mechanic	All the mothers; besides looking after the children, elder family members', livestock; worked in the agricultural field too, day after day.
Father two; driver	
Father three; porter	
Father four; agricultural labourer	
Father five; security guard	
Father six; truck company supervisor	
Father seven; auxiliary staff	
Father eight; container loader	

A 2.24	CSR Activities of Company
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Outlined in the Chapter A 1 of 1 in the CSR section.

A 2.25	Conclusion
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Overall: the parents felt their children had greater awareness to socio-economic-and-environmental understanding as compared to them. The school was being instrumental in imparting and sensitising the children with regard to their individual responsibility towards socio-economic and environmental concerns of the country.

- I. Some parents emphasised that SDGs motto was very well inculcated in their children. The children were very vocal about marine life and water bodies in particular. There was heightened appreciation to environment in their children.
- II. Expectations from the company were nil. The interviewed families felt that company was doing sufficient work for the betterment of their children.
- III. Sense of gratitude was there in the local community. Everyone in the community felt company's effort and stable management accomplished so much over all these years.
- IV. **Regarding management:** All the parents felt company's leadership was impeccable and had the right credentials to lead the developmental initiatives.
- V. **CSR initiatives:** All the parents collectively felt the company's social arm on its part and the school as a unit was fostering an environment of inclusive growth.

A 2.26	What Stood out Notably
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In keeping with CSR Plans and complimenting sustainable development goals:

- a) Being a coastal city; this area attracts many diverse marine lives including small and big fishes and some endangered species. The CSR team through its advocacy programs; had inculcated in the local communities that endangered species need to be released by cutting off their fishing nets so as to free the endangered marine lives.
- b) Making it to the open ocean for these turtles and big fishes which came for breeding has become a common practice. It was explained to the fishing community that: when an expectant mother turtle comes to lay her eggs or visits the shallow waters to leave her juveniles then they need to be protected by them all as their own children.
- c) This has been understood and implemented by all the community people practicing all kinds of faith. They cut their nets to set free the turtles, dolphins, octopus, whales & and endangered sharks.
- d) CSR Team compensates the fisherman towards cutting of fishing net.
- e) The CSR team continually explained to the villagers by involving school children particularly the fishing community that turtles and other marine life also have a life-cycle. They therefore come to beaches to lay eggs as they had been doing it for many centuries. And these aquatic endangered species use the backwaters as nursery to protect their young ones.
- f) Extraordinary battle lies ahead for these new born hatchlings. Now beaches are being protected during the egg laying, nestling period by

community volunteers. Thanks to the conservation efforts of the community that there is an appreciable growth in marine life-cycle here.

- g) Interestingly at the community level in the interior villages there were no issue of migrants. All were natives with rich tradition of having lived there for generations. So, there was no question of sub-culture; and everyone more or less understood and spoke Gujarati as their first language.
- h) Though, within the industrial shanty-town there were migrant workers speaking their native language of Hindi/Bhojpuri and practising their *chat pooja* and culture. With buoyant industrial climate and favourable agriculture there was abundance of everything. Besides; being one of the most important Hindu religious sites; the district offered many earning opportunities for the local populace in and around the temple town.

A 2.27**Case Study**

- I. Educationally; to curtail girl, drop-out school ratio from the upper primary schooling the CSR team coordinated with state transport department covering the villages of x,y,z and z1 so that girls could travel to schools safely. These girls studied in a prominent government school in the nearby village. This act had resulted in 57 girl students getting back to the fold of school education.
- II. This social action is reflective of the commitment driven by the CSR, social work and management teams.

- I. Social work as a profession has always advocated for the betterment of human life. In fact, CSR effort begins at the community level. Schooling succeeds in a plural and inclusive society. Company A is considered as a pioneer in the field of social work education and community organisation. This CSR compliant company has had a long tradition of social work practice coupled with robust community development efforts of many decades. The trend in social work these days is towards cost leadership; meaning “cost containment” and therefore the challenge is to ensure that social work as a practice does not suffer because of it. Because the communities depend on interventions and company A has a rich legacy of social work intervention aimed at addressing holistically the overall spectrum of community development work thus leading to education of children. (DiNitto & McNeece, 1990)

- II. Children and families are important if education has to succeed. Therefore, many interventions are targeted towards children centric approaches. Because children are not children. Each child is different in his or her mental, physical and assimilation abilities. The social work practice has always advocated on working along with the policy planning teams’ in justifying budgets and timeframes to work with the most important institution which is family in any given society. Children, especially girl children from the upper primary education; that is from 6th standard onwards become vulnerable to puberty. Therefore, developmental issues related to adolescence need to be taken up in keeping with the established practices by the social worker so that school education does not result into dropout rate.

- III. Child abuse is a very serious issue in school and in communities. The social work department has to work sensitively in safeguarding and educating the children and teachers on a periodic basis. (Vaughn, Howard, & Theyer, 2009)
- IV. Ethics plays a key role in individual, family, society and at community level. All these areas are facilitated by the social worker. Therefore, the values in ethics in keeping with social work tradition is paramount. As per British association of social workers the five commandments on which the social work profession rests are: human dignity, justice and in particular social justice. Service to humankind without any bias. To sustain and keep up the integrity disregarding any temptations and finally conducting oneself with competence is the need of the hour. (Beckett & Maynard, 2006)
- V. Social workers are change agents. Leaving one's comfort zone one need to look at the societal issue at large and work. They need to leave their comfort zone and report to management the intricate details of the ground to the leadership team. Social work in any community succeeds if the services rendered by social workers are selfless and professional. Thus, ensuring respect and dignity to each and every community member. (Thomas, 2016)
- VI. On the community development front besides other things the importance of computer technology and reliance on telecommunications is a key to a successful ICT programme. Now the challenge is to integrate all of it in the community context and weave them to the physical world with that of virtual seamlessly is the challenge and opportunity for social workers. (Dilshad, 2012) The company A is doing all of it with elan.

Two suggestions came from parents:

Firstly, mid-day meal should become part of primary schooling.

Secondly, in the board of company A; there need to greater number of women leaders present.

The law mandates one member necessarily, which is there at the moment.

-----**End of Chapter II of II of Co' A**

Introduction of CSR Compliant Company (B) I of II

4.2

B 1.0 Introduction of CSR Compliant Company (B)

This CSR compliant company's founder is credited for having started business from scratch to building a massive business empire with the shareholder confidence; unseen anywhere in the world. One probable reason is; the group company's cumulative profits exceeds 39,588 crores US \$ 5.6 billion in 2019. Today the second generation of the company's promoters are readying the 3rd generation business inheritors and defining newer business frontiers. Their business also includes: fossil fuel to many other businesses that the group company is putting together in their kitty.

B 1.1 CSR Team

Company B has its own CSR foundation which mostly undertakes all its CSR related interventions through its team members. They have a team of experienced professionals not necessarily drawn from the ranks of premier social work schooling pedigree. But these executives are drawn from diverse backgrounds. Their experience in public life is helping them lead the CSR endeavours as per the direction of company's chairman; who is very active in the CSR sphere.

B 1.2 CSR Strategy of Company

As part of their CSR policy this group company is involved in all the spheres of schedule VII of companies' act. In the context of augmenting school education, company B's social development plan is well set. There are three distinct things that is happening here:

Firstly, they have their own english medium CBSE, co-educational senior secondary school in the researched district. And within Gujarat they have few Gujarati medium co-educational schools. Similarly, in the rest of the country too they have english medium and few international schools functioning with elan. Additionally, as per state's educational policy many vernacular schools too are functioning in the country under their management. So, as a company they are pretty much active in the school education space; either by pooling in resources or taking the educational delivery comprehensively.

Secondly, they have bilingual schools in many parts of the country imparting scholastic and non-scholastic education from there to all the strata of communities.

Thirdly, as part of their CSR strategy they are working with local government and private primary & secondary schools. They provide either one-time yearly contributions like developing the school's infrastructure. Or further complimenting the ICT requirements of the schools. They haven't reimbursed the salaries paid to the school employees. Or for that matter have not taken the onus to hire and put their staff in the schools at the researched locations.

Company B's CSR Team has provided their used office computers to the schools. Providing computers is one thing. But along with it, antivirus softwares are required. Modems are required. This is not being provided by the company. During the talks with the government teachers; (many) felt that

the configuration of the computers was low. Therefore, the computers did not have the requisite speed while performing. Having computers in the school is one thing; and definitely an important thing. But at the same time objectively teaching the students and making them adept in terms of technology is another thing. Which unfortunately is not happening to the desired levels.

Interestingly, at the company B's researched location they have provided selective resources only.

B 1.3	How Access, Equity and Retention has been Approached by this Corporate?
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Researched First school: Government girls' primary school

- As per the evidences on the ground at the school level; there was nothing to suggest that company B has taken any concrete steps to augment: access, equity or retention aspect for the school or local community.
- The school has full-fledged social work team in the location where research was undertaken but such interventions has not been done. Why it has not been done is a different research altogether.
- No uniforms are issued from the CSR corpus or through social work interventions.
- No text books or bags, shoes, rain gear or sport gears are issued as part of CSR endeavours.
- The Government of Gujarat as part of its mandate to educate primary school children is doing everything in its capacity to ensure RTE provisions are implemented in letter and spirit.

B 1.4 How Quality, Focusing on Learning Outcomes & Vocationalisation of Education is being Approached by this Corporate?

Both these “adopted schools of company B” are government schools. They are being guided by the regional education officer. In addition to company B’s some of the CSR resource contributions; many more local companies are also contributing to the school development plan. Some have given the school a water cooler. Locally the school is being looked after by the Principal and the teaching staff members. Since the company B is only providing limited number of computers that too the used ones of their offices, so, it will not be fair to say to what extent these are helpful to the students because they are not made operational. Because the students spoken to didn’t speak very favourably about the computers nor about company B.

Before answering the question on learning outcomes and quality along with vocationalisation of education it is important to understand who are the people who study in these two government schools? Where do they come from? And how they lead their lives? What their families do in order to live and sustain themselves? In, this background in the subsequent chapters one could find detailed socio-economic setting of the families and that would throw individual light on the struggle and aspirations of these parents who have been met and interviewed.

The cumulative findings (Banerji, 2019) of ASER Report is relevant here to refer. Because the focus for now in these two schools are by and large limited to: reading, writing and arithmetic. But there is a bigger universe for these schoolgoers to explore and learn and equip themselves. Which is not being attempted by company B's social work or CSR teams despite having more than adequate money, men and materials at their disposal.

B 1.5 School Infrastructure

It is an old depleted, dilapidated government school having a legacy of more than 50 years. With the CSR support of the many operating companies there; one and all companies in their own special ways have either, helped the renovation process by painting or carrying out patch work. Nothing substantial and significantly has been built so to speak that would make heads turn.

B 1.6 Teachers at the School

- It's a government school having its own staff members. The government of Gujarat is paying the salary of these teachers.
- The CSR Company B has no role in it.
- In total there are 10 teachers. 8 are female teachers & 2 are male teachers.

B 1.7	Technology Component in School
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Negligible as nothing is being used effectively for the benefit of schoolgoers.

B 1.8	Digital Literacy Levels
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1. Negligible.
2. Nothing substantial to talk about.
3. Everyone, including the students said; *“somethings worked and many things didn’t work as far as the computers were concerned”*.

B 1.9	Mid-day Meal Scheme in the School & Dropout of Children
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- Mid-day meal is being provided in the school by the Gujarat government.
- There are no dropouts.
- The CSR company B is not involved in any kind of funding of this exercise.

B 1.10	Sampling Frame of Company B 1 of 2 & Results
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Table 4.2.1.1					
B 1 of 2	Met these officials for Data Collection at District 2, Company B, 1 of 2 & 2 of 2				
Sr. No.	Company B	Department	Designation	Number of People met	Total No. of People met
I.	At Corporate Met	CSR	Head	1	3 officials
			Programme Managers	2	
B 1 of 2	At the School, met these officials for Data collection.				
II.	Location: District 2; Village 1 of 2, Company B's: Adopted, Govt. Girls' Primary School	Principal	1	5 officials	
		Primary Teachers	3		
		Clerk	1		
B 1 of 2	Location: District 2; Village 1 of 2 Meeting the parents of the students who are studying in primary school				
1.	Indepth Interview with			8 parents	-
2.	One Focussed Group Discussion with			6 parents	
B 1 of 2	Number of students in Primary Schooling (Standard I to VIII)				
	Location/School	No. of Boys	No. of Girls	Total Students	Remarks
	Govt. Girls' Primary School	N.A.	10	10	None
B 2 of 2	Govt. Co-ed Primary School	09	16	25	
	Total Number of Students Studying	09	26	35	

Breakup of students studying in primary schooling. Company B; 1 of 2									
Classification	I	II	III	IV	V	VI	VII	VIII	Total
Sons	Not applicable as only Govt Girls' Primary school was studied.								
Daughters	NA	NA	NA	1	4	2	2	1	10
Breakup of students studying in primary schooling. Company B; 2 of 2									
Classification	I	II	III	IV	V	VI	VII	VIII	Total
Sons	NA	1+1+1	1+1	1+1	NA	NA	1+1	NA	09
Daughters	NA	NA	1	1,1,1	1, 1, 1,1	1, 1, 1	1, 1,1	1, 1,	16
9 th =1 boy. 9 th =1 girl									

School information table number: 4.2.1.2	Company (B's) adopted school (1 of 2) All girls' primary school	
Location	Central Gujarat	
District	2	
Pattern – CBSE or Gujarat Board	Gujarat Board	
Rural, town or urban setting	Rural	
Category of School	Primary School? (Class I to Class VIII)	<input checked="" type="checkbox"/>
	Primary to Higher Secondary (Class I to Class X)	
	Primary to Senior Secondary (Class I to Class XII)	
Management of school	Government?	<input checked="" type="checkbox"/>
	Managed by Local body?	
	Private Aided School?	
	Private unaided school?	
Type of School (Gender)	Boys	
	Girls	<input checked="" type="checkbox"/>
	Co-educational	
Number of Teacher in the School	Male Teachers	02
	Female Teachers	08
How is the school's infrastructure?	Classes being held in the tents/open area	
	In concrete building	
	In partially concrete building	
Is drinking water facility available in school?	Yes	<input checked="" type="checkbox"/>
	No	
The source of the water is;	Tap water?	
	Hand pump	
	Well water	
	Earthen pitchers	
	RO-ed water	<input checked="" type="checkbox"/>
Does, the school have separate toilet for boys and girls?	Yes	<input checked="" type="checkbox"/>
	No	
Is there electricity in the school?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school have play ground?	Yes	
	No	<input checked="" type="checkbox"/>
Does the school have boundary wall?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school organise medical check-ups?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school have mid-day meal scheme?	Yes	<input checked="" type="checkbox"/>
	No	
Are there computers in the schools for the children?	Yes	<input checked="" type="checkbox"/>
	No	
Provision of stretcher and wheel chair was non-existent. Doctor on call was not available. Fire safety protocol was non-existent in the school. Disaster management readiness was not there. Well stocked library was not there. Softwares and computer applications were not there. Ramp facility & toilet for differently abled children not available. S/w's & antivirus kits were not there. No dropouts in the school. Science lab was there but equipments were packed and kept.		

Father is aged 42 and is an illiterate. His wife is aged 38 and she too is an illiterate. They have two children. A son and a daughter. The son studies in a nearby government school in VIIIth standard. The daughter studies in the Vth standard of the CSR adopted school of company B. They are Gujarati's and live in a joint family. They have an **old bike**. Father works as a labourer and earns around Rs. 8,000. Mother works as a domestic help and earns about Rs. 2,000. They have electricity at home and also a cable tv connection. The parents have expectation from their daughter's education. They don't have access to any medi-claim or social security. The house in which they live is their parental house. It is a partially concrete house and it is very small for the family. And in the evening, the children's grand-father sets up fish stall and earns around Rs. 5,000 in the month. Their monthly income is ~ Rs. 15,000. The drinking water comes in tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) Dikri bau saras bane che! (b) Agad su tase ane su ai eni koi khabar nathi!
(c) Company ni potani school che pan e loko admission nathi aptha! (d)
Ane company pan kai khas kaam nathi karthi! (e) Najik ma koi college pan
nathi; ane ame amari chokri ne Vadodara bhanwa mokalva mangta nathi;
(f) Ahiyan college hot toh vichart!*

MEANING: Our daughter studies in girl's primary government school. (2) What will happen in the future, we are not sure about it. (3) Because we are worried about her safety. (4) There are no colleges nearby our area and all the colleges are based in Vadodara only!

Specific observations from the case 1: (a) Government provides mid-day meal to the girls in the school. (2) The company B is only doing cosmetic work for the school. Nothing substantial is being done by them is the response. In essence what the parents are talking about is School Leadership and Governance & RTE.

Parent 2 of 8 (Indepth interview)

The father is aged 38 and he is an illiterate. His wife is aged 36 and she too is an illiterate. They have two children. Both the daughters are studying in the company B's adopted government girls' primary school. One daughter is in the VIIth and another one is studying in Vth standard. They both enjoy going to school and never miss out. They are from UP and are non-Gujaratis. They live without their extended families in a rented mud house. The father drives gas auto on rent and earns about Rs. 8,000. Mother works as a domestic help and earns around about Rs. 2,000. The monthly household income is Rs. 10,000. They have electricity and cable tv at home. The drinking water comes in tap. They have an old bike.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Jaise taise humari zindagi gujar gai ha...* (b) *Hamare bachhe pad likh kar kuch kar le!* (c) *Company walon ka kuch pata nahi ha!* (d) *Sarkar kar rahi ha jo bhi. Khana, uniform, paani and sab kuch kar rahi ha.* (e) *Company walon ka koi tikana nahi ha!*

MEANING:

- a) We have managed our respective lives the way it unfolded before us.
b) We hope our children get benefited with the education and could move on with their respective lives.
c) Not sure about what the company people are doing!
d) Whatever is being done by the Government school; according to us is being done by government.
e) Company's position on CSR and education is unclear to us poor people!

Specific observations from the case 2: The parents felt the company B's contribution is negligible. Since it is a Govt. school so RTE & government is being appreciated.

Parent 3 of 8 (Indepth interview)

Father is aged 44 and mother is aged 39 and she is an illiterate and home maker. Father has studied till IVth standard and he is a petty 3rd party contractor. Their average monthly income is about Rs. 8,000/-. Father arranges labour on commission for a small labour contractor. They have two children. Their eldest son dropped out of school after VIIIth. Then learnt bike repair work and started driving auto on rent. As and when he feels like he drives rented auto. Their daughter studies in the VIth standard of the adopted government girls' primary school. They are Gujaratis. Live in a joint family. They live in partially concrete house which is their own house. It has electricity and cable tv. They have an old bike. The drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) Chokro toh nasho kare che! (b) Chokri ti thodi aasha che! (c) Company waala o ni lide aiyan gandagi tai gai che! (d) Moti-moti gadiyo laiene phare che! (e) Kaam kasu nathi karta (f) Je pan school ma kai e che (mid-day meal) modi Sarkar kari rahi che!

MEANING:

- a) Our son indulges in intoxicating drinks and he is irresponsible.
- b) We expect our daughter to study and do well in her life.
- c) Because of the company people all this pollution is here.
- d) Not sure what the company people are doing for our children's education.
- e) According to us whatever is happening in school education, it is because of our government's effort.

Specific observations from the case 3: The company B's contribution is considered as negligible. However, parents appreciated Government school's leadership and governance. Also, the parents thanked Government's RTE Act.

Parent 4 of 8 (Indepth interview)

Father is aged 39 and has studied till IVth standard. Mother is aged 33 and she too is an illiterate. Father works as security guard and earns Rs. 8,000. Mother looks after the domestic chores. They have two children. Eldest son dropped out of school after VIIIth. Now he is studying in ITI. The daughter studies in the Vth standard of the adopted government girls' primary school. They are Gujarati & live as a single family. They live in a mud house which is their own. At home they have a tv and cable connection. They have an old moped and bicycle. They don't have any social security or pension scheme. They have pigs, hen and duck which they rear and sell its meat. Economically it means Rs. 4,000 a month. Their average monthly income is about Rs. 12,000/- Drinking water comes in their tap. They have an old bike.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Chokro ITI jai che! Mechanic banse...*
- b) *Chokri saru bane che*
- c) *Pan company wala bau chalak che...*
- d) *Kaam badhu Sarkar kare che; ane company wala emnu naam laiene aava mange che!*
- e) *Contractor ke niche contractor rakh che.*
- f) *Emne amari chinta hot; toh ame kaam par na rakhi leta??*
- g) *Sarkar kare badhu! Khana, uniform, paani ane badhu j!.*

MEANING: (a) Son goes to ITI to learn mechanic's work which he likes that. (b) Our daughter studies well. (c) Not sure about company B's educational contribution to our daughters' school. (d) Whatever is happening with regard to school education is happening because of our government. However, the company people are keen to take credit for all governmental work.

Specific observations from the case 4: *"The contributions of Company B's in the sphere of school education is perceived as very low" by the parents.* They parents were however happy with Govt. School's leadership & governance and RTE.

Parent 5 of 8 (Indepth interview)

Father is aged 36 and he is an illiterate. His wife is aged 32 and she has studied till IInd standard. They are Gujarati and live as a joint family. Father works as a labourer. Mother works as a domestic help. Together they earn Rs. 6,000. The daughter studies in VIIth standard of the government girls' primary school. And the son is studying in another government school in VIth standard. They live in their own mud house. Father has a cycle. They don't have any social security or pension scheme. The drinking water comes in their tap. They have tv with cable connection.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) Company wala kasu nathi karta!*
- b) Amara gamda ni aaju-bhaju atli gandagi che!*
- c) Kem emne dekhatu nathi?*
- d) Moti-moti gadi leine aave che tyare?*

MEANING:

- a) The company is not doing anything for us.*
- b) Company needs to do so much more given its reputation.*

Specific observations from the case 5: The parents were not happy with the schooling contributions made by the company. However, the parents were happy with schooling efforts of Government and also for implementing RTE.

Parent 6 of 8 (Indepth interview)

Father is aged 42 and has studied till VIth standard. He works as a security supervisor and earns Rs. 10,000. His wife is aged 29 and she has studied till IIIrd standard. She is working in a beauty parlour and earns Rs. 5,000. **It's their second marriage.** They have two children. The son studies in IIIrd and daughter studies in Vth standard. They are from Madhya Pradesh and are non-Gujaratis. They live without their extended families. The house they live in is a rented house. It is partially concrete. It has electricity and cable tv. Their MHI is Rs. 15,000. The drinking water comes in their tap. They have an old bike.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) *Kuch nahi kar rahe company wale!!*

MEANING:

1. Nothing is being done by the company people.

Specific observations from the case 6: Not happy with the work of company's CSR initiative. The parents were however happy with Government school and its leadership and governance. The parents also felt grateful towards government for implementing RTE provisions.

Parent 7 of 8 (Indepth interview)

Father is aged 35 and wife is aged 34. Both the parents are illiterate. The father works as a labourer and earns Rs. 8,000. And mother works as a domestic help and earns Rs. 2,000. They have two children and the third child is on the way. The daughter studies in the VIIIth standard. The son studies in the Vth standard in a nearby government primary school. They are from UP and are non-Gujarati and live as a single family. They live in a partially concrete house which is on rent. It has electricity and cable tv. Their monthly household income is Rs. 10,000.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Pata nahi company walee kya karte hain school k liye.*
- b) *Government karti ha jo bhi!*
- c) *Bachoon ko khana, uniform bhi milta ha school me.*

MEANING:

- I. Not aware about what the company people are doing for us.
- II. Government is doing so much for us.
- III. They also feed our children

Specific observations from the case 7: Both the parents were not happy with the schooling efforts of the Company. They felt everything was being done by the Government of Gujarat School and also for implementing RTE.

Parent 8 of 8 (Indepth interview)

Father is 41 years old and has studied till IVth standard. He works as a security guard and earns Rs. 8,000. His wife is aged 38 and she has studied till IInd standard. Mother looks after household chores and assists the mother in law (MIL). They have two children. Both the daughters are in school and are studying in VIth & IVth standard respectively. They are Gujaratis and live in a joint family. In the evening her mother-in-law sells fish. Every day she makes about Rs. 100.00. They live in their own **mud house** and it's their ancestral property. The house has electricity and cable tv. Household income is 10,000~12,000. **Hen and ducks** are grown in their backyard. The drinking water comes in their backyard. They have an old bike.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Su kaiye ame?*
- b) *Company toh naam ni j che!*
- c) *J kare che e badhu Sarkar kare che!*
- d) *Tame jaine ne school ma joie lo!*
- e) *Khabar padi jase!*

MEANING:

- a) What can we say?
- b) Company is a company!
- c) Whatever is being done is done by the government.
- d) One could go and see it in the school!
- e) You will get to know this!!

Specific observations from the case 8: Parents felt the “*company was not doing enough towards schooling efforts as part of CSR activities*”. The parents expressed their gratitude towards government school’s leadership and governance for implementing RTE provisions.

**B 1.15 Educational Summary of Company B's Students:
Township 1 of 2. 8 families and 16 children**

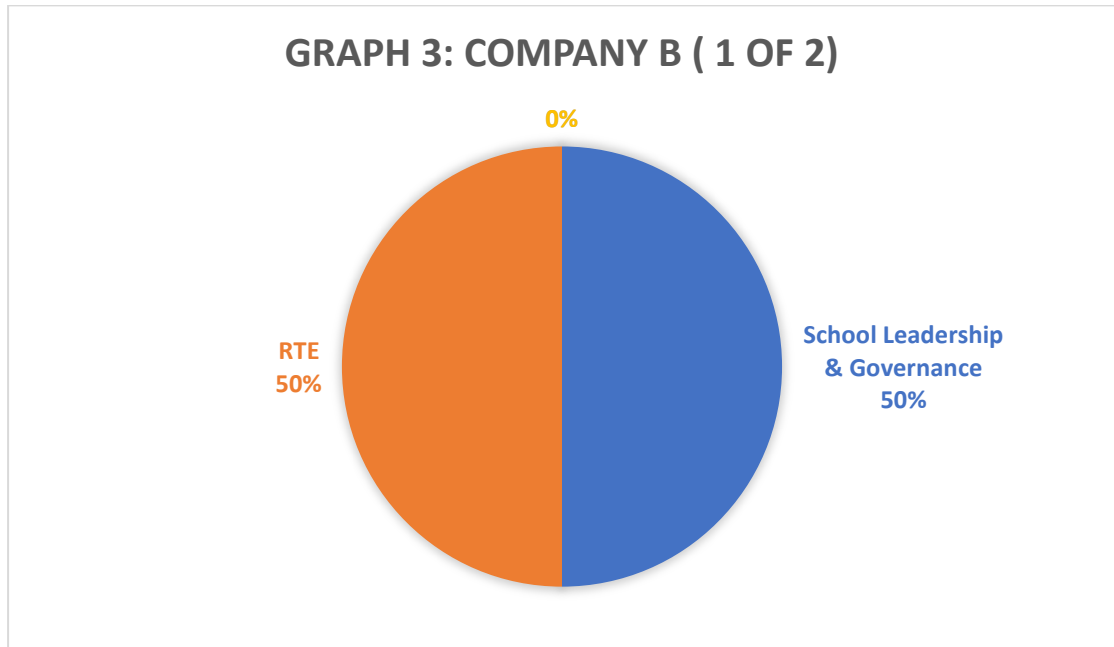
4.2.1.3

Family 1	2 children son & daughter	Son (1) studies in nearby government school in VIII th standard	daughter studies in the CSR adopted school of Company B in standard V th
Family 2	2 children both daughters	Not applicable	one daughter is in VII th & another daughter is studying in V th standard
Family 3	2 children Son & daughter	Eldest son dropped out of school after VIII th .	daughter studies in the VI th standard of the adopted Government Girls Primary school
Family 4	2 children son & daughter	Son is in the ITI.	Daughter studies in the V th standard of the adopted Government Girls Primary school
Family 5	2 Children son & daughter	Son is in another government school in VI th standard	Daughter studies in VII th standard
Family 6	2 Children daughter & son	Son is in another government school in III rd standard	Daughter studies in V th standard
Family 7	2 Children daughter & son	Son studies in V th standard in nearby government primary school	Daughter studies in the VIII th class
Family 8	2 Children Both Daughters	Not applicable	Both Daughters are in school and are studying in VI th & IV th respectively
16 children	Out of 6 sons; (1 dropped out after VIII th & 1 is in ITI) 4 sons are in school within Primary Education Goal Out of 10 Girls; All are in primary school of CSR adopted school		

Breakup of students studying in primary schooling. Company B; 1 of 2									
Classification	I	II	III	IV	V	VI	VII	VIII	Total
Sons	Not applicable as only Govt Girls' Primary school was studied.								
Daughters	NA	NA	NA	1	4	2	2	1	10

B 1.17	Data Analysis: Response of Parents
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Table 4.2.1.4 Data Analysis: Specific Observations from the Case Company B (1 of 2)					
Sr. No	Indicators	Response of 08 Parents			
1	School Infrastructure	-	Comprising of:		
			Clean Drinking Water & Separate Toilets for Boys and Girls		
			Library, Laboratory & Computer room		
			Seating, Playground & sports equipments		
			Disaster Readiness be it, w.r.t fire or other calamities		
2	Teachers	-	Comprising of:		
			Availability		
			Competence		
			Pedagogy		
3	Learning Outcomes	-	Comprising of subjects:		
			English		
			Maths		
			Environmental Science		
			Computer Science		
4	School Leadership & Governance	08	Comprising of:		
			Village Educational Council		
			Parent Teacher Council		
			Partnership with Corporates		
5	Goal 4 of SDG	-	Equitable, Quality Education		
6	RTE is the Change Maker	08	Government is the Change Agent		
7	Perception about the company	6	1. Outstanding	2. Excellent	3. Very Good
			4. Good	5. Satisfactory	6. Unsatisfactory
Note:					
1. Outstanding: 80 % & above positive responses					
2. Excellent: 70 to 79 % positive responses					
3. Very Good: 60 to 69 % positive responses					
4. Good: 55 to 68% positive responses					
5. Satisfactory: 40 to 53 % positive responses					
6. Unsatisfactory: 40% and below responses					
Comments: Parents perceived the company's schooling effort as “unsatisfactory”.					



B 1.19 Specific Observations from the Case: Result

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

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

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

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

B 1.20 DEMOGRAPHIC PROFILE OF PARENTS

Location: company B's adopted government girls' primary school somewhere in Central gujarat; village: one of two.

Total number of parents met = 08

B 1.21 Age Profile of Fathers & Mothers': youngest & oldest

Parent :1; fathers age is 42; mothers age 38

Parent :2; fathers age is 38; mothers age 36

Parent:3; fathers age is 44; mothers age 39

Parent 4; fathers age is 39; mothers age 33

Parent :5; fathers age is 36; mothers age 32

Parent :6; fathers age is 42; mothers age 29 (second-marriage)

Parent :7; fathers age is 35; mothers age 34

Parent :8; fathers age is; 41 mothers age 38

- Youngest father is aged 35 & oldest father is aged 44
- Youngest mother is aged 29 & oldest mother is aged 38

B 1.22 Father & Mothers' Qualification: lowest & highest

- Parent :1 father = Illiterate & mother = Illiterate
- Parent :2 father = Illiterate & mother = Illiterate
- Parent :3 father = IVth standard & mother = Illiterate
- Parent :4 father = IVth & mother = Illiterate
- Parent :5 father = Illiterate & mother = IInd standard
- Parent :6 father = VIth standard & mother = IIIrd standard
- Parent :7 father = Illiterate & mother = Illiterate
- Parent :8 father = IVth standard & mother = IInd standard

B 1.23 Illiteracy Indicators Amongst Parents

Table 4.2.1.5 Educational Levels of Parents							
Fathers							
1	2	3	4	5	6	7	8
Illiterate	Illiterate	4 th	4 th	Illiterate	6 th	Illiterate	4 th
Mothers							
Illiterate	Illiterate	Illiterate	Illiterate	2 nd	3 rd	Illiterate	2 nd

B 1.24 Educational Status of Fathers

- Highest qualification of fathers = 1 father has studied till VIth standard.
- Lowest qualification of fathers= 4 out of 8 fathers were illiterate.
- 3 fathers *have studied till IVth standard.*

B 1.25	Educational Status of Mothers:
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- 5 out of 8 mothers are illiterate.
- 2 mothers have studied till IInd standard.
- 1 mother studied till IIIrd standard.

B 1.26	Father & Mothers' Occupation and their Monthly Household Income (MHI)
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- I. **Parent 1** = Father; industrial labourer and earns Rs. 8,000. Mother = Domestic help and earns Rs. 2000. Grandfather of the children sells fish and earns Rs. 5,000 per month: Their MHI is Rs. 15,000.
- II. **Parent 2** = Father; is an auto driver and earns Rs. 8,000 Mother = Domestic Help and earns Rs. 2000. Their MHI is Rs. 10,000
- III. **Parent 3** = Father is a third-party labour contractor. Earns Rs. 8,000. Mother = is a home maker. Son occasionally drives auto on rent and makes 2~3,000/- MHI is Rs. 10 to 11,000.
- IV. **Parent 4** = Father; is a security guard and makes Rs. 8,000. Mother is a housewife and she earns Rs. 4,000 by rearing livestock (hen, duck & pigs). Their MHI is Rs. 12,000/-
- V. **Parent 5** = Father; industrial labourer and earns Rs. 8,000 and Mother = works as a domestic maid and she makes Rs. 2,000. MHI is Rs. 10,000
- VI. **Parent 6** = Father is security supervisor and makes Rs. 10,000 & Mother is involved in bridal makeup at beauty parlour. She earns Rs. 5,000. MHI is Rs.15,000

- VII. **Parent 7** = Father; industrial labourer and earns Rs. 8,000 & Mother works as domestic help and makes Rs. 2,000. MHI is Rs.10,000.
- VIII. **Parent 8** = Father; security guard and makes Rs. 8,000 & Mother is a housewife and manages livestock's and earns about Rs. 4,000. Their MHI is Rs. 12,000.

B 1.27 Occupation Distribution and Income of Parents

Table 4.2.1.6 Parents Occupations & Income		
Father	Mother	MHI
1: Industrial labourer	1: Also, domestic help	15,000, pm
2: Auto driver	2: Also, domestic help	10,000, pm
3: 3rd party contractor	3: Home maker	11,000, pm
4: Security guard	4: home maker *	12,000, pm
5: Industrial labourer	5: domestic help	10,000, pm
6: Security supervisor	6: Works in beauty parlour	15,000, pm
7: Industrial labourer	7: Also, domestic help	10,000, pm
8: Security guard	8: manages livestock's *	12,000, pm

* In addition to looking after families they also reared livestock to compliment income.

B 1.28 Accommodation: Status of 8 Parents of Village B (1 of 2)

- I. **1st family** are from Gujarati. Live in a joint family. Own house which is partially concrete.
- II. **2nd family** is from (UP) non-Gujarati. Single family. Rented house. Mud house.
- III. **3rd family**, is Gujarati. Joint Family. Own House which is partially concrete.
- IV. **4th family**, is Gujarati. Live in single family. Own house. Mud house.
- V. **5th family** is Gujarati. Own house. Joint family. Mud house.
- VI. **6th family** is non-Gujarati. They are from MP. Live in rented house. The house is partially concrete. They live as a single family.
- VII. **7th family** is non-Gujarati. (UP). Single family. Rented house. Partially concrete.
- VIII. **8th family** is Gujarati. Joint family. Own mud house.

B 1.29 Gujarati or non-Gujarati & Single-Family or Joint Family; Breakup

Table 4.2.1.7			
Where are they from?	Numbers	Single Family	Joint family
Gujarati	05	01	04
Non-Gujarati (NG)	03	03	-
NG from: 2 families are from Uttar Pradesh & 1 family is from Madhya Pradesh			

B 1.30: 4 out of 5 Gujarati families lived in as joint family and 1 Gujarati family lived as single family. All the non-Gujarati family lived as single family. All the Gujarati family lived in their ancestral property. All the non-Gujarati family lived in rented accommodation. Three Gujarati families lived in mud house. And 1 non-Gujarati family lived in the mud house.

B 1.31 Breakup of House Composition

B 1.32 A Snapshot of Utilities at Home

- Drinking water comes in tap in all the households.
- All the houses had electricity.
- All the houses have tv & cable connection too.

Table 4.2.1.8 Family Dimension

Family	From	G or NG	House status		
01	Gujarat	G	Own	Partially concrete	Not applicable
02	UP	NG	Rented	Not applicable	Mud house
03	Gujarat	G	Own	Yes	Not applicable
04	Gujarat	G	Own	Not applicable	Mud house
05	Gujarat	G	Own	Not applicable	Mud house
06	MP	NG	Rented	Partially concrete	Not applicable
07	UP	NG	Rented	Partially concrete	Not applicable
08	Gujarat	G	Own	Not applicable	Mud house

B 1.33 Focus Group Discussion with the Parents

Most of the fathers of the children worked in the nearby factories. So, they were cautious while responding. But felt the company was not doing enough in the form of aid for the government shala where their children were studying.

The company owned CBSE, co-educational senior secondary school's (english medium) intake of students is restricted. Therefore, there was a sense of discrimination felt by some section of people. They all felt, their children needed to study in the english medium school of the company.

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

Some felt that the computers/printers that were given to shala as part of company's CSR initiatives were not working on most of the times. As and when this was escalated then the standard response was "*we will look into it*" and then nothing was being done.

B 1.34 Summary of Indepth Interviews

In any community aspect; women, children and their wellbeing and thereafter the welfare of the elders and livelihood gets discussed, as a priority.

Herein the case of Company B; the parents felt the company despite its sheer size and financial reach hasn't done as much as was expected from it.

It is pertinent to mention Murali Desai here “*social work champions the work towards family and child welfare*”. When family is mentioned it is but obvious that the reference here is for all the members of the family; father, mother and the elders at home including the children. While on macro factors; especially relating to upper primary students from 6th to 8th standard experience biological changes. During this period sensitivity need to be displayed more towards girl students. Lady teachers at the school need to be much more considerate towards girl students. By and large the patriarchal nature of rural families tends to display its bias as against the girl child; despite realising that it shouldn't be done. So therefore, school as an institution need to be lot more mindful of this factor. Many parents and most especially mothers felt nothing was being done by the companies' social work of CSR teams' in this direction.

More on the micro factors; poverty seems to be rampant in the community level. Girls education even though is provisioned as per the RTE provisions, but there are financial issues of the family that decides if the girl will advance beyond the upper primary section or not. More so are the vulnerable communities belonging to scheduled castes who are as it is marginalised and are very vulnerable. Coupled with being landless and displaced from all the economic opportunities. So, there is frustration that company B given its sheer financial strength has not done enough for them and that was echoed by one and all the family members.

What the parents seek is sound education which is not forthcoming from the government school in comparison to private schools. There is absolutely no skilling concept in the government run schools so to speak. This makes the parents wary. (Desai M. , Curriculum Planning On Child Rights in Social Work Education, 2009)

B 1.35	Language Skills; English Language with Mother Tongue is stressed upon
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By and large the families spoke Gujarati or Hindi. The emphasis on English was as good as negligible; as no one spoke in English.

B 1.36	Local Transport/Vehicle (s) at Home
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Table 4.2.1.9	
Parent 1	Old bike
Parent 2	Old bike
Parent 3	Old bike
Parent 4	Old moped, cycle & motorcycle
Parent 5	Cycle
Parent 6	Old bike
Parent 7	No vehicle
Parent 8	Old bike

B 1.37

- None out of the 08 families had car ownership.
- 6 out of 8 had ownership of an old motorcycle.
- 2 out of 8 were bicycle users which was issued by the government.
- 1 out of the 8 families had ownership of old moped (more than 10 years old).

B 1.38	Employment History of Parents
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Table 4.2.1.10	
Father	Mother
1: Industrial labourer	1: Also, domestic help
2: Auto driver	2: Also, domestic help
3: 3rd party contractor	3: Home maker
4: Security guard	4: home maker *
5: Industrial labourer	5: domestic help
6: Security supervisor	6: Works in beauty parlour
7: Industrial labourer	7: Also, domestic help
8: Security guard	8: manages livestock's *

* In addition to looking after families they also reared livestock to compliment income.

B 1.39	CSR Activities of Company B
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Besides distributing sweets on national holidays like Republic Day or Independence Day; nothing favourably was being spoken by either the school or the children and their parents'; about the CSR company B.

Demographic profile of parents met: Met 8 parents. All parents interviewed worked directly or indirectly in the nearby factories and were under the contractor. Most of the women folks also worked as domestic help. All had 2 siblings and above. Education level was nil or negligible. Gross monthly household income was about Rs. 12,000/- All lived in desperate economic conditions with hand-to-mouth situation. Some had government given bicycles. These people represented poorest of the poor strata of the people. Vulnerable with no savings and assets to boost about.

It is a wasted effort from the company B. Given their financial strength and size they could have done so much more than what has been accomplished on the ground.

The resilience of the families that the researcher met. They wanted to give education to their children with the hope that things would improve with education.

This is a welcome thinking on the part of parents.

B 1.42**Case Study**

- 1) Company's own english medium co-educational CBSE school did not admit the students from the nearby villages. This is one sore point from the parents. They feel despite being such a large organisation they are not bothered about the welfare of the nearby village childrens.
- 2) All the parents felt the CSR efforts of Company B was tokenism.
- 3) Majority of the parents felt; the Government of Gujarat was doing substantial work for their childrens than the company B officials.

B 1.43**Social Work Perspective**

As per the parents of the school going children; nothing it seems was taking place from the social work perspective of the company B.

State is ensuring RTE provisions are being implemented. From the social work perspective, the company B is not doing anything in these researched communities.

Child centricity should have been followed

What is expected of a social worker in such a setting? To ensure that as part of adopted school CSR, primary education has to be made successful. Individually families have to be met by the company's social work members to instil in them the much-required confidence. So that individuality of the child is being protected at the school level.

Universality as defined by the RTE provision is being guaranteed as a fundamental right. Equity and equality are being defined. And if there are any gaps then the same has to be mitigated by the social work team. State and societal coordination aimed at mobilising resources should have been worked on. There is so much to do for example; audio video learning should have been introduced to stimulate scientific quest in children. Newspapers should be made mandatory for the children to be read so that they are able to understand the world around them. Corporates should have been drawn in to volunteer and to give the school a flavour of what lies ahead and what to positively look forward to. Long and short; nothing was being done by this corporate on the educational front.

Note: Alcohol use was rampant amongst the male members. This led to domestic violence.

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

And the parents had the liberty to work uninterrupted.

Besides the girls of upper primary classes felt much more secure in their school than at home without their parents during the day time. These are the social realities.

Expectations (Government Girls' Primary School)

- The villagers by and large felt owing to emission from the factory they experienced choking and therefore desired remedial action.
- During the rainy season the approach to the village becomes difficult. Most street lights were not working.
- Women in particular felt the floating population was consuming intoxicating drinks and it was therefore unsafe to venture out, even during the day.
- Community elders felt the need for setting up of a governmental college as the Maharaja Sayajirao University was far off for them from their villages.

-----**End of Chapter I of II of Co' B**

Introduction of CSR Compliant Company (B) II of II
4.2.2

B 2.1	CSR Team
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Company B has its own foundation and experienced professionals working in it with sufficient public life experience.

B 2.2	CSR Strategy of Company
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- I. Through which it works on all the aspects of corporate social responsibility implementation as provisioned through Section VII of the companies act.

- II. In keeping with the research objectives, the two schools that were researched in a prominent district of Gujarat. Both the government primary schools are geographically apart from each other by few kilometres; in two different villages. The principals of two government primary schools were met and data was collected. Subsequently select few parents were also met in both of these villages for indepth interviews. One of the primary schools is catering to girls' primary schooling requirements. Whilst the second school is a government co-educational primary school, few kilometres apart is functioning in a different village. Both these schools had been imparting primary schooling to the local populace for many decades now. Some of the parents of the students were met to understand their perception of what the Company B is doing in terms of school CSR. What came out as finding is as follows. The CSR contribution is in terms of giving limited infrastructural support. In one of the co-educational schools which the company B terms as an "adopted school of the company" has erected the main gate of the school.

- III. **MEANING:** colourfully the school gate and the interior areas are painted. Talking specifically about the entrance gate's structure is that of a pencil shaped structure. It looks as though two large pillar shaped pencils of a prominent brand are erected and painted ditto like that. This school's exterior looks colourful and vibrant. Many ornamental trees have been planted in the school compound in an orderly manner thus giving the much-needed canopy and shade from the harsh sun rays. Company B has provided their used IT Hardware like computers; printers to the school to be used.
- IV. CSR Compliant Company (B) has its own CBSE, co-educational, senior secondary english medium school within a radius of 2 kms from both these "CSR adopted government schools".

B 2.3	How Access, Equity and Retention has been Approached by this Corporate?
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- a) Company B is only providing select material (s) support to the school and are in no way responsible for ensuring quality. The government school has its teachers and school administration reporting to education department and that takes care of the quality aspect.
- b) Learning outcomes are being addressed by the educators as per the guidelines of the education department. CSR company B has no role in it.
- c) Nothing is being done on the vocationalisation of education front for the students. The company B has no role or plan in place for implementation in this school.

B 2.4	How Quality, Focusing on Learning Outcomes & Vocationalisation of Education is being Approached by this Corporate?
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- I. While evaluating quality parameter point of view, child-centric approach was found to be missing. Teachers came and delivered as per curriculum plan and went away. Disregarding the fact, if the child has understood the content of the lesson plan or not.
- II. No outcome mapping methodology is existing to assess if the education being delivered is on time and is as per plan. Such is the apathy.
- III. According to the Principal, *“during the last 50 years no major alumni has come out of this school”* and it is reflective of how badly the education is being delivered.
- IV. This is where a robust CSR or social work team from the company’s side could have played a pivotal role in assessing and delivering in a customised manner universal education.

B 2.5	School Infrastructure
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The school is a government property. The premises is an old building. Drinking water cooler is existing so safer water is available for the students. Toilets for boys and girls are sperate and functional. Library is non-existent. Playground and playing equipments are not there. Safety drills and equipments are not in place.

Company B:

- (1) Created a shed so that children could eat there in an all-weather condition.
- (2) However, the entrance gate with the effort of company B has been renovated/painted.
- (3) The walls are painted.

B 2.6 Teachers at the School

- I. Company B has no role in the teacher selection, induction, training and their salary disbursement.
- II. The salary in this government school is being paid by the government of Gujarat.

B 2.7 Technology Component in School

1. Company B is part of a large conglomerate. It is providing its used computers to the school in limited numbers. How these computers are being used? and who is using them is not the concern of the CSR company.
2. Whereas it should have been.
3. Software to contain virus should have been installed.
4. Repair & maintenance should have been provided for.
5. Resultantly the students are not able to use the computer.

B 2.8	Digital literacy levels
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Regrettably Negligible.

B 2.9	Mid-day Meal Scheme in the School & Dropout of School Children
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- I. Mid-day meal scheme is being implemented and children enjoy their food.
- II. CSR compliant company B has no role in the mid-day meal scheme or payment towards meeting the expenses. The MDM is being sponsored by the Government of Gujarat.
- III. There is no dropout of school children.

B 2.10	Sampling Frame
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Table 4.2.2.1					
I.	Location: District 2; Village 2 of 2, Company B's: Adopted, Govt. Co-ed Primary School		Principal	1	8 officials met
			Asst. Principal	1	
			Primary Teachers	5	
			Clerk	1	
II.	Location: District 2; Village 2 of 2 of Company B Meeting the parents of the students who are studying in school				
1.	Indepth interview with			12 parents	
2.	Focussed Group Discussion			09 parents	
B 2/2	Met these officials for Data Collection at District 2, Company B, 1 of 2 & 2 of 2				
Sr. No.	Company B	Department	Designation	Number of People met	Total No. of People met
I.	At Corporate Met	CSR	Head	1	3 officials
			Programme Managers	2	

Summary of Meetings in Company

Table 4.2.2.2									
Sr. No.	Co'	No. of officials met in Co. B	No of people met in school	Indepth Interview Conducted with 'n' parents	No of FGDs conducted with 'n' of parents	No of Parents	Boys	Girls	Remarks
I.	B	3	05	08	1 with 6	08	NA*	10	Village 1 of 2
II.	B		08	12	1 with 9	12	09	16	Village 2 of 2
			13	20	2 FGDs	20	09	26	
							Total: 35		
4.2.3.1.2 Breakup of students studying in primary schooling. Company B, 2 of 2									
classification	I	II	III	IV	V	VI	VII	VIII	Total
Sons	NA	1+1+1	1+1	1+1	NA	NA	1+1	NA	09
Daughters	NA	NA	1	1,1,1	1, 1, 1,1	1, 1, 1	1, 1,1	1, 1,	16
9 th =1 boy. 9 th =1 girl									

Table 4.2.2.3: School information table. District: 2		Company (B's) adopted school (2 of 2) Central Gujarat	
Pattern – CBSE or Gujarat Board		Gujarat	
Rural, town or urban setting		Rural	
Category of School	Primary School? (Class I to Class VIII)	<input checked="" type="checkbox"/>	
	Primary to Higher Secondary (Class I to Class X)		
	Primary to Senior Secondary (Class I to Class XII)		
Management of school	Government?	<input checked="" type="checkbox"/>	
	Managed by Local body?		
	Private Aided School?		
	Private unaided school?		
Type of School (Gender)	Boys		
	Girls		
	Co-educational	<input checked="" type="checkbox"/>	
Number of Teacher in the School	Male Teachers	03	
	Female Teachers	07	
How is the school's infrastructure?	Classes being held in the tents/open area		
	In concrete building	<input checked="" type="checkbox"/>	
	In partially concrete building		
Is drinking water facility available in school?	Yes	<input checked="" type="checkbox"/>	
	No		
The source of the water is;	Tap water?		
	Hand pump		
	Well water		
	Earthen pitchers		
	RO-ed water	<input checked="" type="checkbox"/>	
Does, the school have separate toilet for boys and girls?	Yes	<input checked="" type="checkbox"/>	
	No		
Is there electricity in the school?	Yes	<input checked="" type="checkbox"/>	
	No		
Does the school have play ground?	Yes		
	No	<input checked="" type="checkbox"/>	
Does the school have boundary wall?	Yes	<input checked="" type="checkbox"/>	
	No		
Does the school organise medical check-ups?	Yes	<input checked="" type="checkbox"/>	
	No		
Does the school have mid-day meal scheme?	Yes	<input checked="" type="checkbox"/>	
	No		
Are there computers in the schools for the children?	Yes	<input checked="" type="checkbox"/>	
	No		
Provision of stretcher and wheel chair was non-existent. Doctor on site was not there. Fire safety protocol was non-existent in the school. Disaster management readiness was not there. Well stocked library was not there. Computer applications and softwares were not there. No dropouts in the school. Science lab was there but not operative. Ramp was not there. Ambulance was not there.			

B 2.15 Parent 1 of 12: Indepth Interviews at Village 2 of 2 of Company B

Father is aged 36 and mother is aged 28. Both the parents are illiterate. Father works as an Industrial labour and earns Rs. 8,000 per month. Mother is working as domestic help and she earns Rs. 2,000. Monthly household income is Rs. 10,000. They have 2 children. Both of them are daughters. One daughter is studying in IVth and second daughter is studying in VIIth standard. They are Gujaratis and live in a joint family. They live in their ancestral (mud) house. They have electricity and cable connection at home. Drinking water comes in one of their taps.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) Company waala oye school na gate ne colour kari dido che!*
- b) Atyare bau saras laage che!*
- c) Khavanu ane pivano kharcho Sarkar utave che!*
- d) Amne kasi nathi khabar company su kare che ane sun ahi!*

MEANING:

- a) Company has beautified the school gate and walls of the school property!
- b) However; food is being provided by the government. The uniform and books are being given by the government.

Specific observations from the case 1: Parents were indifferent and declined to comment about the educational effort of the CSR company. However, the parents were happy with Govt. School's leadership and governance and RTE implementation.

Father is aged 38 and he is an illiterate. His wife is aged 27 and she has studied till IVth standard. **It is the second marriage for the father.** Father works as an industrial worker through a third-party contractor and earns Rs. 8,000.00. And mother works as domestic help and earns Rs. 2,000. The daughter is studying in IVth. Their second child is a son and he studies in the IInd standard. They are from Uttar Pradesh (non-Gujarati's). Live without their extended family. Have an old bike. They live in rented mud house and it has electricity and cable tv. They have a piggery consisting of 8 to 10 of them. Their monthly income is about Rs. 10,000. Drinking water comes in one of their taps.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Hamari beti school me padti ha.*
- b) *Udar bahut sare didi log aakar padate hain.*
- c) *Company ka pata nahi kya karte hain.*
- d) *Lekin jo bhi karte honge accha karte honge!*

MEANING:

- a) Our daughter is studying in the government school.
- b) Lot of college girls come and teach our children
- c) Don't know what the company is doing.
- d) But I am sure whatever they are doing is in the best interest of our children

Specific observations from the case 2: Parents were positive about Government school's leadership and governance and RTE provisions. However, parents declined to comment about the Company's effort.

Father is 42 and has studied till VIth standard. He works as a security supervisor and earns Rs. 8,000. His wife is aged 36 and she's an illiterate and works as a domestic help and earns Rs. 2,000. Their MHI is Rs. 10,000. They have three children. One boy and two girls. Girl is eldest and she is studying in VIIIth standard. Their second daughter is studying in Vth standard. The youngest son is in the IIIrd standard. They have an old bike. They are Gujaratis and live with their extended family. They live in a partially concrete house which is their own family's asset. They have electricity and cable tv at home. The *chacha* (uncle) of the children is an auto driver. They are making ends meet. The drinking water comes in one of their taps.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Saru bane che amara chokrao!*
- b) *Khabar nai company wala ho su karve che school ma?*
- c) *Pan school na gate bau sundar che!*
- d) *School ne pan color kariyo che!*
- e) *Saras dikhai che!*
- f) *15th August che, chokrao ne mitai pan aape che!*

MEANING: (a) *They are studying well!* (b) *School's gate is very well erected and painted. In the interiors of the school walls are painted colourfully. It looks good.* (c) *Sweets are also distributed on 15th August and other national holidays.* (d) *Not sure what the company is doing as part of their CSR activities. But we are sure they must be doing something good!*

Specific observations from the case 3: Parents don't hold a positive impression about the schooling effort of company B. However, they were positive about government school's leadership and governance for implementing RTE.

Father is aged 37 and he has studied till IVth standard. Father works as labourer and mother works as domestic help and earns Rs. 2,000. Father in the evening also sets up small fish business. His wife is aged 32 and she has studied till IInd standard. They have two children. They are from MP and are non Gujaratis and live without their extended families. Daughter studies in school in class Vth. Son is studying in IInd standard. Monthly household income is Rs. 12,000- They have an **old bike**. They live in a rented mud house. Drinking water comes in one of their taps.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

1. Ladki accha padti ha. Aur beta chote class me ha.

MEANING: Daughter studies well. And son is in smaller class.

- a) We are happy that children are doing well.
- b) Daughter studies well. Son is studying in smaller class.
- c) Don't know much about company's CSR activities.

Specific observations from the case 4: Parents are happy with government's RTE efforts. Also, parents were appreciative about Govt School's leadership and governance. However, did not want to comment about company's schooling effort and they felt the co' was not doing enough for them and the community put together.

Father is aged 41 and mother is aged 34. Father works as an industrial labour and earns Rs. 8,000. His wife works as a ladies tailor and earns Rs. 5000. **It is second marriage for the father.** Both are illiterate. They have 2 children and IIIrd child is on the way. Both are daughters. Both go to school in standard VIth and IVth respectively. They are studying well. They are Gujaratis and live in a joint family. They have an old bike. Live in own mud house. They have piggery (with 8 to 10 of them) business and earn about Rs. 2,000. Monthly household is Rs. 15,000/- Drinking water comes in one of their taps.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Saru bani rahi che amari chokariyo!*
- b) *Ishwar ni krupa ti kasu bani jaie.*
- c) *Company na lide dhumado bau avec he!*

MEANING:

- a) These girls are doing well in their school.
- b) Wish they make a meaningful life.

Specific observations from the case 5: Parents are Happy with Government school's leadership and governance. Also, for implementing RTE provisions. In particular about Teachers competence and pedagogy. However, refused to comment about company's CSR endeavours. However, parents said "*company is contributing to the pollution*".

Parent 6 of 12 (Indepth interview)

Father is aged 32 and mother is aged 28. Both are illiterate. Mother and father are involved in selling fish. In the evening they sell fried fish on the road side. They have 2 children They are from Uttar Pradesh and are non Gujaratis. Live in single family. Government issued cycle is there with them. Live in partially concrete house on rent. Son studies in IVth standard and daughter studies in VIth standard. And both are good in studies. Monthly household income is Rs 10,000. Drinking water comes in one of their taps. Father has an old bike also. Drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Bachhe accha pad rahe hain.*
- b) *Sarkar bahut accha kar rahi ha.*
- c) *Bahut kuch sikha rahe hain.*
- d) *Khana and uniform bhi milta ha.*
- e) Company ka pata nahi ha. Pollution bahut karte hain company waale!

MEANING:

- a) Children are studying well in the school.
- b) Government is doing well for people like us.
- c) Our children are learning a lot.
- d) They provide uniform and mid-day meal.

Specific observations from the case 6: Happy with government school's effort. In particular about school community partnership initiative. Not sure about company's involvement. Parents further said "*Not aware about what the company is doing as part of their CSR activities. But they are contributing to pollution. The overall area is full of filth and muck. During rainy days this place is difficult to navigate*".

Father is aged 32 and mother is 28 years old. Father has studied till Vth and works as security supervisor and earns Rs. 10,000. Wife has studied till IInd standard. She works as a domestic help and earns about Rs. 2,000/- Monthly household income is Rs. 12,000. They are non Gujaratis (Uttar Pradesh) and live in a rented house. Their house is a partially concrete structure and they live as a single family. They have an old bike. They have two children. Son is younger and daughter is older. The daughter studies in IIIrd standard and son is studying in IInd standard. They have electricity and tv along with cable connection. Drinking water comes in one of their taps.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Chokrao nana che ane school jai che.*
- b) *Khushi tai bhai ane behn schoole jae tyare.*
- c) *Bhani, ghani ne kai bane evi bhagawaan ti iccha che!*
- d) *Company kasu nathi karti!*
- e) *Ane amne loko ne aa badha ma padvu pan nathi!*

MEANING:

Our children are small and are studying in school. We are happy children go to school without any hesitation. Girl is very sensitive and is serious about studies. She sees her mother and me struggle. We are not aware about Company's efforts. And we don't even want to know!! For us government is doing what it good for us.

Specific observations from the case 7: Parents were happy “*with schooling effort of the government school & Teacher availability and their competence*”. However, did not want to talk about CSR activities of Company B. Also, parents applauded RTE efforts of Government.

Father is aged 39 but looks lot older and has studied till IVth standard. Mother is aged 34 and she is an illiterate. Father works for a transport company and manages the drivers and earns Rs. 8,000. In the night he also drives (on contract) auto and ferries people to Railway Station back and forth at odd hours and earns about Rs. 2,000. Mother works in the nearby flats as a domestic help and earns Rs. 2,000. Monthly household income is Rs. 12,000. They have 2 children. A son and a daughter. The son studies in standard IVth and daughter studies in the VIIth standard. Children are good in studies. They are Gujarati's and live in a joint family. They have an old bike. They live in partially concrete house which belongs to children's dada ji (grandfather) who had worked for a company in an auxiliary job and was removed as part of retrenchment.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Chokri bau saras bane che! Chokro sari rite nahi banto!*
- b) *Company ni khabar nahi bhaj, ki so badhhu kare che!*

MEANING:

- a) The girls are studying well. However, the son is not studying well!
- b) Not sure about what the company is doing!

Specific observations from the case 8: Happy with the schooling effort of the government. School leadership and governance. Parents not happy with the company's educational CSR activities. The parents very positive towards RTE and teacher availability & learning outcomes.

Father is aged 44 and mother is aged 38. Both are illiterate. They have 4 children All are school going. The first daughter is eldest. The second child is a daughter too. The third child too is a daughter and then is their son; in that order. The first daughter is studying in class VIIIth. The second daughter is studying in VIIth standard. The third daughter is studying in Vth and their last child (son) is studying in IIIrd standard. Daughters' enjoy studying. Father runs a chicken shop and, in the evening, he sells *kebabs*! Mother helps her husband raise livestock. They are Gujaratis and live in a joint family. They live in a mud house which is their own. They have an old bike. They are into farming hen and ducks. In the evening sell kebabs and non veg food in push cart stall. Their monthly household income is Rs. 10,000/- At home they have electricity, tv and cable connection. The grandfather of the children worked in the factory earlier. Drinking water comes in one of their taps.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Bau saru bane che chokriyon.*
- b) *Khushi tai a joiene!*
- c) *Company su kare ane su na kare; ena ti amne koi leva deva nathi!*

MEANING:

- a) *We want our children to do well.*

Specific observations from the case 9: Parents are happy with school's community partnership programs and praised the government's effort. However, were not happy with the schooling effort of the Company B. Parents also praised the school leadership and governance. RTE provisions were appreciated by the parents.

Parent 10 of 12 (Indepth interview)

Father is aged 42 and mother is aged 37. He has studied till matric and his wife is an illiterate. Father works as a petty labour contractor's-contractor. Mother manages the children and is a housemaker. They are Gujarati and live in a joint family. Son is the youngest and he studies in VIIth standard. Daughter has finished her primary schooling and is attending IXth standard. **She is out of the scope of RTE.** Their monthly household income is Rs. 10,000/- They stay in their ancestral, partially concrete house. The house has electricity, water and cable connection. Drinking water comes in one of their taps. Father has an old bike.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Chokro bau saras bane che!*
- b) *Ame bane bau khush che, aa badhu joie ne!*
- c) *Chokro engineer banwaa mange che!*
- d) *Company visay maate kasu nai bolvu.*

MEANING:

- Son is studying very well in the school.
- As parents we are happy.
- Son is keen to become an engineer

Specific observations from the case 10: Parents are appreciative of the government school's leadership and governance. In particular about Teacher availability and competence aspects. However, didn't want to comment about the CSR efforts of company B. RTE provisions were appreciated by the parents.

Father is aged 38 and mother is aged 34 and he has studied till IVth standard. He works as a security guard and earns Rs. 8,000. Mother is an illiterate and she works as a domestic help and earns Rs. 2,000. They are Gujaratis and live in a joint family. They have two children. **Son is eldest and studies in IXth standard. He is out of the scope of RTE.** The daughter is studying in the VIth standard. She is very good in academics. They live in their own mud house. They have an old bike. Their monthly household income is Rs. 10,000

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Chokri saru bane, evi iccha che!*
- b) *Company waala potani school ma to admission apta nathi!*
- c) *Ame loko company na kaam ti khush nathi.*
- d) *Amara maate Sarkar kari rai che!*

MEANING: We want our daughter to really do well academically!

- a) Do not want to comment about company.
- b) They don't allow admission in their english medium school for our children.
- c) They only allow admission to their own people and contractor's children. Poor people like us are not admitted!

Specific observations from the case 11: Parents were disappointed with company's educational contributions. But were happy with government school's leadership and governance. RTE provisions. Teacher availability and competence & Learning outcomes.

Parent 12 of 12 (Indepth interview)

Father is aged 36 and mother is aged 29 years old. Both are illiterate. Father works as an industrial labour and mother manages house and a small shop. They sell the vegetables, fruits and basic grocery and earn about Rs. 2,000/PM. They are non-Gujaratis (Uttar Pradesh). They live as a single family. Government has issued them with bi-cycle. They live in a rented mud house. They have two children. Son studies is in VIIth and daughter studies in Vth standard. Both the children are brilliant in studies. Father manages to earn around Rs. 8,000 per month. House has electricity and cable tv connection. Monthly household income is Rs. 10,000. They have an old bike. Drinking water comes in one of their taps.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) Company kuch khas nathi kar rahi ha!

MEANING:

Company has only added misery for us and our children with the pollution!

Specific Observations from the case 12: Parents are happy with educational efforts of the government school. In particular parents were positive towards school leadership and governance. They felt the teacher competence and teacher availability made a huge positive dent in their children. However, parents were not happy with company B's educational contributions. According to parents RTE has made a huge difference.

B 2.16	Educational Levels of Children in the Company B's (2 of 2) Adopted Govt. Co-ed, Primary School
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Table 4.2.2.4

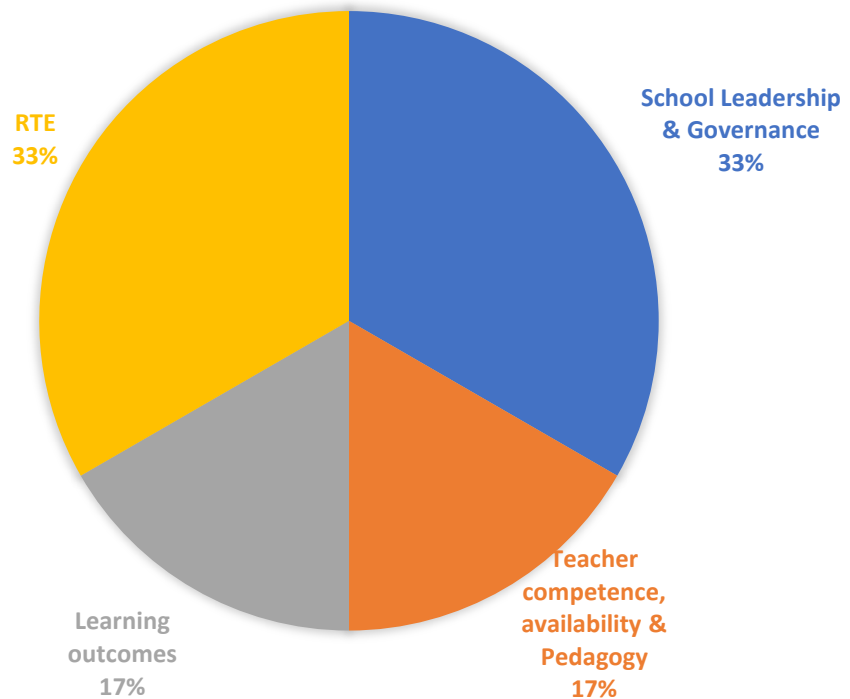
Family 1	2 children	they have two daughters	one daughter is studying in iv th & second daughter is studying in vii th standard.
Family 2	2 children	son & daughter	daughter is studying in iv th . son is studying in ii nd standard.
Family 3	3 children	one boy & two girls	girl is eldest and she is studying in viii th standard. second daughter is studying in v th . the youngest son is studying in iii rd standard.
Family 4	2 children	son & daughter	daughter studies in v th standard son is studying in ii nd standard
Family 5	2 children	both are daughters	vi th and iv th standard respectively.
Family 6	2 children	son & daughter	son studies in iv th standard & daughter studies in vi th standard
Family 7	2 children	daughter & son	daughter studies in iii rd standard. son is studying in ii nd standard

Family 8	2 children	1 son & daughter	son studies in standard iv th & daughter studies in the vii th standard						
Family 9	4 children	1 son & 3 daughters	first daughter is studying in class viii th & second daughter is studying in vii th standard. third daughter is studying in v th & the son is studying in iii rd standard						
Family 10	2 children	son & daughter	son is the youngest and studies in vii th standard daughter has finished her primary schooling and is currently attending 9th standard						
Family 11	2 children	son & daughter	son studies in ixth & daughter is studying in vi th standard						
Family 12	2 children	son & daughter	son studies in vii th & daughter studies in v th standard						
17 daughters & 10 sons= 27 children 1 son is out of RTE provisions and 1 daughter is out of RTE provisions. Effective 16 daughters and 9 sons totalling to 25 children.									
Breakup of students studying in primary schooling									
classification	I	II	III	IV	V	VI	VII	VIII	Total
Sons	NA	1+1+1	1+1	1+1	NA	NA	1+1	NA	09
Daughters	NA	NA	1	1,1,1	1, 1, 1,1	1, 1, 1	1, 1,1	1, 1,	16
9 th =1 boy. 9 th =1 girl									

B 2.19 Data Analysis & Response of Parents

Table 4.2.2.5 Data Analysis & Response of Parents Company B (2 of 2)					
Sr. No	Indicators	Response of 12 Parents			
1	School Infrastructure	-	Comprising of:		
			Clean Drinking Water & Separate Toilets for Boys and Girls		
			Library, Laboratory & Computer room		
			Seating, Playground & sports equipments		
			Disaster Readiness be it, w.r.t fire or other calamities		
2	Teachers	06	Comprising of:		
			Availability		
			Competence		
			Pedagogy		
3	Learning Outcomes	02	Comprising of subjects:		
			English		
			Maths		
			Environmental Science		
			Computer Science		
4	School Leadership & Governance	12	Comprising of:		
			Village Educational Council		
			Parent Teacher Council		
			Partnership with Corporates		
5	Goal 4 of SDG	-	Equitable, Quality Education		
6	RTE is the Change Maker	12	Government is the Change Agent		
7	Perception about the company	6	1. Outstanding	2. Excellent	3. Very Good
			4. Good	5. Satisfactory	6. Unsatisfactory
Note:					
1. Outstanding: 80 % & above positive responses					
2. Excellent: 70 to 79 % positive responses					
3. Very Good: 60 to 69 % positive responses					
4. Good: 50 to 59 % positive responses					
5. Satisfactory: 40 to 49 % positive responses					
6. Unsatisfactory: 40% & below					
Comments: Parents perceived the company's educational effort as “unsatisfactory”.					

GRAPH 4: COMPANY B (2 OF 2)

**Specific Observations from the Case: Result**

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

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

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

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

B 2.21**DEMOGRAPHIC PROFILE OF PARENTS**

Total number of parents met = 12

B 2.22**Age Profile of Fathers & Mothers': youngest & oldest**

Parent 1; Fathers age is 36; Mothers age 28

Parent 2; Fathers age is 38; Mothers age 27

Parent 3; Fathers age is 42; Mothers age 36

Parent 4; Fathers age is 37; Mothers age 32

Parent 5; Fathers age is 41; Mothers age 34

Parent 6; Fathers age is 32; Mothers age 28

Parent 7; Fathers age is 32; Mothers age 28

Parent 8; Fathers age is 39; Mothers age 34

Parent 9; Fathers age is 44; Mothers age 38

Parent 10; Fathers age is 42; Mothers age 37

Parent 11; Fathers age is 38; Mothers age 34

Parent 12; Fathers age is 36; Mothers age 29

- I. Youngest father is aged 32 & oldest father is aged 44.
- II. Youngest mother is aged 27 & oldest mother is aged 38

- **Marriage:** for two parents, it is their second marriage
- All the other 10 parents had been married once only

B 2.23**Father & Mothers' Qualification: lowest & highest**

Parent 1 father = Illiterate & mother = Illiterate

Parent 2 father = Illiterate & mother = IVth standard (2nd marriage)

Parent 3 father = VIth standard & mother = Illiterate

Parent 4 father = IVth & mother = IInd standard.

Parent 5 father = Illiterate & mother = Illiterate (2nd marriage)

Parent 6 father = Illiterate & mother = Illiterate

Parent 7 father = Vth standard & mother = IInd standard.

Parent 8 father = IVth standard & mother = Illiterate

Parent 9 Father = Illiterate & mother = Illiterate

Parent 10 Father = Xth standard & mother = Illiterate

Parent 11 Father = IVth standard & mother = Illiterate

Parent 12 Father = Illiterate & mother = Illiterate

B 2.24**Educational Status of Fathers**

Highest qualification of fathers = 1 father had passed matric (Xth)

Lowest qualification of fathers= 6 fathers are illiterate

1 father had studied till VIth standard

3 fathers had studied till IVth standard

1 father had studied till Vth standard

B 2.25 Educational Status of Mothers

9 out of 12 mothers are illiterate

2 mothers studied till IInd standard

1 mother studied till IVth standard

B 2.26 Father & Mothers' Occupation and their Monthly Household Income (MHI)

Parent 1 = Father; Industrial labourer and earns Rs. 8,000. Mother = Domestic Help and earns Rs. 2,000. MHI is Rs. 10,000.

Parent 2 = Father; Industrial labourer and earns Rs. 8,000. Mother = Domestic Help and earns Rs. 2,000. Their MHI is Rs. 10,000

Parent 3 = Father; security supervisor. Earns Rs. 8,000. Mother = Domestic Help and earns Rs. 2,000. MHI is Rs. 10,000

Parent 4 = Father; works as a labourer and also sells fish and earns about Rs. 10,000. Mother is a domestic help and she earns Rs. 2,000. Their MHI is Rs. 12,000

Parent 5 = Father; industrial labourer and earns Rs. 8,000 and Mother = tailoring & she makes Rs. 5,000. They are also into piggery and make Rs. 2,000. MHI is Rs. 15,000

Parent 6 = Father & Mother are involved in fish business. MHI is Rs.10,000

Parent 7 = Father; security supervisor and earns Rs. 10,000 & Mother works as domestic help and makes Rs. 2,000. MHI is Rs.12,000.

Parent 8 = Father; works for transport company & in the night also drives auto and makes Rs. 10,000. Mother works as domestic help and earns Rs. 2,000. MHI is Rs. 12,000

Parent 9 = Father; runs chicken shop and earns Rs. 10,000. Mother also takes care of livestock (duck & chicken which they farm). MHI is Rs. 10,000

Parent 10 = Father; works as a contractor's-contractor and earns Rs. 10,000. Mother = is a house wife. MHI is Rs. 10,000.

Parent 11= Father; works as a security guard and earns Rs. 8,000. Mother works as domestic help and earns Rs. 2000/- MHI is Rs. 10,000/.

Parent 12= Father; industrial worker and earns Rs. 8,000/- and mother manages a small kirana shop and earns. Rs. 2,000. MHI is Rs. 10,000

B 2.27	Accommodation: Status of 12 Families
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1st family are Gujarati. Live in joint family. Own mud house.

2nd family is (UP) non-Gujarati. Single family. Rented mud house.

3rd family, Gujarati. Joint family. Own house which is partially concrete.

4th family, (Madhya Pradesh) non-Gujarati. Live in single family. Rented mud house.

5th family is Gujarati. Own house. Joint family. The house is a mud house.

6th family is non-Gujarati (UP). Live in rented partially concrete house. They live as single family.

7th family is non-Gujarati (UP). Single family. Rented house. Partially concrete.

8th family is Gujarati. Joint family. Own house. Partially concrete.

9th family is Gujarati. Joint family. Own mud house.

10th family is Gujarati. Joint family. Own house. Partially concrete.

11th family is Gujarati. Joint family. Own house. Mud house.

12th family is (UP) non-Gujarati. Single family. Rented house. Mud house.

Table 4.2.2.6					
Parent	G or NG?	Single family or Jt. family?	Own or rented house?	Type of house	Semi concrete house
Family 1:	Gujarati	Joint family	Own house	Mud house	NA
Family 2:	Non-Gujarati (UP)	Single family	Rented house	Mud house	NA
Family 3:	Gujarati	Joint family	Own house	NA	partially concrete
Family 4:	Non-Gujarati (MP)	Single family	Rented house	Mud house	Not applicable
Family 5:	Gujarati	Joint family	Own house	Mud house	Not applicable
Family 6:	Non-Gujarati (UP)	Single family	Rented house	Not applicable	partially concrete
Family 7:	Non-Gujarati (UP)	Single family	Rented house	Not applicable	partially concrete
Family 8:	Gujarati	Joint family	Own house	Not applicable	partially concrete
Family 9:	Gujarati	Joint family	Own house	Mud house	Not applicable
Family 10:	Gujarati	Joint family	Own house	Not applicable	partially concrete
Family 11:	Gujarati	Joint family	Own house	Mud house	Not applicable
Family 12:	Non-Gujarati (UP)	Single family	Rented house	Mud house	Not applicable

B 2.29	Gujarati or non-Gujarati & Single-Family or Joint Family; Breakup
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- Total 12 families. 07 Gujarati families. 5 non-Gujarati families
- All the Gujarati families lived as joint family (7)
- All the Non-Gujarati family lived as single family (05)
- (4 families from UP & 1 family is from MP).
- Rented house: NG (UP), NG (UP), NG (UP), NG (MP), NG (UP) = 5 families.
- Total Mud House= 07
- Mud house (rented): NG (UP), NG (MP), NG (UP)
- Mud house (own) Gujarati, Gujarati, Gujarati, Gujarati,
- Partially concrete house = 05

B 2.30	A Snapshot of Utilities at Home
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- Drinking water comes in tap
- All the houses have electricity
- All the houses have tv & cable connection too

B 2.31	Focus Group Discussion with Parents
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- 1) Sending children to school meant breakfast and lunch needs of the child was being taken care by the government. And the parents had the liberty to work uninterrupted.
- 2) Everyone appreciated the government's effort in educating their children.

- 3) The company owned school's (Unaided Pvt. Sr. Secondary Co-ed, CBSE School's) intake of students is restricted. Therefore, there was a sense of discrimination amongst some sections of people. All the parents desired their children to study in the english medium school of the company.
- 4) Some family members felt the grant coming from company to the government shala was less. Besides the basic building/flooring/toilets/classroom/seating provisions were not something to boost about.
- 5) Some felt that the computers/printers that were given to shala as part of company's CSR initiatives were not working on most of the times and when this was escalated then the standard response was "*we will look into it*" and then nothing was done thereafter!

Expectations

- I. The villagers by and large felt owing to emission from the factory they experienced choking and therefore desired remedial action.
- II. During the rainy season the approach becomes difficult and most street lights are not there. Working women and young girls feared going out.
- III. Women in particular felt the floating population was consuming intoxicating drinks and it was therefore unsafe to venture
- IV. Community elders felt the need for setting up of a governmental college as MSU was far off for them.
- V. Nothing was being done for ensuring street lights remained lit during the nights.
- VI.

B 2.32	Summary of Indepth Interviews
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- a) Demographic profile of parents met: Met 12 parents
- b) All people interviewed worked in the nearby factories and were under the contractor and in the evening were engaged in income generating activities like: vegetable selling etc.
- c) Parents were not happy with what the efforts of the CSR compliant company. All the parents believed that the environmental pollution is caused due to Company's negligence.

Rationale: Why parents said what they said (Sentiment of villagers).

Spoke to the principal of the company managed CBSE school: Only 25% of the students in a class could be admitted as part of RTE provisions; provided the children coming from the nearby slums are able to meet the minimum eligibility criteria and are able to pass the requisite admission test. This unfortunately most of the children are not able to accomplish. Therefore, the parents are saying what they are saying. Despite representations by the parents nothing was done by the school/company B's management.

B 2.33	Language Skills; English Language with Mother Tongue is stressed upon
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- By and large Gujarati language was being spoken. However, as link language Hindi was relied upon.
- There was no custom of anyone speaking in English; neither at the school, nor at the community level.

B 2.34 Local Transport/Vehicle (s) at Home

- None out of the 12 families had car ownership

Table 4.2.2.7		
Parent	Gujarati or Non-Gujarati?	Vehicle
Family 1:	Gujarati	No vehicle
Family 2:	Non-Gujarati (UP)	Old bike
Family 3:	Gujarati	Old bike
Family 4:	Non-Gujarati (MP)	Old bike
Family 5:	Gujarati	Old bike
Family 6:	Non-Gujarati (UP)	1.Govt issued cycle 2.Old bike
Family 7:	Non-Gujarati (UP)	Old bike
Family 8:	Gujarati	Old bike
Family 9:	Gujarati	Old bike
Family 10:	Gujarati	Old bike
Family 11:	Gujarati	Old bike
Family 12:	Non-Gujarati (UP)	Govt bi-cycle & old bike

- In all families 12 families were there.
- 11 families had old bikes. (5 Non-Gujarati family) & (6 Gujarati family had bike)
- 01 Gujarati family did not have vehicle.
- 02 non-Gujarati families were issued government (BPL) bi-cycles

B 2.36 Employment History of Parents

Table 4.2.2.8	
Father 1: industrial labourer	Mother: domestic help
Father 2: industrial labourer	Mother: domestic help
Father 3: security supervisor	Mother: domestic help
Father 4: labourer cum livestock sales	Mother: domestic help
Father 5: Industrial labourer	Mother: runs a tailoring outfit
Father 6: Selling livestock	Mother: both parents sell food on the cart
Father 7: security supervisor	Mother: domestic help
Father 8: Admn work in truck company & drives auto in the night	Mother: domestic help
Father 9: Involved in livestock eatery	Mother: manages livestock
Father 10: Labour contractor	Mother: home maker
Father 11: Security guard	Mother: domestic help
Father 12: industrial labourer	Mother: manages small kirana shop

5 fathers are industrial labourers. 7 mothers are domestic help.

3 fathers are security guards.

B 2.37 CSR Activities of Company

The statutory government obligation mandates spending on the CSR activities. Company B is a profitable, debt free company. It has its own foundation which is headed by the chairman's wife.

The foundation is focussing on all the schedule VII listed activities of the section 135 of companies act, 2013.

Educational commitment is outlined in the company's CSR strategy.

Overall: In any community setting; human rights aimed at augmenting social-economic and environmental justice is of paramount importance. If rate of poverty has to be reduced then aspirations of the people, families and communities need to be mitigated properly. So that people who are earning subsistence amount of wage earning could dream of educating their children to augment their lives further. What was observed is individuals, families and groups were not happy with the effort of company B. They felt that the efforts of government were exceedingly higher as compared to the CSR and social work efforts of company B.

The micro and macro level indicators within families and their earnings only indicates deepened divide in the society. This should not have been the case, if an equitable society has to be created. In this explorative research, it was noted how uniformly all the parents felt that the efforts of company B was less than desired. The unstructured information which was sought through prolonged, unhindered communication revealed the many concerns. The researcher went with the mindset of finding out what is going on there. During the research within the communities it was noticed that none of the social worker teams had ever visited these villages to ask them what their concerns were. Or, for that matter; conducted any kind of impact assessment study to ascertain how the educational efforts were being provided by the company. And how it is being perceived by the parents of the children. This shows lack of empathy. (Engel & Schutt, 2017)

B 2.39	What Stood out Notably
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Nothing!

Reason: A child who is admitted to Primary schooling in standard I is literally six years old; and that stage refer to early childhood stage. This is the stage when child rights have to be ensured. The vulnerabilities that comes with socio-economic and in some cases due to religious beliefs being followed; it should have been the role of company to contextualise equality and universality. But unfortunately, this did not happen.

B 2.40	Case Study
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Note:

1. Alcohol use was there amongst the male members.
2. Because of this domestic violence exists in families.

B 2.41	Social Work Perspective
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The role of social work in a community setting becomes critical when there is rampant use of alcoholic abuse. Let us not forget this is a pervasive problem in our society. Due to this chemical dependency, there is rise in domestic violence and pressure on the girl child. All of this impacts school education for upper primary girl child.

As social workers are adept in dealing with this problem, they need to be engaged. Given the size of the company B and the availability of teams they could very well send their social work and CSR teams to do counselling sessions. But none of it is being done. Thus, community engagement is an unstarted saga. Personal and professional development of the children was not happening at all in the community level. Nobody has gone to meet parents in a home/village setting as to how they are feeling towards the educational involvement of the company. (Sheafor, Horejsi, & Horejsi, 1997)

Community organisation development issues towards children have to be thought through at the board levels. Then only effective mitigative, planned resolutions could be achieved. For this organisational commitment is needed. Community liaison from the social work teams' is the starting point. Welfare programmes have to be conceptualised and implemented on a scalable time frame. (Pawson & Russell, 2013)

B 2.42**Suggestions, if any by the Stakeholders**

Panchayati raj institution has been a way of Indian life from time immemorial. *Dharma* has governed our conscience. CSR is nothing but *Raj dharma*. Gandhi ji was a great proponent of Panchayati raj system. Because it addresses; issues of the villagers. Such as: elevating the poverty levels of the people, families, communities and society at large.

Education and literacy and community development issues and challenges. Prevention of diseases and setting up of community establishments like schools, dispensaries, market yards etc. The various committees constituted by the government like: "Balvantrai Mehta Committee, Singhvi committee and later Ashok Mehta committees" proposed to set up decentralised system of government or as it is known by the name of "three tier Panchayati Raj System". Way back in the year 1870 said: "*local interest, supervision, and care are necessary for success in the management of funds devoted to education, medical charity and local public works*". Even in the year 2020 we are still coping with the question of further strengthening the educational edifice of the country. Because all the CSR compliant companies are not becoming truly representative of local people. (Goel & Rajneesh, 2009)

-----**End of Chapter II of II of Co' B**

Introduction of CSR Compliant Company (C)

Village 1 of 4 (4.3.1)

Village 2 of 4

Village 3 of 4

Village 4 of 4

C 1.1 Introduction of CSR Compliant Company (C)

This corporate is a leading player in the field of pharma space. The founder promoter of the company was a first-generation entrepreneur and had set up this business from scratch. Now the second-generation leaders are steering the company's operation to the next level both within and outside the country successfully. This CSR Compliant Company does not have any school of its own in the state of Gujarat. But it has in other states.

Education has been the forefront of this company's motto. In fact, the owner promoter of the company has set up a school; dedicating it to his father. The management of the company is robust with very strong leadership both on the manufacturing as well on the CSR leadership front.

C 1.2 CSR Team

In this company one wouldn't typically find alumni from top social work schools. In fact, the ones who are working in the CSR Team have been part of the company for a long time; and from there onwards, they have grown and evolved into CSR role respectively. As a successful indigenous company with very strong Indian values: loyalty and commitment are respected in this company. The top leadership of the company: both from the product management and CSR leadership side is very strong; and have been part of the company for over 2 decades. The team below them is also have equally a longer tenure of service and commitment.

C 1.3**CSR Strategy of Company**

As part of its CSR school education policy the company has adopted many schools in the state of Gujarat. However, the researcher visited these 4 schools.

1. The first adopted school is a private aided all girls' Gujarati medium primary school
2. The second school is a Gujarat government co-educational primary school
3. The third school is a Gujarat government co-educational primary school
4. The fourth school is a private aided, co-educational, Gujarat board, senior secondary school.

To invest in capabilities extensively in adopted; remote locations of primary, secondary and senior secondary school education is the key thrust area of the company. Most of the intervention work happens with a view to building capacity within the local communities in the aspirational villages.

C 1.4**How Access, Equity and Retention has been Approached by this Corporate?**

The underlining theme of school education is Access. This company is providing infrastructural support in some cases. In others, it lends resource support; be it a water cooler or as part of improvement it adds structures for the common use for the students. Providing computers and other IT peripherals to boost ICT initiatives is also part of CSR care.

C 1.5	How Quality, Focusing on Learning Outcomes & Vocationalisation of Education is being Approached by this Corporate?
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Directly the Company (C) has no role in quality matters. But from the educational leadership stand point the management of the company understands the importance of education. Because the founder promoter of the company was himself had worked for a leading engineering institution as an educator. So, from that context, and then being a “generic drug manufacturers themselves”, they pretty much understand the importance of science labs. Thus, technologically they are guiding the various schools on how to achieve quality.

Learning outcomes is predominately a matter that each of the schools separately is addressing at their level. In the mix of schools, we could see in the following pages there are two government and two private schools which are being researched. These schools are adopted by this CSR compliant company. There are levels to be achieved in vocationalisation process. The first step is to ensure that students attend classes with regularity.

The core theme of any industrial establishment is discipline and that foundation is what a school attempts to emphasise with students and rightly so. Here the efforts of company's inputs are valued by the promoters of the school.

C 1.6 School Infrastructure

The school has concrete structure.

Water cooler wherein cold purified water is available to children in the school.

Separate toilets for teachers and children was there.

Computers are there but it was kept packed.

Science lab is well equipped.

C 1.7 Teachers at the School

In all there were 4 teachers. 3 of whom are lady teachers and one male teacher.

(The intervention of CSR company; does not pay the salaries of the teachers. The salaries of teachers and auxiliary staff is borne by the respective school themselves).

C 1.8 Technology Component in School

Used office computers and printers are being given to the school as part of digitalisation process. In fact, in this school computers and printers were also being provided.

C 1.9 Digital Literacy Levels

The students need to be enthused into using computers. What was seen is the computers were nicely packed and kept. The buzz that need to be there in the computer room was missing.

C 1.10 Mid-day Meal Scheme (MDM) in the School & Dropout of School Children

Mid-day meals as a mission was launched in the country, way back in 1955. It was perpetuated to augment “enrolment, retention and attendance”. However, in this school, MDM is not being provided.

C 1.11 Sampling Frame

Table 4.3.1.1

Met officials & parents for data collection at District 3 of Company C's CSR efforts

Sr. No.	Company C	Department	Designation	Number of officials met	Total No. of officials met				
I.	At Corporate & Plant Office Met	Plant	Head, VP	1	5				
		Administration	Manager	1					
		CSR	Programme Executive	3					
School 1 of 4	Location: District 3; Village 1 of 4, Company C's: Adopted, Pvt Aided Girls' Primary School		Promoter-cum-Principal	1	1				
			Primary Teachers	-					
			Clerk	-					
Parents @ village 1 of 4	Location: District 3; Village 1 of 4 of Company C Meeting the parents of the students who are studying in school (1 of 4)								
1.	Indepth Interview with			10 parents					
2.	One Focussed Group Discussion with			07 parents					
1 of 4	Number of students in Primary Schooling (Standard I to VIII)								
1.	Location/School		No. of Boys	No. of Girls	Total Students	Remarks			
	Govt. Girls' Primary School		N.A.	10	10	None.			
Breakup of students studying in primary schooling C 1 of 4									
Classification	I	II	III	IV	V	VI	VII	VIII	Total
Sons	Only girls' school is within the scope of the study.								
Daughters	NA	NA	1	1,1,1	1	1,1	1	1,1	10

Table 4.3.1.2 School information table	Company (C's) adopted school (1 of 4)	
Location	Southern part of Gujarat; near the gulf of Khambhat	
District	3	
Pattern – CBSE or Gujarat Board	Gujarat	
Rural, town or urban setting	Rural	
Category of School	Primary School? (Class I to Class VIII)	<input checked="" type="checkbox"/>
	Primary to Higher Secondary (Class I to Class X)	
	Primary to Senior Secondary (Class I to Class XII)	
Management of school	Government?	
	Managed by Local body?	
	Private Aided School?	<input checked="" type="checkbox"/>
	Private unaided school?	
Type of School (Gender)	Boys	
	Girls	<input checked="" type="checkbox"/>
	Co-educational	
Number of Teacher in the School	Male Teachers	1
	Female Teachers	3
How is the school's infrastructure?	Classes being held in the tents/open area	
	In concrete building	<input checked="" type="checkbox"/>
	In partially concrete building	
Is drinking water facility available in school?	Yes	<input checked="" type="checkbox"/>
	No	
The source of the water is;	Tap water?	
	Hand pump	
	Well water	
	Earthen pitchers	
	RO-ed water	<input checked="" type="checkbox"/>
Does, the school have separate toilet for boys and girls?	Yes	It is an all-girls' school
	No	
Is there electricity in the school?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school have play ground?	Yes	
	No	<input checked="" type="checkbox"/>
Does the school have boundary wall?	Yes	
	No	<input checked="" type="checkbox"/>
Does the school organise medical check-ups?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school have mid-day meal scheme?	Yes	
	No	<input checked="" type="checkbox"/>
Are there computers in the schools for the children?	Yes	<input checked="" type="checkbox"/>
	No	
Provision of stretcher and wheel chair was non-existent. Science lab equipment is kept packed. Fire safety protocol was non-existent in the school. Disaster management protocols were not there. Well stocked library was not there. Ramp facility & toilet for differently abled children was not there. No dropouts in the school. No computer applications of softwares were there. No doctor on site.		

C 1.14 Company C Village 1 of 4. Parent 1 of 10 (Indepth interview)

Father is aged 34 and mother is aged 32. Father has studied till IVth standard. Mother has studied till VIth standard. Mother is a home maker. Father works as an industrial worker and earns around Rs. 8,000/-. They have a daughter and she studies in Vth standard. They are Gujarati and live in a joint family. They live in partially concrete house which is their ancestral place. They have cable tv and electricity at home. Drinking water comes in their taps. They have an old motorcycle.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) School saru bhanave che pan khava piva ni koi vyavastha nathi!*
- b) School ma computer che! Pan vaparva nathi detu!*
- c) Sandas saaf che ane pivanu paani pan thandu made!*
- d) Company su kare che enati amne koi leva deva nai!*

MEANING:

- a) School provides good education. However, no lunch is being provided.
- b) They have computer and printers which are not being used thoroughly.
- c) Water RO system is there and toilets are clean.

Specific Observations from the Case 1: Parents are happy with school's leadership and governance. The CSR efforts of the Company is very well appreciated. The company also undertakes medical interventions for the community. Government's RTE was also appreciated.

Noticed:

- 1. There was no gate or boundry wall in this all-girls' school.
- 2. No fire safety drill guidelines or fire safety equipments were there.
- 3. No playground or sports equipment was there.

Father is aged 32 and mother is aged 28. He works as an industrial worker and earns Rs. 8,000/-. His wife runs a small kirana shop which she manages from home itself. She makes Rs. 2,000. Monthly household income is Rs. 10,000. They are Gujaratis and live in a joint family. Father has studied till VIth standard and mother has studied till IInd standard. They live in a partially concrete house. It's their own house. They have two children. Daughter studies in IVth class. Son is studying in IInd standard. They have an old bike. Electricity is in home with a cable connection. Drinking water comes in the tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Saras bau saru bane!*
- b) *School sari mehanat karve che!*

MEANING:

- a) Happy with the progress of the girl.

Specific Observations from the Case 2: Parents are happy school leadership and governance. Teacher availability. More specifically the ability of the owners of school to forge partnership with the corporates. CSR efforts of the company. And RTE provisions of Government.

Also, the ability to keep village educational council and involves parents through parent teacher council.

Father is aged 36 and mother is aged 34. They are non-Gujaratis. They are from Rajasthan. Father has studied till IVth standard and mother is an illiterate. It is partially concrete house. Father works as an industrial worker. Mother is a house wife. Their house is a rented accommodation. They live as a single family. They have an old bike. They have two children. Daughter studies in IVth standard. Son studies in a nearby government boys' primary school in VIth standard. Their monthly household income is Rs. 8,000/-. They have electricity and cable tv network at home. Drinking water comes in the tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) Kuch pata nahi company wale kya karate hain!*
- b) School jo kuch bhi karvaa raha ha, us se hum log bahut khush hain!*
- c) Mid-day meal nahi dete iss school me. Jab ki ladke ki government primary school me milta ha.*
- d) Computer ha, lab sab ha! Lekin proper use nahi karne dete!*
- e) Bachiyon ko niche baita k padate hain.*

MEANING:

- a) Not aware about the CSR efforts of the company.*
- b) However, are appreciative of the school's efforts.*
- c) Lunch is not being provided in the Girls' school.*
- d) In son's government primary school lunch is being provided by the school authorities.*
- e) Mostly computers and printers are packed and kept.*
- f) Children are made to sit on the floor!*

Specific observations from the Case 3: Parents are happy with school's leadership and governance. RTE and CSR schooling efforts of company. Learning outcomes.

Father is aged 39 and mother is aged 36. Father has studied till VIth and mother is an illiterate. Father works as an industrial worker and mother is a home maker. They have one daughter. She studies in VIIIth standard. They are Gujaratis and live in a joint family. They have an old motorcycle. They live in partially concrete house. It is their own house. Electricity, cable network is available at home. Water comes in their tap. Monthly household income is Rs. 8,000/

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Chokri Bau saras bane che!*
- b) *School pan bau saras kaam kare che!*

MEANING:

1. Daughter studies in standard VIIIth and is a good student.

Specific observations from the case 4:

Parents are happy with the schooling experience because of school leadership and governance. They felt due to this their daughter academic success has been achieved. The parents also appreciated the efforts of Company C's CSR educational contributions. Because of Co's CSR contributions; science and computer has come up. RTE provisions are implemented because of Govt's effort.

Father is aged 33 and mother is aged 31. Father has studied till VIth and Mother has studied till IVth standard. Mother is engaged in industrial stitching assignment and works from home. They are non-Gujaratis. They are from MP and live here as single family. They live in partially concrete house in a rented house. Father works as an industrial worker and earns Rs 8,000/-. Mother contributes Rs. 2,000/- monthly household income is Rs. 10,000. They have two children a son and daughter. Son is eldest and studies in government primary school in VIIIth standard. Daughter studies in VIth standard. They have an old motorcycle.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) Achha padate hain hamari ladki ko!

MEANING:

1. The school is providing good educational experience to our Daughter.

Specific observations from the case 5:

Parents felt school leadership and governance was the reason why their daughter is doing well. The teacher availability and their competence is the reason why their daughter has evolved into a good student. Company's CSR contributions are appreciated. Government's RTE provisions are very well applauded.

Parent 6 of 10 (Indepth interview)

Father is aged 36 and mother is aged 34. Mother is an illiterate. Father has studied till IVth standard. Father works as an industrial worker and earns about Rs. 8,000. Mother is a home maker. They are non-Gujarati. They are Rajasthani and live as single family. They have a school going daughter. Daughter studies in IVth standard. They live in rented house which is partially concrete house. At home they have electricity and cable tv connection. Drinking water comes in their tap. They have an old motorcycle.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Bachut accha padti ha ladki.*
- b) *Aage jaakar doctor banegi hamari beti!*
- c) *Company kya karti ha who pata nahi!*
- d) *Lekin achha ha school, ghar k pass bhi ha!*

MEANING:

- a) Daughter studies well and the school is doing well for the child.
- b) She aspires to become a doctor.
- c) We are not aware about what the company is doing or not doing!
- d) But school is being managed well and it is in a walking distance from our house.

Specific observations from the case 6:

Parents are happy with the educational efforts of school. They attribute it to school leadership and governance. They also felt learning outcomes and teacher availability made the difference in their child's education. The efforts put in by the CSR company for school education and community development is being appreciated by parents and community on the whole.

Parent 7 of 10 (Indepth interview)

Father is aged 35 and mother is aged 33. Father has studied till IVth standard. He works as an industrial worker and earns around Rs. 8,000. His wife is an illiterate. They have a small kirana shop which is being managed by the wife. She also makes papad, pickles and tiffin. She manages Rs. 1,000. Their monthly household income is around Rs. 9,000. They have one daughter who studies in VIIIth standard. They are expecting their second child. They are Gujaratis and live in a joint family. It is their own house. It is partially concrete house. It has electricity and cable connection. They have an old bike. The drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Chokri nursing nu course karwaa mange che!*
- b) *Chokri bau saru bane che!*
- c) *Ame to chokri ne bhanwa ma madad nathi kari sakta; pan aiyan ek ben che; he ene bhanave che!*

MEANING:

- a) Daughter studies well & aspires to do nursing course.
- b) We are not able to assist the child in her education. However, there's this neighbour who lends a hand in assisting the children with their education.
- c) Company is doing good for our children

Specific observations from the case 7: Parents are happy with teacher availability and their competence. The CSR contributions of the Company C is being appreciated. The school leadership and governance along with RTE provisions of government is appreciated.

Father is aged 33 and mother is aged 31. Father has studied till VIth standard and mother is an illiterate. They have three children. The daughter studies in the girls' school being adopted by the CSR company. She is in IIIrd standard. 2 sons' study in the nearby government school in VIth & VIIIth respectively. They are from MP and are non Gujaratis and are single family. They have an old bike. They live in a rented house. It has electricity and cable connection. It is partially concrete. Father works as an industrial worker. Father earns Rs. 8,000/- and mother is a homemaker. The drinking water comes in the tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) Accha padti ha hamari betiaan.*
- b) School bahut achha padata ha!*

MEANING:

1. Our daughter studies well.
2. We are thankful to the school management.

Specific observations from the case 8:

Parents are happy with the school leadership and governance. They attribute the success of their daughter to teacher availability and competence. The CSR efforts of Co' C is appreciated along with RTE provisions of Government.

Parent 9 of 10 (Indepth interview)

Father is aged 38 and mother is aged 36. Father has studied till IVth and mother has studied till VIth standard. Father works as an industrial worker and mother is a homemaker. She also takes tuition and earns around Rs. 1,000. They have one daughter. She studies in the CSR adopted school's VIIth standard. They are Gujaratis and live in a joint family. They live in their own house. The house is partially concrete. The house has electricity, tv and cable connection. Drinking water comes in tap. They have an old bike. Father earns Rs. 8,000. Their monthly household income is Rs. 9,000.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Chokri saras bane che!*
- b) *School pan saari koshish kare che bhanawa maate!*

MEANING:

- a) Daughter is doing well academically.

Specific observations from the case 9:

Parents are happy with schooling effort and attribute it to School leadership and governance. The parents also feel school's ability to forge partnerships with corporate is an important game changer for the community's children. CSR schooling effort of the company and RTE provisions of the government is applauded. Teacher availability and competence.

Parent 10 of 10 (Indepth interview)

Father is aged 40 and mother is aged 34. Father has studied till IVth standard and works as an industrial worker and earns Rs. 8,000. His wife has studied till Xth standard and teaches in a local school. She earns Rs. 3,000. **It is their second marriage.** The daughter studies in VIth standard. Two sons' study in IVth and IInd standard respectively in another government primary school. They are Gujaratis. And live in their own ancestral home in a joint family. The house is partially concrete. They have tv, electricity and cable connection. Drinking water comes in tap. Their monthly household income is Rs. 11,000. They have an old bike.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Company bau saras kaam karave che!*
- b) *Amara badha chokrao saru bhane che!*

MEANING:

- a) The school is giving holistic learning opportunity.
- b) CSR efforts is much appreciated by parents.

Specific observations from the case 10:

Parents are happy with teacher's availability, school leadership and governance. The efforts of school CSR by the company is being appreciated. The RTE provisions of Government is applauded.

Educational levels of children

- a) **Family 1:** They have 1 daughter and she studies, in Vth standard
- b) **Family 2:** They have two children. Daughter studies in IVth class.
Son is in the IInd standard.
- c) **Family 3:** Daughter studies in standard IVth.
- d) Son studies in a nearby government boys’ school in VIth standard.
- e) **Family 4:** They have one daughter. She studies in VIIIth standard.
- f) **Family 5:** They have two children a son and daughter.
Son is eldest and studies in government primary school in VIIIth standard.
- g) Daughter studies in VIth standard.
- h) **Family 6:** Daughter studies in IVth standard.
- i) **Family 7:** They have one daughter who studies in standard VIIIth standard.
- j) **Family 8:** They have three children.
- k) The daughter studies in the girls’ school in IIIrd standard.
2 sons’ study in the nearby government school in VIth & VIIIth respectively.
- l) **Family 9:** They have one daughter and she studies in VIIth standard.
- m) **Family 10:** Daughter studies in VIth standard. Two sons’ study in IVth & IInd standards respectively in another government school.

C 1.16	Company C – Educational Levels of Children Adopted Private Girls’ Primary School. 1 of 4
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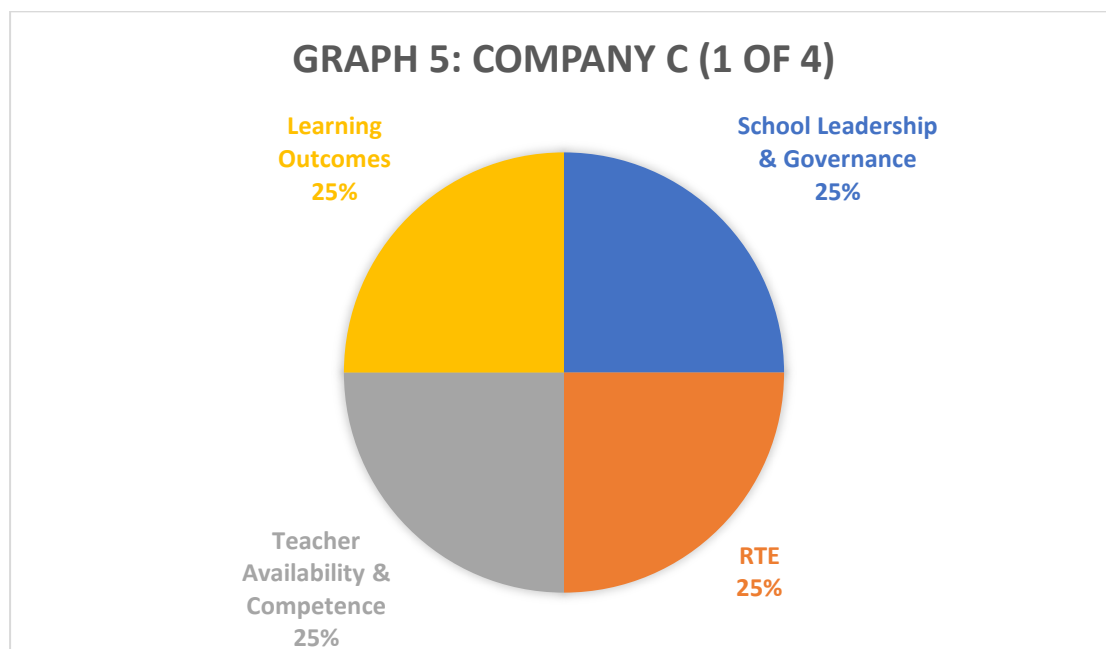
Table 4.3.1.3									
family 1	1 child	1 daughter	daughter studies in V th standard						
family 2	2 children	son & daughter	daughter studies in IV th class. Son is in II nd standard.						
family 3	2 children	one son & daughter	daughter studies in IV th standard. Son studies in a nearby government boys' school in VI th standard						
family 4	1 child	a daughter	she studies in VIII th standard.						
family 5	2 children	a son & daughter	son is eldest and studies in government primary school in VIII th . daughter studies in VI th standard						
family 6	1 child	a daughter	daughter studies in IV th standard.						
family 7	1 child	a daughter	daughter studies in VIII th standard.						
family 8	3 children	1 daughter & 2 sons	the daughter studies in the Girls school in III rd standard. 2 sons' study in the nearby government school in VI th & VIII th standards respectively.						
family 9	1 child	1 daughter	daughter studies in VII th standard.						
family 10	3 children	2 sons & 1 daughter	daughter studies in VI th standard. two sons' study in IV th & II nd standards respectively in another government primary school.						
10 families;		17 children 10 daughters and 7 sons							
Breakup of students studying in primary schooling									
Classification	I	II	III	IV	V	VI	VII	VIII	Total
Sons	Only girls' school is within the scope of the study.								
Daughters	NA	NA	1	1,1,1	1	1,1	1	1,1	10

10 girl students are studying in CSR adopted school of Company C.

NA: not applicable.

C 1.17	Data Analysis & Response of Parents
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Table 4.3.1.4 Data Analysis: Specific Observations from the Case Company C (1 of 4)					
Sr. No	Indicators	Response of 10 Parents			
1	School Infrastructure	-	Comprising of:		
			Clean Drinking Water & Separate Toilets for Boys and Girls		
			Library, Laboratory & Computer room		
			Seating, Playground & sports equipments		
			Disaster Readiness be it, w.r.t fire or other calamities		
2	Teachers	10	Comprising of:		
			Availability		
			Competence		
			Pedagogy		
3	Learning Outcomes	10	Comprising of subjects:		
			English		
			Maths		
			Environmental Science		
			Computer Science		
4	School Leadership & Governance	10	Comprising of:		
			Village Educational Council		
			Parent Teacher Council		
			Partnership with Corporates		
5	Goal 4 of SDG	-	Equitable, Quality Education		
6	RTE is the Change Maker	10	Government is the Change Agent		
7	Perception about the company	4	1. Outstanding	2. Excellent	3. Very Good
			4. Good	5. Satisfactory	6. Unsatisfactory
Note:					
1. Outstanding: 80 % & above positive responses					
2. Excellent: 70 to 79 % positive responses					
3. Very Good: 60 to 69 % positive responses					
4. Good: 50 to 59 % positive responses					
5. Satisfactory: 40 to 49 % positive responses					
6. Unsatisfactory: 40% & below					
Comments: Parents perceived the company’s educational effort as “good”.					



Specific Observations from the Case: Result

Regarding the management: The company C, is committed to doing good community work and it is reflected in their strategy to go into the interior districts of Gujarat. The adopted schools are quite positive about the company's intervention. The company has strong and robust team facilitating school education.

CSR initiatives: Very well coordinated effort. At every step of the way senior leadership team is involved in the operations. That seriously the schooling endeavour is being taken.

Social work initiatives: Well-coordinated effort.

Note: The CSR company is pooling together the resources of other CSR companies in accordance with CSR laws to implement holistic development of villagers.

C 1.20	DEMOGRAPHIC PROFILE OF PARENTS (Co'C; village 1 of 4)
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Location: company c's adopted private aided primary school

Total number of parents met = 10

C 1.21	Age Profile of Fathers & Mothers': youngest & oldest
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Age profile of fathers & mothers': youngest & oldest.

parent 1; fathers age is 34; mothers age 32.

parent 2; fathers age is 32; mothers age 28

parent 3; fathers age is 36; mothers age 34

parent 4; fathers age is 39; mothers age 36

parent 5; fathers age is 33; mothers age 31

parent 6; fathers age is 36; mothers age 34

parent 7; fathers age is 35; mothers age 33

parent 8; fathers age is 33; mothers age 31

parent 9; fathers age is 38; mothers age 36

parent 10; fathers age is 40; mothers age 34. second marriage

youngest father is aged 32 & oldest father is aged 40

youngest mother is aged 28 & oldest mother is aged 36 (two).

C 1.22**Father & Mothers' Qualification: lowest & highest**

father & mothers' qualification: lowest & highest.

parent 1 father = ivth standard & mother = vith standard

parent 2 father = vith standard & mother = iind standard

parent 3 father = ivth standard & mother = illiterate

parent 4 father = vith & mother = illiterate

parent 5 father = vith standard & mother = IVth

parent 6 father = ivth standard & mother = illiterate

parent 7 father = ivth standard & mother = illiterate

parent 8 father = vith standard & mother = illiterate

parent 9 father = ivth standard & mother = vith standard

parent 10 father = ivth standard & mother = xth standard

C 1.23**Educational Status of Fathers**

- Highest qualification of fathers = 4 fathers had studied till VIth standard.
- 6 Fathers had studied till IVth standard.
- All fathers were educated.

C 1.24**Educational Status of Mothers**

- 5 mothers were illiterate and 5 mothers were educated
- 1 mother studied till IInd standard.
- 1 mother studied till IVth standard.
- 2 mothers studied till VIth standard.
- 1 mother studied till Xth standard.

C 1.25**Father & Mothers' Occupation and their Monthly Household Income (MHI)**

- I. **Parent 1** = father; works as an industrial worker and earns Rs. 8,000 = His wife is a home maker.
- II. **Parent 2** = father; works as an industrial worker and earns Rs. 8,000 = His wife runs a kirana shop from home and earns Rs. 2,000. Together they make Rs. 10,000.
- III. **Parent 3** = father; works as an industrial worker. His wife is a home maker. The MHI is Rs. 8,000.
- IV. **Parent 4** = father works as an industrial worker. His wife is a home maker. Their MHI is Rs. 8,000.
- V. **Parent 5** = father works as an industrial worker and earns Rs. 8,000. His wife manages industrial stitching assignments and earns Rs. 2,000. Together they make Rs. 10,000.
- VI. **Parent 6** = father works as an industrial worker and earns Rs. 8,000. His wife is a home maker. The MHI is Rs. 8,000
- VII. **Parent 7** = father works as an industrial worker and earns Rs. 8,000. His wife makes Papads, pickles and cooks tiffin and earns Rs. 1,000. Together they make Rs. 9,000 per month.
- VIII. **Parent 8** = father works as an industrial worker and earns Rs. 8,000. His wife is a home maker.

- IX. **Parent 9** = father works as an industrial worker and earns Rs. 8,000. His wife is a home maker and also takes tuition and earns Rs. 1,000. Their MHI is Rs. 9,000
- X. **Parent 10** = father works as an industrial worker and earns Rs. 8,000. His wife is a teacher in a local school and earns Rs. 3,000. Their MHI is Rs. 11,000

5 parents had an MHI of Rs. 8,000. 2 parents had MHI of Rs. 9,000. 2 parents had an MHI of Rs. 10,000. 1 parent had MHI of Rs. 11,000.

C 1.26	Accommodation: Status of 10 Families
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1st family are Gujarati. Live in a joint family. Own house. Partially concrete.

2nd family is also Gujarati. Joint family. Own house. Partially concrete.

3rd family, non-Gujarati. They are from rajasthan. Single Family. Rented House which is partially concrete.

4th family, Gujarati. Live in a joint family. Own house. Partially concrete.

5th family, is non-Gujarati. They are from MP. Live in a rented house. The house is partially concrete. They live as a single family.

6th family, is non-Gujarati. They are from rajasthan. Live in rented house. The house is partially concrete. They live as a single family.

7th family, is Gujarati. Joint family. Own house. Partially concrete.

8th family, is non-Gujarati. They are from MP. Single family. Rented house. Partially concrete.

9th family, is Gujarati. Joint family. Own house. Partially concrete.

10th family is Gujarati. Joint family. Own house. Partially concrete.

C 1.27	Gujarati or non-Gujarati & Single-Family or Joint Family; Breakup
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Table No. 4.3.1.5			
Where are they from?	Numbers	Single Family	Joint family
Gujarati	06	Nil	1,1, 1, 1, 1, 1
Non-Gujarati	04	1,1,1,1,	Nil

- All the non-Gujarati (04) families lived in rented accommodation with partially concrete structure.
- All the Gujarati families (06) lived in own accommodation. And their houses were partially concrete.

C 1.28	A Snapshot of Utilities at Home
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- Drinking water comes in all the household tap.
- All the houses have electricity.
- All the houses have TV & cable connection too.
- None of the family had agricultural land.
- None of the family had any livestock.

Findings:

- It is an aided private girls' primary school established in the year 2003 and is offering education from primary class to VIIIth standard. It's a rural non-residential school. The medium of school education is imparted in Gujarati language.
- The school provides education to about 300 students. It does not have a boundary wall. The school does not offer mid-day meal or any other lunch facilities. The parents were not
- According to parents whom the researcher met, they said "school is being founded by very passionate villagers who believe in the magic of education".
- All the families whom the researcher met, felt that the school was doing enough for the betterment of local communities.
- The CSR leadership of Company C was actively taking part in the educational interest of the school and the community members.

- Almost all the parents felt the need to scale up the upper primary to Board level and then senior secondary level imparting school.
- The promoter of the school wanted to build a shed for carrying out prayer and PT exercises which at the moment is not available.
- Many parents felt that mid-day meal should be provided at the school.
- Computers are physically present there. However, it is not always functional.
- Proper seating is not available in the classrooms for the students.

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

C.1.31	Language Skills; English Language with Mother Tongue is stressed upon
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Despite being in the heartland of Gujarat; people spoke Hindi very well. No one spoke in English. One possible reason for Hindi language being spoke flawlessly amongst the Gujarati community is the nearby industrial belt; wherein many non-Gujarati population works and live.

C 1.32	Local Transport/Vehicle (s) at Home
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1. None of the families had car ownership.
2. All the families had old motorcycles.
3. None of the family had bicycle issued by the government.

C 1.33	Employment History of Parents
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Table 4.3.1.6	
father 1: industrial worker	Mother is a home maker
father 2: industrial worker	Mother runs a kirana shop from home
father 3: industrial worker	Mother is a home maker
father 4: industrial worker	Mother is a home maker
father 5: Industrial worker	Mother does Industrial stitching job from home
father 6: Industrial worker	Mother is a home maker
father 7: Industrial worker	Mother makes papad, pickles and tiffin
Parent 8: Industrial worker	Mother is a home maker
Parent 9: Industrial worker	Mother conducts tuitions
Parent 10: Industrial worker	Mother is a teacher in a local school

C 1.35	CSR Activities of Company
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This company is a 52-year-old company. In the early 90's this company got recognised for its rural development efforts and that won it FICCI award. Sticking to its philosophy of "reaching the unreached" the company is working in different locations of Gujarat which are not easily accessible and are in far flung geographies. Educational thrust is one of the main agendas of the company.

The decade of 1990 was a path breaking periods in the economic and social history of the country. With economic liberalisation came CSR laws to address inequities prevailing in the society. Government cannot do everything. It needed private public partnerships.

Thus, socio-economic and rural development gained prominence. Private participation was needed to build rural infrastructure to lessen the gap between rural and urban divide. Thus, rural infrastructure was aimed to be achieved through panchayati raj system and corporate social responsibility.

Today also, education and providing health services to one and all is a national development mission. To achieve all of this participatory framework of companies was needed. Desert, draught, excessive rains and extreme winters and parched land is the story of our large country. Therefore, cluster after clusters needs to be strengthened.

The village unit, blocks, district and states in that order is focussed upon. When, MNREGA legislation came into effect in the year 2005. One of the largest such schemes aimed at ensuring 100 days of job guarantee in a year.

The Swarna Jayanti Gram Swarojgar Yojana (SGSY) were integrated as one programme in 1999. The focal point here is, it advocated that 50% of the self-help groups were to be formed by women. Further it stated that out of this 50% of the benefits must go to the weaker and vulnerable sections of the society that is: SCs, STs, and economically weaker sections, single mothers and Tribal communities.

The UNGC emphasised that *“to embrace, support and enact, within their sphere of influence, a set of core values in the areas of human rights, labour standards, environment and anti-corruption had to be set in place”* So participatory CSR became the theme with the corporates. (Saha, 2014)

C 1.37	What Stood out Notably is
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- a) During the last 30 years, i.e. since year 1998 this company has been focussing on CSR interventions. This is much before the CSR law which got framed during the year 2013. In the year 2016 the company won “India pharma CSR programme of the year award”.
- b) Going beyond the educational paradigm the company is significantly rooted to its medical interventions and has launched national tuberculosis mission.

C 1.38	Case Study
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Company commenced its livelihood programme in 2011. Leveraging on its national network of factories the youth of the neighbouring villages are roped in for skilling programme. There is a direct co-relation between educational endeavour leading to skilling and thereafter gainfully getting into employment.

C 1.39**Social Work Perspective**

- I. The founder promoter of the company was himself an educator at a leading higher education institution before foraying into business. The core values of social work is based on the pillars of: ethics, social justice, respecting the dignity of human being and working collaboratively with people in the service of the nation. Supporting the local communities in and around the factories by earmarking team is an extension of best social work practice.
- II. Social work is an interdisciplinary subject drawing from all the branches of social sciences and other disciplines. Community work in the form of building road so that movement of people and resources could smoothly take place. Working and collaborating with local administration to get clearances for the projects towards the greater welfare of community. Addressing the issues of sanitation and education; both the primary and secondary level of education addresses micro, mezzo and macro levels of social work practice. Scaling up of resources that addresses the needs and aspirations of life and livelihood is all part of social work practice which the company is purposively doing with a zeal.

C 1.40**Suggestions, if any by the Stakeholders**

- I. It is based on the assumption that the divide between rural and urban education can be bridged given the digital platform.
- II. Unlike civil structures in a virtual world with primary education on focus many parents felt their children need to be linked on computers so that they could learn quickly and be at par with any international school.
- III. On probing further, it came across that digital divide was strongly felt by all the parents.

-----end of chapter I of IV of Co' C

Introduction of CSR Compliant Company (C)

Village 1 of 4

Village 2 of 4 (4.3.2)

Village 3 of 4

Village 4 of 4

C 2.1 School Infrastructure

It is a government primary co-educational school. It is a very spacious and big school with plenty of space. It has a concrete structure with a gate and playground. Separate toilets are there for boys and girls. The utilities are clean. Drinking water cooler is there. Computer room is large. The science lab was elaborate.

C 2.2 Teachers at the School

- Dynamic Principal is at the helm of the school. Who believes in networking and getting whatever support he could garner from the corporates.
- All the teachers enjoy 7th pay commission salaries.
- Male teachers: 03
- Female Teachers: 07

CSR company has no role in teacher payment.

C 2.3 Technology Component in School

School is taking baby steps to make computer education mandatory. Children are enthusiastic. However, it would take a while before this 'technology buzz' catches up.

C 2.4 Digital Literacy Levels

In a scale of 5 if 5 is the highest number then digital literacy levels would be around on 1.5.

C 2.5	School Infrastructure
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Enumerated in the School Information Chart Elaborately.

C 2.6	Mid-day Meal Scheme in the School & Dropout of School Children
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Mid-day meal is provided to the students by Government of Gujarat.

There are no drop-outs in this school.

C 2.7
Sampling Frame
Table 4.3.2.1

Met officials & parents for data collection at District 3 of Company C's CSR efforts

Company C	Department	Designation	Number of officials met	Total No. of officials met					
At Corporate & Plant Office Met	Plant	Head, VP	1	5					
School 2 of 4	Location: District 3; Village 2 of 4, Company C's: Adopted, Govt. Co-ed Primary School	Principal	1	8					
		Asst. Principal	1						
		Primary Teachers	5						
		Clerk	1						
Village 2 of 4	Location: District 3; Village 2 of 4 of Company C Meeting the parents of the students who are studying in school								
1.	Indepth interview with			8 parents					
2.	One Focussed Group Discussion			6 parents					
1.	Number of students in Primary Schooling (Standard I to VIII)								
	Location/School		No. of Boys	No. of Girls	Total Students	Remarks			
	Govt. Co-ed Primary School		07	09	16	None			
Breakup of students studying in primary schooling									
Classification	I	II	III	IV	V	VI	VII	VIII	Total
Sons	NA	NA	1,1,1,	1,1	NA	NA	1,1,	NA	7
Daughters	NA	NA	1,	NA	1,1,1	1,1	1,1,1	NA	9

NA: Not applicable.

C 2.10 Parent 1 of 8 (Indepth interview) Village C, 2 of 4

Table 4.3.2.2 School information table	Company (C's) adopted school (2 of 4)	
Location	Southern part of Gujarat; Narmada region	
District	3	
Pattern – CBSE or Gujarat Board	Gujarat	
Rural, town or urban setting	Rural	
Category of School	Primary School? (Class I to Class VIII)	<input checked="" type="checkbox"/>
	Primary to Higher Secondary (Class I to Class X)	
	Primary to Senior Secondary (Class I to Class XII)	
Management of school	Government?	<input checked="" type="checkbox"/>
	Managed by Local body?	
	Private Aided School?	
	Private unaided school?	<input checked="" type="checkbox"/>
Type of School (Gender)	Boys	
	Girls	
	Co-educational	<input checked="" type="checkbox"/>
Number of Teacher in the School	Male Teachers	03
	Female Teachers	07
How is the school's infrastructure?	Classes being held in the tents/open area	
	In concrete building	<input checked="" type="checkbox"/>
	In partially concrete building	
Is drinking water facility available in school?	Yes	<input checked="" type="checkbox"/>
	No	
The source of the water is;	Tap water?	
	Hand pump	
	Well water	
	Earthen pitchers	
	RO-ed water	<input checked="" type="checkbox"/>
Does, the school have separate toilet for boys and girls?	Yes	<input checked="" type="checkbox"/>
	No	
Is there electricity in the school?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school have play ground?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school have boundary wall?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school organise medical check-ups?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school have mid-day meal scheme?	Yes	<input checked="" type="checkbox"/>
	No	
Are there computers in the schools for the children?	Yes	<input checked="" type="checkbox"/>
	No	
Provision of stretcher and wheel chair was non-existent. Doctor on call available. Fire safety protocol was non-existent in the school. Disaster management protocols were not there. Well stocked library was not there. Ramp facility & toilet for the differently abled children not available. No dropouts in the school. Functional science lab.		

Father is aged 32 & mother is aged 28. Father is an illiterate and so is the mother. They have two school going children. The son studies in IVth standard and the daughter studies in IIIrd standard. Both of them study in the government primary school which has been adopted by the company. They are Gujarati and live in their own ancestral mud house in a joint family. Both the parents are agricultural labourers and together they manage to earn about Rs. 6,000. They have electricity and cable tv at home. Government has issued them BPL bicycle.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Ame bane toh bhanela nathi!*
- b) *Pan maro chokri ane chokro bani ria che!*
- c) *Company na loko pan aaine jota rahe che!*
- d) *Sarkar school ma khava pan aape che!*
- e) *Savare koro nastho pan male che ane bapor-nu jamva pan mali rahe che!*

MEANING:

- a) We both are illiterate.
- b) But thankfully our children are studying and we are happy about it.
- c) School provides mid-day meal to the children

Specific observations from the case 1: Parents attribute the success of their children to Teacher competence and school leadership and in particular to partnership with corporates. Company's CSR efforts and Governments RTE implementation is being appreciated.

Parent 2 of 8 (Indepth interview)

Father is aged 31 and mother is aged 27. Father has studied till IVth standard and mother is an illiterate. Both these parents have 1 son studies in IIIrd standard. They are Gujarati and live in a joint family in their own mud house. They have been issued BPL bicycle. They make about Rs. 6,000/- a month. Both of them work as agricultural labourers. They have electricity and cable tv at home. Drinking water comes in tap. School serves the all the children with Mid-Day Meal.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Shale arogya maate dhyaan rakhe che/*
- b) *Bapore jamvanu maate*
- c) *Company na loko aavta rahe*
- d) *School saru banave che*
- e) *Principal bau sara che*
- f) *Madam lok pan bau sara che!*

MEANING:

- a) School provides mid-day meal scheme!
- b) The school conducts health clinics for the children and parents like us who cannot afford it themselves.
- c) The school is doing well for the children
- d) The principal of the school is very good and so are the teaching staff.

Specific observations from the case 2: Parents attribute their childrens academic success to Teacher availability and School Leadership and Governance. They also appreciated the CSR schooling efforts of Co & RTE provisions of Government.

Parent 3 of 8 (Indepth interview)

Father is aged 34 and mother is aged 26. Father is an illiterate. Mother has studied till IVth standard. They have two children. Son is in VIIth and daughter is in the Vth standard. Father works as labourer. Mother works as a tailor. They are Gujarati and they live in a joint family in their ancestral (mud) house. They make about Rs. 6,000 a month. They have electricity and cable tv at home. The drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Atli naani jagya ma pan Sarkar atlu badhu kare che*
- b) *Company na saheb loko pan aavta hoe che!*

MEANING:

1. In a small place like ours the government is doing so much.
2. The company people are doing so much. Many, many, thanks to them.

Specific observations from the case 3: Effort of the government in implementing RTE and school leadership and governance is very well appreciated by the parents. Parents attribute the academic success to school principal's dynamic leadership. Also, the CSR schooling effect of the company and Teacher availability is very well appreciated.

Parent 4 of 8 (Indepth interview)

Father is aged 29 and mother is aged 27. Father is an illiterate and mother has studied till VIth standard. She is a dynamic lady & manages a SHG. They have 3 children. All of them are school going children. Eldest daughter studies in VIIth standard. Second daughter is studying in VIth & third child a son who studies in IIIrd standard. Father drives shuttle auto on contract. He has an old bike. They make about Rs. 10,000 each month. They are Gujarati and live in joint family. They have a pair of cattle. Their (partially concrete) house is an ancestral property. It has electricity and cable tv in it. The drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

1. *Bau khush che ame sarkar taraf ti company taraf ti ane school taraf ti.*

MEANING:

- a) Happy with the effort of government & CSR company.

Specific observations from the case 4: Parents are happy with the effort of government in implementing RTE. School's leadership and governance. Teacher competence and availability and Schooling CSR of Company is appreciated.

Parent 5 of 8 (Indepth interview)

Father is aged 34 and mother is aged 28 and both are illiterate. Father works as a security guard. Mother works on the agricultural field as a labourer. They are Gujaratis and live in a joint family. They have 2 children both of them are school going. They both are good in academics. Boy studies in VIIth and daughter studies in Vth standard. They live in a mud house which is their ancestral house. In it they have electricity and cable tv. Their monthly household income is Rs. 5,000. Drinking water is available in the tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *School bau dhyaan rakhe che amara badha na chokraon na!*
- b) *Company pan bau kaam; kare che!*

MEANING:

- a) The school is doing very well for our children & our children are studying very well.
- b) The company is also very active and does so many things for our children

Specific observations from the case 5: Principal of the school is very dynamic as he networks with the corporates on his individual capacity to garner support for the school. Parents are happy with the efforts of Teacher availability and competence. CSR leadership team is seen very active by the parents and they appreciated the efforts. Parents are appreciative of the Government for implementing RTE provisions.

Parent 6 of 8 (Indepth interview)

Father is aged 36 has studied till IVth standard. The mother is aged 29 and has studied till VIth standard. She works in the nearby hospital and earns Rs. 3,000. Father has a shack and sells tea and snacks on the highway. He makes about Rs. 6,000 to 7,000 every month. They are Gujarati and live in a joint family. They have boy and girl. The son is in IVth and daughter is in VIIth standard. They have an old bike. And live in partially concrete house which is their ancestral house. They earn Rs. 10,000 for their efforts. Electricity and water is available in the house. Drinking water comes in the tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Samudayak kaam bau saru kare che!*
- b) *Prashashan na loko saru kaam kare che!*

MEANING:

1. Mother said education is very important for children's future.
2. We are very happy that school is doing community development programme with company's involvement.
3. The local administration is also very active here.
4. On important days there is function which is being organised here.

Specific observations from the case 6: Parents are happy with school's effort and attribute it to school leadership and governance. Happy with CSR compliant companies' effort and Govt for implementing RTE provisions. Teacher availability and competence is also appreciated by parents.

Parent 7 of 8 (Indepth interview)

Father is aged 37 and mother is aged 32. Father has studied till IVth and mother is an illiterate. They have a daughter. She studies in VIth standard. She is good in studies. Mother works as an auxiliary staff in the school and earns Rs. 3,000. Father works in the nearby factory as a loader and earns Rs. 5,000. Their monthly household income is Rs. 8,000. They are Gujaratis and live in a joint family. They live in a (mud) house which is their ancestral property. They have tv and cable connection. Drinking water comes in the tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) *Maths and science ma enam made che chokri ne!*

MEANING: In maths and science subjects our daughter gets prize!

b) *Bau khush che ame company na kaam ti.*

MEANING: Happy with CSR company's effort.

Specific observations from the case 7: Parents are happy with Teacher availability and competence. Also, school leadership and governance is appreciated. Parents attributed the success of their daughter to the work being done by CSR leadership of Company C and to Govt. for implementing RTE provisions.

Parent 8 of 8 (Indepth interview)

Father is aged 42 and mother is aged 35. Both are illiterate. They have 3 children. All of these children go to school. Youngest son studies in IIIrd standard. Daughters are in Vth and VIIth standard respectively. They are Gujaratis and live in a joint family. They have been issued BPL bicycle by the local government. Father works as an industrial labourer. Mother works as an agricultural labourer. They make around Rs. 5,000 a month on season. They live in a mud house which is their ancestral property.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Bau saru bane che! School na kaam ti pan ame bau khush che!*
- b) *Company na loko pan aaiene bau badha karyakrum karta hoe che!*

MEANING:

1. They are very happy with school and the CSR compliant company.

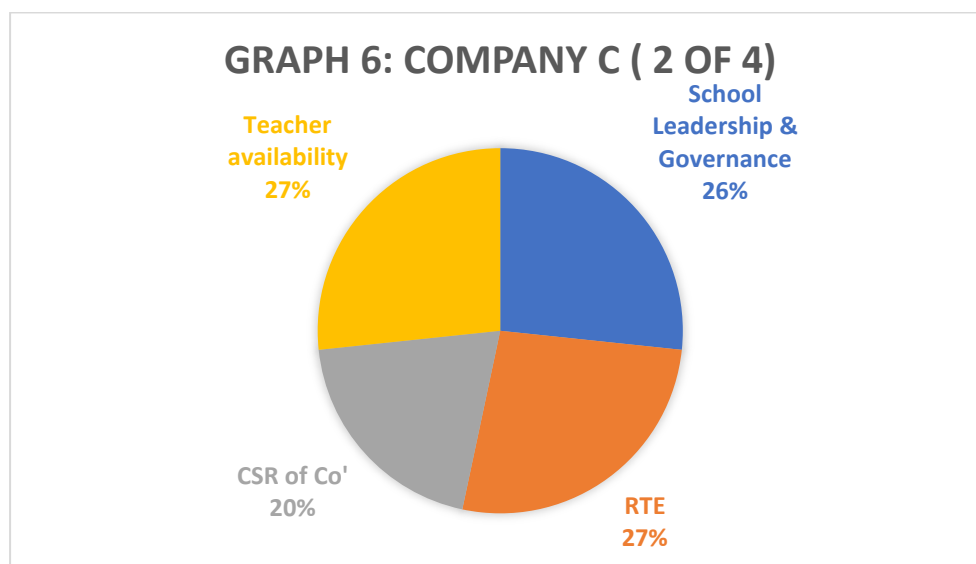
Specific observations from the case 8: Parents are happy with the schooling effort of the government. At the local level they attribute the success to school leadership and governance. Teacher availability and their competence has made the community school a success. The work being done by CSR company on education and community development is very well appreciated.

C 2.11	Educational Levels of Children: 8 Families; 16 Children (9 Daughters & 7 Sons)
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Table 4.3.2.3									
Family 1	2 children	son & daughter			son studies in IV th standard. daughter studies in III rd standard				
Family 2	1 child	a son			1 son studies in III rd standard				
Family 3	2 children	son & daughter			son is in the VII th standard daughter is in V th standard				
Family 4	3 children	2 daughters & son			eldest daughter studies in VII th & second daughter is studying in VI th son studies in III rd standard				
Family 5	2 children	son & daughter			son studies in VII th standard daughter studies in V th standard.				
Family 6	2 children	son & daughter			son is in IV th & daughter is in VII th				
Family 7	1 child	a daughter			daughter studies in VI th standard				
Family 8	3 children	2 daughters & son			youngest son studies in III rd standard. daughters are in V th and VII th standard respectively				
8 families;		16 children 9 daughters and 7 sons							
Breakup of students studying in primary schooling									
Classification	I	II	III	IV	V	VI	VII	VIII	Total
Sons	NA	NA	1,1,1,	1,1	NA	NA	1,1,	NA	7
Daughters	NA	NA	1,	NA	1,1,1	1,1	1,1,1	NA	9

NA: Not applicable.

Table 4.3.2.4 Data Analysis: Specific Observations from the Case Company C (2 of 4)					
Sr. No	Indicators	Response of 8Parents			
1	School Infrastructure	-	Comprising of:		
			Clean Drinking Water & Separate Toilets for Boys and Girls		
			Library, Laboratory & Computer room		
			Seating, Playground & sports equipments		
			Disaster Readiness be it, w.r.t fire or other calamities		
2	Teachers	8	Comprising of:		
			Availability		
			Competence		
			Pedagogy		
3	Learning Outcomes	8	Comprising of subjects:		
			English		
			Maths		
			Environmental Science		
			Computer Science		
4	School Leadership & Governance	8	Comprising of:		
			Village Educational Council		
			Parent Teacher Council		
			Partnership with Corporates		
5	Goal 4 of SDG	-	Equitable, Quality Education		
6	RTE is the Change Maker	8	Government is the Change Agent		
7	Perception about the company	6	1. Outstanding	2. Excellent	3. Very Good
			4. Good	5. Satisfactory	6. Unsatisfactory
Note:					
1. Outstanding: 80 % & above positive responses					
2. Excellent: 70 to 79 % positive responses					
3. Very Good: 60 to 69 % positive responses					
4. Good: 50 to 59 % positive responses					
5. Satisfactory: 40 to 49 % positive responses					
6. Unsatisfactory: 40% & below					
Comments: 6 Parents perceived the company’s educational efforts as “good.”					



C 2.15 Specific Observations from the Case: Result

Regarding the management: The company C, is committed to doing good community work and it is reflected in their strategy to go into the interior districts of Gujarat. The adopted schools are quite positive about the company's intervention. The company has strong and robust team facilitating school education.

CSR initiatives: Very well coordinated effort. At every step of the way senior leadership team is involved in the operations. That seriously the schooling endeavour is being taken.

Social work initiatives: Well-coordinated effort.

Note: The CSR company is pooling together the resources of other CSR companies in accordance with CSR laws to implement holistic development of villagers.

C 2.16**DEMOGRAPHIC PROFILE OF PARENTS**

Location: company C's adopted private senior secondary school somewhere in south gujarat 2 of 4. Total number of parents met = 08

C 2.17**Age Profile of Fathers: youngest & oldest**

- I. Parent 1; fathers age is 32; mothers age is 28
- II. Parent 2; fathers age is 31; mothers age 27
- III. Parent 3; fathers age is 34; mothers age 26
- IV. Parent 4; fathers age is 29; mothers age 27
- V. Parent 5; fathers age is 34; mothers age 28
- VI. Parent 6; fathers age is 36; mothers age 29
- VII. Parent 7; fathers age is 37; mothers age 32
- VIII. Parent 8; fathers age is; 42 mothers age 35

Youngest father is aged 29 & oldest father is aged 42.

Youngest mother is aged 26 & oldest mother is aged 35

C 2.18**Father & Mothers' Qualification: lowest & highest**

- I. Parent 1: father = illiterate & mother = illiterate
- II. Parent 2: father = IVth & mother = illiterate
- III. Parent 3: father = illiterate & mother = IVth
- IV. Parent 4: father = illiterate & mother = VIth
- V. Parent 5: father = illiterate & mother = illiterate
- VI. Parent 6: father = IVth & mother = VIth
- VII. Parent 7: father = IVth & mother = illiterate
- VIII. Parent 8: father = Illiterate & mother = illiterate

C 2.19	Educational Status of Fathers
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- Lowest qualification of fathers= 5 fathers were illiterates out of 8 fathers
- Highest qualification of fathers= 3 fathers had studied till IVth

C 2.20	Educational Status of Mothers
---------------	--------------------------------------

- Lowest qualification of mothers= 5 mothers are illiterate out of 8 mothers.
- Highest qualification of mothers= 2 mothers had studied till VIth & 1 till IVth

C 2.21	Father & Mothers' Occupation and their Monthly Household Income (MHI)
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- Parent 1** = father; works as agricultural labourer = His wife is also an agricultural labourer. Together they make Rs. 6,000.
- Parent 2** = father; works agricultural labourer = His wife is also an agricultural labourer. Together they make Rs. 6,000.
- Parent 3** = father; works as labourer. His wife is a ladies tailor. Their MHI is Rs. 6,000.
- Parent 4** = father; drives auto on rent and ferries people. His wife manages self-help group and they together earn Rs. 10,000. They have a pair of cattle.
- Parent 5** = father works as security guard. His wife works as agricultural labourer. Together they make Rs. 5,000.
- Parent 6** = father runs a tea shack and earns about 6000 to 7,000 K. His wife works in the nearby hospital and earns Rs. 3,000. Together they make Rs. 10,000

- VII. **Parent 7** = father; works in loader for a nearby factory and earns Rs. 5,000. His wife works in a school as an auxiliary staff and earns Rs. 3,000. Together they make Rs. 8,000 per month.
- VIII. **Parent 8** = father; works as an industrial labourer and earns Rs. 4,000. His wife works as an agricultural labourer and earns Rs. 1,000. Their MHI is Rs. 5,000

C 2.22 Parents income

Table 4.3.2.5	
Parent 1	Rs. 6,000
Parent 2	Rs. 6,000
Parent 3	Rs. 6,000
Parent 4	Rs. 10,000
Parent 5	Rs. 5,000
Parent 6	Rs. 10,000
Parent 7	Rs. 8,000
Parent 8	Rs. 5,000

3 parents earned Rs. 6,000. 2 parents earned Rs. 5,000. 2 parents earned Rs. 10,000 & 1 parent earned Rs. 8,000

C 2.23 Accommodation: Status of Families

- 1st family**, Gujarati. Joint family. Own mud house.
- 2nd family**, Gujarati. Joint family. Own mud house.
- 3rd family**, Gujarati. Joint family. Own mud house.
- 4th family**, Gujarati. Joint family. Own house. Partially concrete.
- 5th family**, Gujarati. Joint family. Own mud house.
- 6th family**, Gujarati. Joint family. Partially concrete house.
- 7th family**, Gujarati. Joint family. Own mud house.
- 8th family**, Gujarati. Joint family. Own mud house.

C 2.24	Gujarati or non-Gujarati & Single-Family or Joint Family; Breakup
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- All are Gujarati.
- All the family's live-in joint family.
- 6 families live in mud house
- 2 families live in partially concrete house.

C 2.25	A Snapshot of Utilities at Home
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- Drinking water comes in all the household tap.
- All the houses have electricity.
- All the houses have TV & cable connection too.
- None of the family had agricultural land.
- one of the family had a pair of live stocks

C 2.26	Focus Group Discussion with the Parents
---------------	--

Geographically this school is difficult to reach, as it is in the tribal belt. Own conveyance is required if travel is required to this school.

- The locals are tribal Gujaratis. The parents are either involved in agricultural labouring work or are involved in the nearby factories as industrial workers. It is very difficult life for them. Their monthly earnings is less than 100 US Dollars in a month.
- It's a small community, interdependent on each other.
- The school works as a community development centre.
- The principal of the school is a government servant. Despite this he is very active and invites companies from far-flung industrial belts to visit his school to address students and to look after their day-to-day operational (CSR) requirements.

- Parents felt happy with school leadership and governance matters. In particular the ability of the principal in fostering partnerships with corporates and village council is very well appreciated.
- One and all parents felt the CSR compliant company c and in particular its leadership is spending sufficient time to redress the community's developmental programmes. They are seen doing programmes like medical camps. Crop management and providing skilling for the unemployed youth of the village.

C 2.27	Summary of Indepth Interviews
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- I. The school works as a community development centre.
- II. The principal of the school is a government servant. Despite this he is very active and invites companies from far-flung industrial belts to visit his school to address students and to look after their day-to-day operational (CSR) requirements.
- III. All the parents desired that their children become educated and are able to lead a well-off life.
- IV. All the parents were very happy with the schooling CSR activities of Company C.

All the parents were equally happy with the local administration's efforts.

C 2.28	Language Skills; English Language with Mother Tongue is stressed upon
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All the families spoke Gujarati (inside the tribal belt). But were equally conversant in Hindi. But none spoke in English; including the school children.

C 2.29	Local Transport/Vehicle (s) at Home
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BPL bicycle issued to 3 families

Two families had 2 old bikes.

C 2.30	Employment History of Parents
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Table 4.3.2.6	
Father one; agricultural labourer	Mother: agricultural labourer
Father two; agricultural labourer	Mother: agricultural labourer
Father three; labourer	Mother: works as a tailor
Father four; drives auto on rent	Mother: manages SHG
Father five; security guard	Mother: agricultural labourer
Father six; runs a tea shack	Mother: auxiliary staff at hospital
Father seven; loader in a factory	Mother: auxiliary staff at school
Father eight; industrial labourer	Mother: agricultural labourer

C 2.31	Conclusion
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1. There is strong preference for educational advancements. Most of the parents themselves are not educated. However, they are keen that their children do well.
2. Previous generations struggled with water and employment opportunities.
3. The new generation of young learners are doing well.

C 2.32

What Stood out Notably

Despite back breaking work of parents they are hopeful for their children.

1. Developing equality amongst unequals is the central theme of this study here.

C 2.33

Case Study

1. There is strong preference for educational advancements

C 2.34

Social Work Perspective

Undertaking social work in community setting that too for a corporate is not an easy task. Behind the aspiration of educational CSR activities there are countless aspirations and challenges attached to it. Contemporary social workers and practioners of CSR need to bear this in mind. Herein ethics of the CSR team headed by the company is of paramount importance. The owner promoter of company C were a first-generation entrepreneur and from the start of the company their focus was on utilising company's resources towards educational intervention strategies. Coupled with health and community wellness programmes have also been implemented. At times there are difficult decision to be taken when it comes to saying "no" to a project just because it is not viable for the company. But keeping the ethical considerations and based on financial success of the company. Reamer, Frederic G in his paper "Fundamentals Ethical Issues in Social Work: An essay review in social science review 53 (2): 229-43 paraphrased here, *"the objective of social work when it comes to vision and values; then they are of considerable importance. The **"case"** and **"cause"** between individual, families and society and the desired social change is what matters"*. The company C has indigenised this practice very well. (Reamer, 2005)

The rationale behind social work is to do societal good. Social work does not work in isolation. It works in case work, group work and community organisation. The edifice of the social work practice therefore has to be robust and inclusive in nature. Robust from the policy formulation point of view. And with the involvement of top management. Providing educational access is in effect working with group. It is part of group work involving, teachers, schools, administrators, children, parents and regulators. In 1935 in the US during a national conference of social work it defined group work as a facilitative process in which the key constituent: the individual, makes alignments to be part of the bigger frame. In this way, aspiration of the individual gets knitted to the larger group goal and thus there is win-win for one and all. (Northen & Kurland, Indian reprint 2017)

What favourably works for this company C, is their robust leadership. Both from the product, design and delivery to CSR practice. Because managing conflict is a participatory process. More so when there is divergence of opinions with regard to a sensitive topic such as CSR contributions and primary education.

While working with multi-dimensional people representing divergent views is to be managed then with the help of robust leadership it becomes that much easier. There is need for planning and better coordination. The social context has to be mapped and understood by all the stakeholders. Thankfully all of it is being taken care by the company C successfully across all the intervention areas.

When social work policies are implemented judiciously integrating them with social developmental goals; then it is called social welfare administration. The aim and object here are *“progressive development of people, families and communities”*. There are complexities in implementing rural community development; involving education and healthcare services. The issues of unemployment; and gainful employment is very severe. This in effect results in crime and domestic violence. Also, it gives rise to alcoholism. (Bhattacharya, 2017)

The poverty removal plan is being targeted by Company C, so that educated students will be able to created more economic opportunities. In keeping with the socio-economic findings of company C, it is evident that it is working tirelessly in that direction. *“Education, employment and income”* is an ongoing struggle for countless villagers.

-----**End of Chapter II of IV of Co' C**

Introduction of CSR Compliant Company (C)

Village 1 of 4

Village 2 of 4

Village 3 of 4 (4.3.3)

Village 4 of 4

C 3.1 School Infrastructure

- I. It is a government, rural, co-educational primary school.
- II. computer-cum-science lab was kept locked.
- III. No dropouts in the school.
- IV. Well stocked library was not there.
- V. Ramp facility & toilet for differently abled not there.
- VI. Fire safety protocols was not there.
- VII. Disaster management protocols were not there.
- VIII. Provision of stretcher and wheel chair was non-existent. Though doctor on call was available.
- IX. Playground and sports equipments were not there.

C 3.2 Teachers at the School

05 lady teachers (1 lady principal)

03 male teachers

C 3.3 Technology Component in School

- Didn't see the science or the computer lab as the school building infrastructure was split between two buildings separated by 200-meter distance.
- The researcher visited both the locations; but couldn't see the computer room nor the science lab. Upon asking the principal, she said *"because of renovation of school the lab is closed"*.

C 3.4	Digital Literacy Levels
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When informally the researcher spoke to the upper primary students: It came across that the children were not given sufficient access. It was only during the inspection time the lab was opened and the students were let in.

C 3.5	School Infrastructure
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Enumerated in the School Information Table.

C 3.6	Mid-day Meal Scheme in the School & Dropout of School Children
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Mid-day meal is being provided in the school. It is due to the effort of Gujarat Government.

There are no drop-outs in this school.

CSR company C, has no role in it.

C 3.7	Sampling Frame
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Table 4.3.3.1

School 3 of 4	Location: District 3; Village 3 of 4, Company C's: Adopted, Govt Co-ed Primary School	Principal	1	4				
		Primary Teachers	3					
		Clerk	-					
Village 3 of 4	Location: District 3; Village 3 of 4 of Company C Meeting the parents of the students who are studying in school							
1.	Indepth interview with		8 parents					
2.	Focussed Group Discussion		7 parents					
Village 3 of 4	Number of students in Primary Schooling (Standard I to VIII)							
1.	Location/School	No. of Boys	No. of Girls	Total Students	Remarks			
	Govt. Co-ed Primary School	07	07	14	None			
Breakup of students studying in primary schooling								
Classification	I	II	III	IV	V	VI	VII	VIII
Sons	NA	1,1	NA	1,1	1,1	1,	NA	NA
Daughters	NA	NA	1,1,1	1	1,1	NA	NA	1
7 boys are in primary schooling. 7 girls are in primary schooling. ITI = 1 boy. 10+2=1 boy. 10 th =1 girl. 1 son and one daughter out of RTE provisions.								

District: 3. Company (C's) adopted school (3 of 4) Location: Central Gujarat	Table 4.3.3.2 School information table	
Pattern – CBSE or Gujarat Board	Gujarat	
Rural, town or urban setting	Rural	
Category of School	Primary School? (Class I to Class VIII)	<input checked="" type="checkbox"/>
	Primary to Higher Secondary (Class I to Class X)	
	Primary to Senior Secondary (Class I to Class XII)	
Management of school	Government?	<input checked="" type="checkbox"/>
	Managed by Local body?	
	Private Aided School?	
	Private unaided school?	
Type of School (Gender)	Boys	
	Girls	
	Co-educational	<input checked="" type="checkbox"/>
Number of Teacher in the School	Male Teachers	05
	Female Teachers	03
How is the school's infrastructure?	Classes being held in the tents/open area	
	In concrete building	
	In partially concrete building	<input checked="" type="checkbox"/>
Is drinking water facility available in school?	Yes	<input checked="" type="checkbox"/>
	No	
The source of the water is;	Tap water?	
	Hand pump	
	Well water	
	Earthen pitchers	
	RO-ed water	<input checked="" type="checkbox"/>
Does, the school have separate toilet for boys and girls?	Yes	<input checked="" type="checkbox"/>
	No	
Is there electricity in the school?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school have play ground?	Yes	
	No	<input checked="" type="checkbox"/>
Does the school have boundary wall?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school organise medical check-ups?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school have mid-day meal scheme?	Yes	<input checked="" type="checkbox"/>
	No	
Are there computers in the schools for the children?	Yes	<input checked="" type="checkbox"/>
	No	
Provision of stretcher and wheel chair was non-existent. Doctor on call available. Fire safety protocol was non-existent in the school. Disaster management readies is not there. Well stocked library was not there. Ramp facility & toilet for differently abled not there. No dropouts in the school. Science lab & computer lab is not there.		

Father is aged 38 and mother is aged 33. Both the parents are illiterate. They have 2 children. The boy studies in Vth standard and daughter studies in IIIrd standard. They are Gujaratis and they live in joint family. Father works as an industrial labourer. Mother works in the farm as a labourer. The monthly household income is Rs. 6,000. Children study in government primary school. School offers mid-day meal for the students. Electricity and water are available at home. They live in mud house which is their ancestral property. TV and cable connection is there in the house. Government has issued BPL bicycle to them.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) Company e aa school nu dhyaan rakhe che!*
- b) School ma khava-pivanu made*
- c) Karate pan shikvade che*
- d) Farva lei jae chokrao ne!*
- e) Dhoop ane varsaad ti bachwa maate patra pan mariya che!*
- f) Ama chokrao tya bhaise ne khaye, pie!*
- g) Ek gaadi nurse aave, doctor aave jova maate.*

MEANING:

1. Company has adopted the government primary school. It is their model school.
2. School provides mid-day meal. Girls are being taught karate.
3. The school organises camps in association with company people.
4. Shed has been made for children to eat as a group. Medical vans takes care of the villagers.

Specific observations from the case 1: Parents are happy with leadership and governance of the school. CSR Programs of Co' & RTE implementation by company. Teacher availability and competence.

Parent 2 of 8 (Indepth interview)

Father is aged 32 and mother is aged 28. Father is an illiterate and mother has studied till IInd standard. They have two children. Daughter studies in IVth standard and son studies in IInd standard. They are Gujarati and live in a joint family. They live in their ancestral (mud) house. Government has issued them BPL bicycle. The wife works as an agricultural labourer. Husband works as a security guard. They make Rs. 6,000 during; seasonal peak. They have electricity at home. TV with cable is there at home. Drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) *Company waala bau saru kare che amara chokrao maate!*

MEANING:

School is doing well for the community.

1. The teachers are good.
2. The company people are active and they are doing so much for us villagers.

Specific observations from the case 2: Parent appreciated the good efforts by the government school and the CSR company. In particular the teacher availability and school leadership and governance was very well applauded. Governments RTE implementation also.

Parent 3 of 8 (Indepth *interview*)

Father is aged 34. Mother is aged 30. **It is second marriage for the father.** They have two children. Son is in IInd & daughter is in the Vth standard. Father has studied till IVth and works as an industrial labourer. Mother has studied till IVth standard. Mother works as an agricultural labourer during season. They are Gujarati and live in a joint family. They have an old motor cycle. They have cable tv at home. Monthly household income is Rs. 6,000. They live in (mud) ancestral house. Drinking water comes in the tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *School saro support kare che, amara chokrao no.*
- b) Baporo nu khava pan aape che!
- c) Company loko e pivanu paani ni machine pan rakhyu che!

MEANING:

- I. Good support from school.
- II. Company has provided distilled water and organises medical camp and supports school in their educational effort.
- III. Mid-day meal is being offered by the school.

Specific observations from the case 3: Parents appreciated the government effort in implementing RTE. They also liked school leadership and governance. Because of this partnership with corporates was possible. This benefited the students from the community. The efforts of CSR company and availability of teachers and their competence has shaped better education for the children.

Parent 4 of 8 (Indepth interview)

Father is aged 38 and mother is aged 34. Both are illiterate. They have two children. Son is eldest and daughter is youngest. Son is studying in VIth standard and daughter is studying in IIIrd standard. They are Gujarati and live in (mud) ancestral house in a joint family. They are issued BPL bicycle. Father works as a vegetable vendor. The mother works as an agricultural labourer. Together they earn Rs. 8,000 a month. House has electricity and cable tv connection. Drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) *Ame loko bau khush che company na kaam ti.*

MEANING:

a) We are thankful to the company for providing this exposure to our children

Specific observations from the case 4: Parent felt their daughter was doing well academically. This they attributed to school leadership and governance. Also, the parent appreciated the educational efforts of company C and the RTE implementation by the government. Teacher availability, competence and pedagogy has helped the students a lot.

Parent 5 of 8 (*Indepth interview*)

Father is aged 37 and mother is aged 32. Father has studied till IVth and mother has studied till IInd standard. They have two children. Their daughter is studying in Vth standard and; son is studying in IVth standard. Both are good students. They are Gujaratis and live in a joint family in their mud house. Father works as an industrial labourer. They have an old bike. Mother works as an agricultural labourer. They both make Rs. 6,000. Electricity and cable tv are at home. Drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Company na kaam bau saru che...*
- b) *Principal madam pan bau saras che...*
- c) *Chokrao nu bau dhyaan rakhe che!*
- d) *Amra chokrao kyare-y school ma raja nathi padta.*
- e) *Kem k khavanu pan made!*

MEANING:

- I. The parents are grateful to the school and company.
- II. The principal madam and the teaching staff are very good.
- III. They take care of our children
- IV. Our children never take leave.
- V. They enjoy the mid-day meal that gets served there.

Specific observations from the case 5: Parent felt it was due to School leadership and governance corporates could be roped in for this school. The parents also appreciated the schooling effort of Company C. The continuous thrust by Government in driving RTE provisions. Thus resultantly all the teachers were available and their continuous classes has helped the students.

Parent 6 of 8 (Indepth interview)

Father is aged 41 and mother is aged 40. They are Gujarati. They live in ancestral (mud) house along with their extended family. The father works as a tea & snacks vendor on the highway. Both the parents are illiterate. Mother is a home maker. They have an old bike. They have 3 children. Youngest son is studying in Vth standard. Eldest Son has passed out of school, and is now attending ITI programme. Daughter is studying in Xth so she is out of the scope of this study. They have electricity at home along with cable tv connection. Their household income is Rs. 6,000. Drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Amara loko maate company bau kaam kare che.*
- b) *Company ane school bane bau saru kaam kare che!*

MEANING:

Company is doing well for the community.

Specific observations from the case 6: Parent liked the teacher availability and school leadership and governance as the reason for educational success of their children. They also praised the CSR educational contributions of company C. The government made sure the RTE provisions were being implemented. So, there was continuous inspection from the Education Department.

Parent 7 of 8 (Indepth *interview*)

Father is aged 29 and mother is aged 28. Father has studied till IVth and mother has studied till IInd standard. Mother is a home maker. They have two school going children. Son is studying in IVth and daughter is studying in IIIrd standard. They are Gujarati and live in a joint family in their ancestral (mud) house. They have an old bike at home. Father works as an electrical contractor and earns around Rs. 10,000. They have electricity at home along with tv and cable connection. Drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) *Ame bau abhar kehava maange che; kem ke amara chokrao ne banave che...dhyaan rakhe che!*

MEANING:

1) Thanks to the School and company people for providing quality education.

Specific Observations from the case 7: Parents felt due to school leadership and ability to foster relationship with corporates their children benefited. The government made sure the RTE provisions were implemented across the geography. Education department ensured that teachers availability, pedagogy and competence were improved. The corporate leadership continued with CSR aid and continuous support to the school.

Parent 8 of 8 (Indepth interview)

Father is aged 42. Mother is aged 38. Both are illiterate. Mother is a home maker. He has a mechanic-cum-puncture (small) kiosk and earns Rs. 6,000. They have 2 children. They are Gujaratis and live in a joint family. Son has passed out of school. So, he is out of the scope of RTE provisions. Daughter is studying in VIIIth standard. She is good in studies. Electricity is there at home. Tv and cable connection too is there. Drinking water comes in their tap. They live in their own ancestral (mud) house. They have an old bike at home.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Company ne loko nu bau abhar.*
- b) *Government ne pan abhar.*

MEANING:

1. Thanks to the school. Thanks to the CSR team. Thanks to the government.

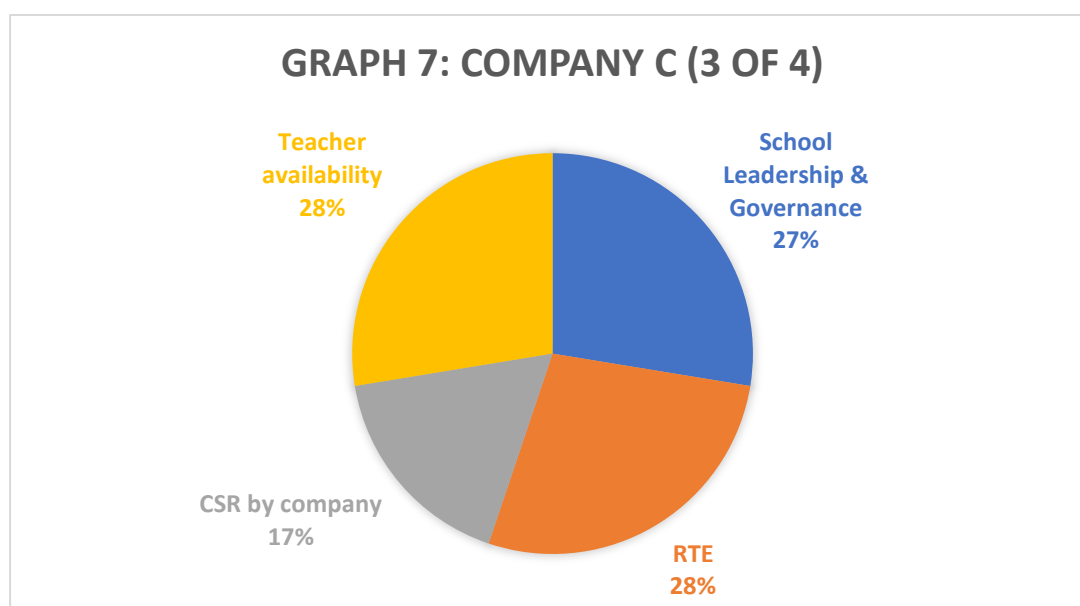
Specific Observations from the case 8: Parents are happy with Teacher availability and school leadership and governance. The company C, is seen doing community development work and it is being appreciated by all the parents. The implementation of RTE by the education department is commendable.

C 3.11 Company C's – Educational Levels of Children in the Adopted Government Primary (co-ed) School. Village 3 of 4

Table No. 4.3.3.3									
family 1	2 children	son & daughter	The son studies in V th & daughter studies in III rd standard						
family 2	2 children	son & daughter	daughter studies in IV th & son studies in II nd standard						
family 3	2 children	son and daughter	son is in II nd & daughter is in V th standard						
family 4	2 children	son & daughter	son is studying in VI th & daughter is studying in III rd standard						
family 5	2 children	son & daughter	son is studying in IV th class & daughter is studying in V th standard						
family 6	3 children	2 sons & 1 daughter	son has passed school and is attending ITI programme daughter is studying in X th so she is out of the scope of this study youngest son is studying in V th standard						
family 7	2 children	son & daughter	son is studying in IV th & daughter is studying in III rd standard						
family 8	2 children	son & daughter	daughter is studying in VIII th standard son has passed out of school. So, he is out of the scope of RTE provisions						
8 families. 17 childrens.		9 sons & 8 daughters.							
Breakup of students studying in primary schooling									
Classification	I	II	III	IV	V	VI	VII	VIII	total
Sons	NA	1,1	NA	1,1	1,1	1,	NA	NA	7
Daughters	NA	NA	1,1,1	1	1,1	NA	NA	1	7
7 boys are in primary schooling. 7 girls are in primary schooling. ITI = 1 boy. 10+2=1 boy. 10 th =1 girl. 1 son and one daughter out of RTE provisions.									

NA: Not applicable.

Table 4.3.3.4 Data Analysis: Specific Observations from the Case Company C (3 of 4)					
Sr. No	Indicators	Response of 8 Parents			
1	School Infrastructure	-	Comprising of:		
			Clean Drinking Water & Separate Toilets for Boys and Girls		
			Library, Laboratory & Computer room		
			Seating, Playground & sports equipments		
			Disaster Readiness be it, w.r.t fire or other calamities		
2	Teachers	8	Comprising of:		
			Availability		
			Competence		
			Pedagogy		
3	Learning Outcomes	-	Comprising of subjects:		
			English		
			Maths		
			Environmental Science		
			Computer Science		
4	School Leadership & Governance	8	Comprising of:		
			Village Educational Council		
			Parent Teacher Council		
			Partnership with Corporates		
5	Goal 4 of SDG	-	Equitable, Quality Education		
6	RTE is the Change Maker	8	Government is the Change Agent		
7	Perception about the company	4	1. Outstanding	2. Excellent	3. Very Good
			4. Good	5. Satisfactory	6. Unsatisfactory
Note:					
1. Outstanding: 80 % & above positive responses					
2. Excellent: 70 to 79 % positive responses					
3. Very Good: 60 to 69 % positive responses					
4. Good: 50 to 59 % positive responses					
5. Satisfactory: 40 to 49 % positive responses					
6. Unsatisfactory: 40% & below					
Comments: 5 Parents perceived the company’s educational effort as “good.”					

**C 3.15 Specific Observations from the Case: Result**

Regarding the management: The company C, is committed to doing good community work and it is reflected in their strategy to go into the interior districts of Gujarat. The adopted schools are quite positive about the company's intervention. The company has strong and robust team facilitating school education.

CSR initiatives: Very well coordinated effort. At every step of the way senior leadership team is involved in the operations. That seriously the schooling endeavour is being taken.

Social work initiatives: Well-coordinated effort.

Note: The CSR company is pooling together the resources of other CSR companies in accordance with CSR laws to implement holistic development of villagers.

C 3.16 DEMOGRAPHIC PROFILE OF PARENTS

Total number of fathers; 08

C 3.17 Age Profile of Fathers & Mothers': youngest and oldest

- I. Parent 1; fathers age is 38; mothers age is 33
 - II. Parent 2; fathers age is 32; mothers age 28
 - III. Parent 3; fathers age is 34; mothers age 30
 - IV. Parent 4; fathers age is 38; mothers age 34
 - V. Parent 5; fathers age is 37; mothers age 32
 - VI. Parent 6; fathers age is 41; mothers age 40
 - VII. Parent 7; fathers age is 29; mothers age 28
 - VIII. Parent 8; fathers age is; 42 mothers age 38
-
- Youngest father is aged 29 & oldest father is aged 42.
 - Youngest mother is aged 28 & oldest mother is aged 40

C 3.18 Father & Mothers' Qualification: lowest and highest

- I. Parent 1 father = Illiterate & mother = Illiterate
- II. Parent 2 father = Illiterate & mother = IInd standard
- III. Parent 3 father = IVth & mother = IVth standard
- IV. Parent 4 father = Illiterate = Mother = Illiterate
- V. Parent 5 father = IVth & mother = Illiterate
- VI. Parent 6 father = Illiterate & mother = Illiterate
- VII. Parent 7 father = IVth & mother = IInd standard
- VIII. Parent 8 father = Illiterate & mother = illiterate

C 3.19 Educational Status of Fathers

- Total illiterate fathers are = 5
- 3 fathers had studied till IVth standard.

C 3.20 Educational Status of Mothers

- 5 mothers were illiterate
- 1 mother had studied till IVth standard.
- 2 mothers had studied till IInd standard.

C 3.21 Father & Mothers' Occupation and their Monthly Household Income (MHI)

- I. **Parent 1** = father; works as industrial labourer = His wife is also an agricultural labourer. Together they make Rs. 6,000.
- II. **Parent 2** = father; works as security guard = His wife is also an agricultural labourer. Together they make Rs. 6,000.
- III. **Parent 3** = father; works as industrial labourer. His wife is an agricultural labourer. Their MHI is Rs. 6,000.
- IV. **Parent 4** = father; works as a vegetable vendor. His wife works as an agricultural labourer and they together earn Rs. 8,000.
- V. **Parent 5** = father works as industrial labourer. His wife works as agricultural labourer. Their MHI is Rs. 6,000.
- VI. **Parent 6** = father runs a tea shack and earns about 6000 K. His wife is a home maker. The MHI is Rs. 6,000
- VII. **Parent 7** = father; is as an electrical contractor and earns Rs. 10,000. His wife is a home maker. The MHI is Rs. 10,000.
- VIII. **Parent 8** = father; has a mechanic cum puncture small make shift kiosk. His wife is a home maker. Their MHI is Rs. 6,000

C 3.22	Breakup of Parents Income
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Table 4.3.3.5	
Parent 1	Rs. 6000
Parent 2	Rs. 6,000
Parent 3	Rs. 6,000
Parent 4	Rs. 8,000
Parent 5	Rs. 6,000
Parent 6	Rs. 6,000
Parent 7	Rs. 10,000
Parent 8	Rs. 6,000

C 3.23	Accommodation: Status of Families
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- 1st family**, Gujarati. Joint family. Own mud house.
- 2nd family**, Gujarati. Joint family. Own mud house.
- 3rd family**, Gujarati. Joint family. Own mud house.
- 4th family**, Gujarati. Joint family. Own mud house.
- 5th family**, Gujarati. Joint family. Own mud house.
- 6th family**, Gujarati. Joint family. Own mud house.
- 7th family**, Gujarati. Joint family. Own mud house.
- 8th family**, Gujarati. Joint family. Own mud house.

C 3.24	Gujarati or non-Gujarati & Single-Family or Joint Family; Breakup
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All the families are Gujarati.

All are living respectively along with their joint families.

C 3.25	A Snapshot of Utilities at home
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Drinking water comes in their tap.

All the houses had electricity.

All the houses had tv & cable connection too.

None of the family had agricultural land

None of the family had livestock

C 3.26	Focus Group Discussion with the Parents
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Wealthier, healthier and good intentioned companies are doing anything to elevate people's aspirations. There is overwhelming optimism amongst the people spoken to. There is exuberance and positive things that people are talking about the company. Children are precious in any community setting and the sterling educational efforts of the company, coupled with medical interventions is very well received.

Robust healthcare matters. Best practices matter in the community outreach programme. Pandit Deen Dayal Upadhyay advocated self-reliance. He reiterated that Bharat and India have to submerge to create "*Mahan Atma Nirbhar Desh*". This tonality is the central theme in addressing the rural geographies of CSR company C.

The parents may be doing farming and petty; but self-reliant and respectful jobs. The first-generation learners in many families are taking school education in the right earnest. The issue is no longer about educational advancements, but on building capacities so as to stimulate individual families and showing them how to succeed. That is the accent of expectations.

C 3.27	Summary of Indepth interviews
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- I. The villagers don't have medical insurance. Yet social security is being provided by the nearby companies as part of their CSR activities. Super wealthy companies are coming together and rallying with the villagers and finding medical solutions for them. All of this is being integrated by Company C.
- II. Measure of economic health of any community is the health of the community members. The veterans, who have toiled the ground in someone's farm in harsh climates, they need care. This is being provided.
- III. The question is not about educational CSR efforts alone. The corporate giving is expanding into many socio-economic and medical care.
- IV. All of this has been very deeply appreciated by the families spoken to. They expressed their gratitude towards the CSR interventions of Company C and its leadership.

C 3.28	Language Skills; English Language with Mother Tongue is stressed upon
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Gujarati was predominantly spoken in this village. But the people were equally comfortable in speaking in Hindi as well. But English as a medium of language was not prevalent.

C 3.29	Local Transport/Vehicle (s) at Home
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- **Vehicle (s) at home:**
- BPL bicycle 1+1+1=3
- Old motorcycle: 1+1+1+1+1=4

C 3.30	Employment History of Parents
---------------	--------------------------------------

Table 4.3.3.6	
Father one; industrial labourer	Mother is an agricultural labourer
Father two; security guard	Mother is an agricultural labourer
Father three; industrial labourer	Mother is an agricultural labourer
Father four; vegetable vendor	Mother is an agricultural labourer
Father five; industrial labourer	Mother is an agricultural labourer
Father six; runs a tea shack	Mother is a home maker
Father seven; electrical contractor	Mother is a home maker
Father eight; mechanic-cum-puncture shop	Mother is a home maker

C 3.31**CSR Activities of Company**

- I. In tune with the CSR strategy the focus of the company is on building rural infrastructure. This also involves complimenting infrastructure within the adopted schools across; private and public schools.
- II. The genesis of the company is into Pharma space. In keeping with its medical framework; tuberculosis eradication drives are being planned and implemented.
- III. As part of school emancipation; infrastructure like computers, projectors, printers, science labs are being provided for. Water cooler and recycling plants are being set up.
- IV. These are the complimenting strategy of CSR which is making the much-required social benefit in the community.

C 3.32**Conclusion:**

Company C's, CSR work is a compilation of 4 geographically different locations within Gujarat that has been put together in a qualitative; casework mode. 'Writing down the notes, the observations, excerpts from interviews' to making a fine cuisine is what makes qualitative writing so lucid. (Srivastava, Writing up Qualitative Research, 2018). The researcher did exactly likewise.

This study is staged in industrial township and rural clusters wherein the family life of father and mothers; and extending further into single family or joint family to their demographic parameters have been mapped. Families last

the entirety of lifetimes. Therefore, what a father does or mother does to auger economic interest is watched by their children. By sheer application and intelligence children study and try to improve their socio-economic backgrounds. Families passes on tradition of their lives from one generation to the other. if not professionally but definitely as a social bonding process. The idea to make families self-sufficient is the primary goal with which Company C is fostering educational CSR foray in the local communities. (White & Klein, 2008).

Poorest of the poor family members were there in this village. Right to education is recognised as an important right in the declaration of Human Rights. The international covenant on economic, social and cultural rights (ICESCR) in article 13 & 14 highlights about right to education. Any kind of prejudicial behaviour or treatment against anyone is deemed as a crime against humanity. (Vijapur, 2008).

Today the discrimination is not as much caste based as it is based on learning outcomes. Families have come to realise that with proper education their children will be able to compete and outperform any student including the ones comes from privileged backgrounds. The founder promoter of company C, was an eminent higher education educator himself. He professed “*equal opportunities in education needed to be created*”. Thus, his team members are following the tradition set in by the founder promoter of company C.

Social Work has endowed upon all the practioners of social work and corporate social responsibility stakeholders the onus to work with diverse social groups. In any society children and women are the most vulnerable sections. Therefore, conducive socio-cultural-economic circumstances favouring the vulnerable sections need to be framed. As social workers such rigorous administrative mechanisms need to be systematically built based on field experiences. Building an inclusive society is the onus of social workers.

The right to development has to be ensured so that people can grow in their social and economic stature. Food, water, clean drinking water, liveable spaces, skilling, healthcare and building infrastructure to complement education and health services is part CSR framework of all the companies today. The efforts of Company C in that sense is no different. (Reichert, 2003).

When an organisation is thinking about community development in the form of providing school education to the neighbourhood children or sponsoring their education; then in effect it is doing social work. Or, partaking in their health services. (Ife, 2010)

C 3.33

What stood out Notably

The commitment of Co's leadership and in particular the Plant Head and his team were commendable. In a responsible manner, routinely they visited the facilities and engaged with the stakeholders; including, teachers, parents and panchayat members,

On a crucial matter if such is the level of commitment; then needless to say, nothing can go wrong. Because success breeds success.

C 3.34

Case Study

If onus of education and medical care has been taken over by the company across many clusters; then it reflects the organisational ability of the CSR compliant company and its top leadership.

C 3.35 Social Work Perspective

At the micro level; women need to be emancipated. What it means is starting with early care for expectant mothers. To give them nutritious food and medical care. This is where professionally qualified social workers come to the foray. Such safer and secure practices are passed on to the expectant mothers then they help build on it. Following it up further the early schoolers are to be taught life-skills followed by literacy, numeracy and computers as they go on.

The interpersonal one-on-one relations between parents and the teachers and between company gives a platform for exchange of ideas. This is how mezzo level of social work strengthens. (Desai & Goel, 2018). The interpretation of macro level social work perspective is getting involved during, “fund raising” mobilising resources on the ground. Implementing medical interventions with the families is critical to the success of social work interventions. Let us all appreciate that the role of professional social work is multi-faceted, because it encompasses on the following foundations;

The Enabling Role within family, group and at societal level. Understanding, supporting and strengthening the role of advocacy. This is very well done by the CSR team across the various intervention geographies.

Mobilising Function: there are any number of social interventions that can only succeed if there are sufficient funds and resources available. Therefore, social workers also need to mobilise funds and resources.

Social worker is an education officer: The role of education doesn't begin and end within the confines of school. It gets extended to the profession or

work one chooses and the learning process goes on. The social worker as an education officer need to address the micro, mezzo and macro issues of individuals, groups and community, keeping in mind the societal sensitivities.

Social workers are Advocates and conscience keepers of social justice:

Connecting Bharat with India requires great administrative and advocacy skills. (Greenwood, 1957) The company C has invested in human capital with young MSW professionals who are responsibly taking forward the vision and mission of the company as part of social work perspective.

C 3.36	Suggestions, if any by the Stakeholders
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None whatsoever.

-----End of Chapter III of IV of Co' C

Introduction of CSR Compliant Company (C)

Village 1 of 4

Village 2 of 4

Village 3 of 4

Village 4 of 4 (4.3.4)

C 4.1	School Infrastructure
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The school had a cemented structure.

It is a gujarati medium, private aided, co-educational, senior secondary school.

Fire safety protocol was non-existent in the school. Doctor on call was available. It was a gated school. Had playground with inadequate sports equipments. Moderately stocked library was there. Ramp facility & toilet for differently abled children were available. No dropouts in the school. Functional science lab and computer lab existed. Provision of stretcher and wheel chair was non-existent. Disaster management readiness was not there.

C 4.2	Teachers at the School
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05 Male teachers

07 Female teachers

C 4.3	Technology Component in School
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Technology infrastructure existed and was functional.

C 4.4	Digital Literacy Levels
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From the upper primary section students were given access and they utilised the computers.

C 4.5	School Infrastructure
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Please refer to School Information Table.

C 4.6	Mid-day Meal Scheme in the School & Dropout of School Children
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- a) Mid-day meal was being provided.
- b) There were no dropouts.

C 4.7 Sampling Frame

Table 4.3.4.1

[illegible]

Table 4.3.4.2

Sr. No.	Co'	No. of official met in Co'	No of officials met in school	Indepth Interview Conducted with 'n' parents	No of FGDs conducted with 'n' of parents	Total No of students in primary schooling	No of Parents	Boys	Girls	Remarks
1.	C	5	1	10	1 with 7	10	10	NA*	10	Village 1 of 4
2.			8	08	1 with 6	16	08	07	09	Village 2 of 4
3.			4	08	1 with 7	14	08	07	07	Village 3 of 4
4.			5	07	07	12	07	07	05	Village 4 of 4
					4 FGDS	52	33	21	31	Total 4

Table 4.3.4.3 School information table	Company (C's) own school (4 of 4)	
Location	Southern part of Gujarat, leading to Gulf of Khambhat	
District	3	
Pattern – CBSE or Gujarat Board	Gujarat	
Rural, town or urban setting	Rural	
Category of School	Primary School? (Class I to Class VIII)	<input checked="" type="checkbox"/>
	Primary to Higher Secondary (Class I to Class X)	
	Primary to Senior Secondary (Class I to Class XII)	<input checked="" type="checkbox"/>
Management of school	Government?	
	Managed by Local body?	
	Private Aided School?	<input checked="" type="checkbox"/>
	Private unaided school?	
Type of School (Gender)	Boys	
	Girls	
	Co-educational	<input checked="" type="checkbox"/>
Number of Teacher in the School	Male Teachers	05
	Female Teachers	07
How is the school's infrastructure?	Classes being held in the tents/open area	
	In concrete building	<input checked="" type="checkbox"/>
	In partially concrete building	
Is drinking water facility available in school?	Yes	<input checked="" type="checkbox"/>
	No	
The source of the water is;	Tap water?	
	Hand pump	
	Well water	
	Earthen pitchers	
	RO-ed water	<input checked="" type="checkbox"/>
Does, the school have separate toilet for boys and girls?	Yes	<input checked="" type="checkbox"/>
	No	
Is there electricity in the school?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school have play ground?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school have boundary wall?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school organise medical check- ups?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school have mid-day meal scheme?	Yes	<input checked="" type="checkbox"/>
	No	
Are there computers in the schools for the children?	Yes	<input checked="" type="checkbox"/>
	No	
Provision of stretcher and wheel chair was non-existent. Disaster management protocol not there. Fire safety protocol was non-existent in the school. Doctor on call was available. It was a gated school. Had playground with inadequate sports equipments. Moderately stocked library was there. Ramp facility & toilet for differently abled children were available. No dropouts in the school. Functional science lab & computer lab existed. Mid-day meal was served.		

Father is 38 years old and the mother is 32 years old. Father is an illiterate. Mother is an illiterate too and she is a housewife. They are Gujarati. They live in a joint family. Local government has given them a (BPL) bicycle. Father has a *paan* shop off the highway road. Household earning is Rs. 6,000 per month. They live in their ancestral (mud) house. They have electricity and cable tv at home. They have two children. Both are school going. No bike is at home. Water is drawn from a common tap. They study in the adopted school supported by the CSR company. Son studies in VIIth and his sister is studying in VIIIth standard. Both are good students.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- 1) *Ame loko bau khush che ki amara chokrao school-e jaie che!*
- 2) *Khavanu pan made school ma!*
- 3) *Arogya shibir pan chaale.*
- 4) *Company bau saras kaam kare che!*

MEANING:

- I. Very pleased with the effort of the company and school.
- II. Our children get mid-day meal in the school.
- III. Company conducts medical camp for the villagers.
- IV. Company is doing a lot of events in the school.

Specific Observations from the Case 1: Parents are very happy with the schooling effort of CSR company and praised school leadership and governance. Parents also felt teacher's availability and infrastructure at the school has enabled their children. Learning outcomes with focus on big four subjects has done wonders for the confidence of their kids. Government's effort in driving RTE provisions.

Parent 2 of 7 (Indepth interview)

Fathers age is 42 and Mothers age is 38. Father is an illiterate. Mother is also an illiterate. They have 3 children. Eldest son has passed out of school after studying till XIIth. He now lives in Surat. Daughter studies in VIIIth standard. Youngest son studies in IVth standard. Both are good students. They have electricity and cable tv at home. Father deals in factory scrap and industrial metal small business. Mother is a home maker. Water is drawn from a common tap. Husband makes approximately Rs. 10,000 per month. They are Gujarati & live in a joint family in their ancestral (mud) house. House has electricity and cable connection. Father has an old bike. They don't have social security or any kind of medical facility.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Amara chokrao ne saru banawa maate ni pryatna kare che company na loko!*
- b) *School pan bau saari che!*
- c) *Mota saheb bau sara che!*
- d) *Principal sara che!*

MEANING:

- I. Good effort by the school. They are providing all round growth to our children
- II. Company officials too come and keep visiting the school to oversee the progress. The principal and the school staff are very good.

Specific observations from the case 2: Parents commended the efforts of CSR compliant company and attributed it to school leadership and governance. They also appreciated the school's infrastructure. CSR implementation by Co. And RTE provisions being implemented by Government. Teacher availability and their competence contributed to children doing well educationally.

Parent 3 of 7 (Indepth interview)

Fathers age is 39 and Mothers age is 37. He works as a security guard. Father has studied till IInd standard and his wife is an illiterate & a home maker. They are Gujaratis and live in a joint family. They have 3 children. Eldest daughter has got married. Son and daughter are studying in the school. Son studies in VIIth and daughter studies in VIIIth standard. They are both good students. Government has issued them (BPL) bicycle. They live in their ancestral (mud) house. They have electricity at home. Cable tv is in the house. The household income is Rs. 6,000 a month. Drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

1. Maataji ni krupa ti saru bane che!

MEANING:

1. With the blessing of Mother Goddess my children are doing well!

Specific observations from the case 3: CSR efforts of the company is being appreciated by the parents. The parents also applauded what the Gujarat Government is doing for them to ensure education reaches their children. School's educational effort is being appreciated. Teacher availability & School's infrastructure and learning outcomes were also the reasons for children doing well in the school is the comment of the parents.

Parent 4 of 7 (Indepth interview)

Fathers age is 44 and Mothers age is 42. They both look lot older than their age. Father has studied till IIIrd standard and his wife is an illiterate. They have electricity and cable tv. They have two children. Daughter is married and settled after passing VIIIth standard. Son studies in VIIIth standard. They are Gujaratis and live in a joint family. They live in their ancestral (mud) house. Father works (rented) as an auto driver. Mother works in the field. And together they earn about Rs. 6,000 a month. Very God fearing and dutiful they are as a family.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) School ane company madi ne amara gamda na chokrao maate bau saru kaam kari rahi che!

MEANING:

- I. Good effort by the school administration and the company for doing so much for us villagers.

Specific Observations from the case 4: There was heightened appreciation for the efforts of Gujarat Government for implementing RTE. Parents felt the school leadership is doing a great job by aligning with corporates. The availability of teachers and infrastructure has helped their children very much. CSR efforts of the company is well received in the community. Learning outcomes.

Parent 5 of 7 (Indepth interview)

Fathers age is 43 and Mothers age is 41. They are Gujaratis. And live in a joint family in their ancestral (mud) house. Father and mother are illiterate and works in the brick making outfit and earns Rs. 6,000 per month. His wife works in the farm as a labourer and earns about Rs. 2,000 a month. They have two children Daughter is married after finishing her VIIIth standard. Son is in the IIIrd standard. Family household income is Rs. 8,000. They have been issued bicycle by the government. The house has electricity and cable tv.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Ame banne bau khush che company na kaam ti.*
- b) *School pan bau haari rite bhanave che!*

MEANING:

- I. We both are very happy with the efforts of the school and the company.

Specific Observations from the case 5: The school's principal is very well connected with the corporates. The parents felt that School leadership and governance was bringing in corporate companies to extend educational benefit for their children. The availability of teachers and teacher competence has helped the children to shape up very well. School's infrastructure and implementation of RTE has helped the students. Learning outcomes were positive.

Parent 6 of 7 (Indepth interview)

Fathers age is 32 and Mothers age is 30. Father has studied till IInd standard and his wife is an illiterate. They have two school going children. Son is in Vth & daughter is in IVth standard. Both are good students. They live in their ancestral (mud) house. In the house they have electricity & cable tv. Father works in the factory and earns Rs. 5,000. They have an old bike. Mother has a tailoring outfit in the village and she makes Rs. 1,000. Monthly household income is Rs. 6,000 per month. They are Gujaratis and live in a joint family in their ancestral (mud) house. Drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) *Company na loko avta jata jota rahe!*

MEANING:

1. Good effort by the School and company.

Specific observations from the case 6: Any social intervention cannot be done in isolation, without anyone seeing it. So, it is fair comment by parents when they said *“they see the efforts of CSR Compliant company everywhere”*. This sums up the debate on educational contributions. Parents also felt the school’s infrastructure complimented the educational quest in their children. The government’s ability in driving RTE. The school’s infrastructure and availability of teachers and learning outcomes were also taken care by the school management very well.

Parent 7 of 7 (Indepth interview)

Fathers age is 38 & his wife's age is 34. Both are illiterate. Father works in the nearby factory as labourer and mother works in the fields. Together they earn around 6,000 a month. They have 2 children. The daughter is good in studies and is in the VIIth standard. The son is in VIth standard. Both are very good students. They are Gujaratis and live in a joint family in their ancestral (mud) house. They don't have social security or medical facility. They have electricity at home along with cable tv. Drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) *Pota ni jawab-daari ti company na loko aiene jota rahe che!*

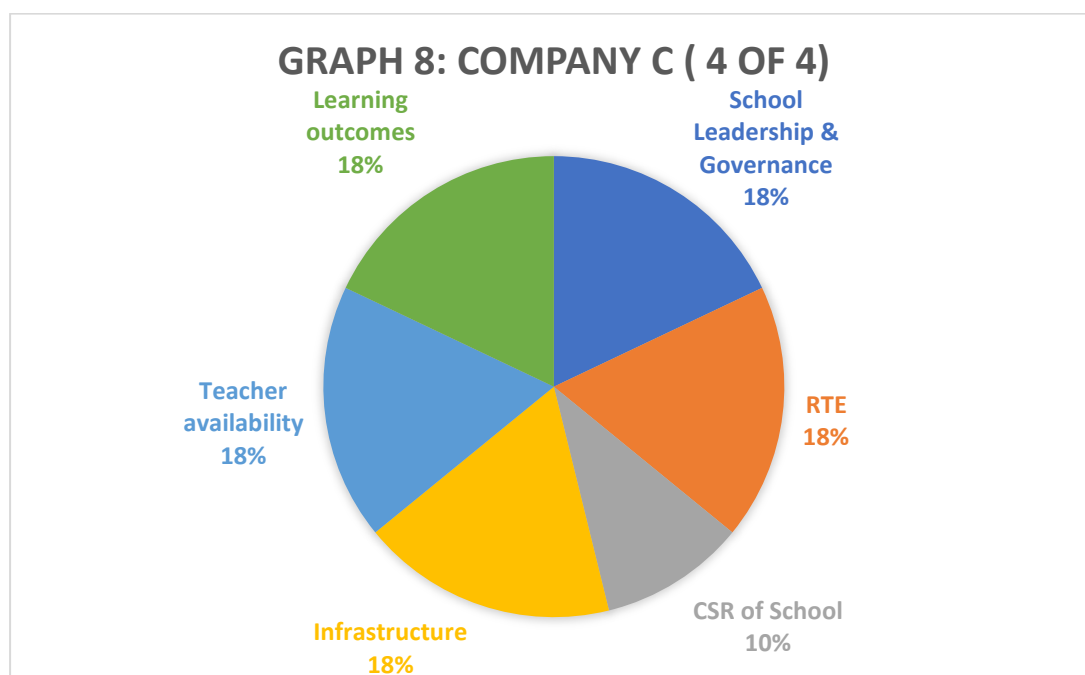
MEANING:

1. Happy with the efforts of the school.

Specific observations from the case 7: Government is truly working and so is the company. These families are the true representation of poorest of the poor families. There was a sense of gratitude in the words and gesture of parents; when they said 'government is doing so much for us. What they meant is driving RTE is not a joke in a diverse country like ours. Equally the school and company people are doing so much for all our children. School's infrastructure and teacher availability has resulted in learning outcomes. This sums up the spirit of educational endeavours.

C 4.14	Data Analysis & Response of Parents
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Table 4.3.3.5 Data Analysis: Specific Observations from the Case Company C (4 of 4)					
Sr. No	Indicators	Response of 8 Parents			
1	School Infrastructure	-	Comprising of:		
			Clean Drinking Water & Separate Toilets for Boys and Girls		
			Library, Laboratory & Computer room		
			Seating, Playground & sports equipments		
			Disaster Readiness be it, w.r.t fire or other calamities		
2	Teachers	8	Comprising of:		
			Availability		
			Competence		
			Pedagogy		
3	Learning Outcomes	-	Comprising of subjects:		
			English		
			Maths		
			Environmental Science		
			Computer Science		
4	School Leadership & Governance	8	Comprising of:		
			Village Educational Council		
			Parent Teacher Council		
			Partnership with Corporates		
5	Goal 4 of SDG	-	Equitable, Quality Education		
6	RTE is the Change Maker	8	Government is the Change Agent		
7	Perception about the company	4	1. Outstanding	2. Excellent	3. Very Good
			4. Good	5. Satisfactory	6. Unsatisfactory
Note:					
1. Outstanding: 80 % & above positive responses					
2. Excellent: 70 to 79 % positive responses					
3. Very Good: 60 to 69 % positive responses					
4. Good: 50 to 59 % positive responses					
5. Satisfactory: 40 to 49 % positive responses					
6. Unsatisfactory: 40% & below					
Comments: 4 Parents perceived the company’s educational effort as “good.”					



C 4.16 Specific Observations from the Case: Result

Regarding the management: The company C, is committed to doing good community work and it is reflected in their strategy to go into the interior districts of Gujarat. The adopted schools are quite positive about the company's intervention. The company has strong and robust team facilitating school education.

CSR initiatives: Very well coordinated effort. At every step of the way senior leadership team is involved in the operations. That seriously the schooling endeavour is being taken.

Social work initiatives: Well-coordinated effort.

Note: The CSR company is pooling together the resources of other CSR companies in accordance with CSR laws to implement holistic development of villagers.

C 4.17 Demographic Profile of Parents

Location: company c's adopted private senior secondary Gujarat Board, co-ed school somewhere in south gujarat 4 of 4.

Total number of parents met = 07

C 4.18 Age Profile of Fathers & Mothers': youngest & oldest

- I. Parent 1; fathers age is 38; mothers age is 32
- II. Parent 2; fathers age is 42; mothers age 38
- III. Parent 3; fathers age is 39; mothers age 37
- IV. Parent 4; fathers age is 44; mothers age 42
- V. Parent 5; fathers age is 43; mothers age 41
- VI. Parent 6; fathers age is 32; mothers age 30
- VII. Parent 7; fathers age is 38; mothers age 34

Youngest father is aged 32 & oldest father is aged 44

Youngest mother is aged 30 & oldest mother is aged 42

Youngest father is aged 32 & oldest father is aged 44

Youngest mother is aged 30 & oldest mother is aged 42

C 4.19	Father & Mothers' Qualification: lowest & highest
---------------	--

Parent 1 father = Illiterate & mother = Illiterate

Parent 2 father = Illiterate & mother = Illiterate

Parent 3 father = IInd standard & mother = Illiterate

Parent 4 father = IIIrd standard & mother Illiterate

Parent 5 father = Illiterate & mother = Illiterate

Parent 6 father = IInd standard & mother = Illiterate

Parent 7 father = Illiterate & mother = illiterate

C 4.20	Educational Status of Fathers
---------------	--------------------------------------

4 fathers= Illiterate

2 fathers have studied till IInd standard

1 father is IIIrd standard

C 4.21**Educational Status of Mothers**

All the mothers were illiterate.

C 4.22**Father & Mothers' Occupation and their Monthly Household Income (MHI)**

- I. **Parent 1** = father; has a paan shop and earns Rs. 6,000 = His wife is a home maker.
- II. **Parent 2** = father; deals in industrial scrap (metal) and earns Rs. 10,000 & his wife is a home maker.
- III. **Parent 3** = father; works as a security guard. His wife is a home maker. The MHI is Rs. 6,000.
- IV. **Parent 4** = father; works as an auto driver. His wife works as an agricultural labourer and they together earn Rs. 6,000.
- V. **Parent 5** = father works in the brick making outfit. His wife works as agricultural labourer. Their MHI is Rs. 8,000.
- VI. **Parent 6** = father works in the factory earns about 5,000 K. His wife is a tailor and works from home and makes Rs 1,000. Together they make Rs. 6,000
- VII. **Parent 7** = father; is the factory as a labourer. His wife works in the field. Together they make Rs. 6,000.

C 4.23	Accommodation Status of Families
---------------	---

All the 7 family lives in their ancestral mud house.

C 4.24	Gujarati or Non-Gujarati & Single-Family or Joint Family; Breakup
---------------	--

All the 7 families were local Gujaratis and lived as joint family.

C 4.25	A Snapshot of Utilities at Home
---------------	--

- **Accommodation:**
All the interviewed families lived in their own ancestral house.
Drinking water is available.
All the households have electricity.
All the households have TV & cable connection too.

C 4.26	Focus Group Discussion with the Parents
---------------	--

Gist of it is: Liberal people with commitment and honour are helping us further build our capacities.

C 4.27**Summary of Indepth Interviews**

There was gratitude in the tone and texture of parents interviewed. What they meant to say is:

“Public health experts are leading the company’s leadership and they all are doing incredible work with regard to school education and community development”.

This sums up positively the schooling effort of the company.

C 4.28**Language Skills; English Language with Mother Tongue is stressed upon**

All the family met are Gujarati.

They spoke Gujarati.

But the link language was english.

School children met could not speak in english.

C 4.29**Local Transport/Vehicle (s) at Home**

- 2 family had an old motor-bike.
- 1+1+1

3 families were issued BPL bicycles

C 4.30	Employment History of Parents
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Table 4.3.4.6	
Father one; has paan shop	His wife is a home maker
Father two; deals in industrial scrap mtrl.	His wife is a home maker
Father three; security guard	His wife is a home maker
Father four; auto driver	His wife is an agricultural labourer
Father five; works in brick making outfit	His wife is an agricultural labourer
Father six; industrial labourer	His wife is managing a tailoring outfit
Father seven; industrial labourer	His wife is an agricultural labourer

C 4.31	CSR Activities of Company
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The pillar of pharma business rests on ethics, quality and reliability. This company started working on human welfare endeavours through its social arm 25 years ago; prior to the birth of CSR laws, that we see today. Such was the sterling commitment of the promoter of this pharma company who also began his career as a professor in a leading engineering college of the country. In revenue terms the company has clocked revenues to the tune of Rs. 16,369 crores during FY 2019.

CSR strategy for them is working with the marginalised and socially and economically weaker sections of the community across select villages.

Three-pronged strategy:

- A) district development efforts.
- B) around the factories;
- C) CSR endeavours within the factory premises.

Under the social development programme: Education comes. The process of education delivery is done on the basis of schools near factories and across the desired villages and blocks. This company is supporting the schools with infrastructure and thought leadership.

The notion is blurring about turning uncivil societies to civil societies. The context here is not about how the word civility is being perceived. But in the realm of education how emancipated are the children in schools and what is their proficiency with regard to reading, writing and arithmetic to reasons and comprehension are stressed upon.

C 4.32	Conclusion
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- The non-governmental organisations play a key role in rural development. Gandhi ji was of the opinion that Indian National Congress be dissolved and be made as a Lok Seva Sangh (public service organisation). Indian laws provisionalise the setting up of NGOs either through registered societies act, 1860; wherein 7 persons having common minimum programme termed as memorandum of association can form a society.
- Public trust is another route whereby NGOs are procedurally created by complying to the conditions outlined in the Public Charitable Trust

Act. A trust could be made in one state and its operations can be expanded into another state.

- In the year 1882, Indian Trusts Act came into being. From the taxation point of view is not conducive as tax benefits are not available.
- Non-Profit Companies as defined by section 8 of the companies act, 2013; section 25(1). (Gajera, 2015)

In the researched company it was difficult to understand the composition of the board and how decisions were being made. Despite asking this question clarity did not come. This definitely does not outdo the good work being done by the company toward community betterment.

C 4.33	What Stood out Notably
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1. New generation of educated, employed youth are emerging from villages.
2. Developing equality amongst unequals

C 4.34	Case Study
---------------	-------------------

As the research findings throws light; this village is amongst the poorest of the poor villages. With the communities there were many illiterates. Despite this parent doing back breaking menial jobs; favoured education and felt that education is the gateway to their children's future.

C 4.35**Social Work Perspective**

Community development if not leveraged properly has consequences. Challenges that need to bring clear water, good infrastructural support for quality education. Unhindered education to the children. Needy requiring medical care to be provided all of it. Since social agenda through the CSR law has shifted hands; from the government to the corporate, the role of social work interventions has only gained wider spectrum to operate. The good news is Company C has its own fully functional MSW qualified with project management experience at the forefront of CSR operations. Thus, planning advocacy and implementing care giving agenda only gets further boost.

C 4.36**Suggestions, if any by the Stakeholders**

Ultimate disruptor is technology and that need to be leveraged in these economically challenged villages. Employment generating schemes need to be operationalised in a vast majority of cases so that everyday lives can change.

-----End of Chapter I of IV of Co' C

Introduction of CSR Compliant Company (D)

Village 1 of 3 (4.4.1)

Village 2 of 3 (4.4.2)

Village 3 of 3 (4.4.3)

D 1.1	Introduction of CSR Compliant Company (D)
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This CSR compliant company is part of a well-diversified: steel to fossil fuel company with global footprint. It has its own Private Unaided, CBSE, Senior secondary, co-educational international school.

D 1.2	CSR Team
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Company D has its own foundation and experienced professionals with sufficient experience who are working in the team to address the local community development needs.

D 1.3	CSR Strategy of Company
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Through its foundation which is also an extended social arm of the company all developmental work as specified in schedule VII of the companies' act is being carried out.

D 1.4	How Access, Equity and Retention has been Approached by this Corporate?
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To impart quality education the company has created an unaided private, CBSE, english medium, co-educational International school. Impeccable quality standard is being maintained by the Presidential award-winning Principal.

D 1.5 How Quality, Focusing on Learning Outcomes & Vocationalisation of Education is being Approached by this Corporate?

Both the promoters of this school had set up this international school in the memory of their father. So, school investment is an emotional issue for the promoters. They have made this international school a quality benchmark. It is a CBSE, co-educational school, senior secondary school.

Educational policy outlines quality of education as a strong pillar on which educational aspirations of children rests. So, the very best of teachers are recruited through open market by advertising positions. In addition to evaluating educational qualification; social discipline is also observed during interview to ensure school children get the best of the teachers to teach them.

Vocationalisation is being conducted during every week but nothing more than art and craft classes. The real test of vocationalisation is if the students are able to financially benefit from these courses of school. Which at the moment is not happening.

D 1.6 School infrastructure

The head of the school; the principal is a President of India's medal recipient. Very meticulous and thorough with her academic and administrative prowess. The accompanying teachers are selected through a rigorous and transparent process to attract the very best educational talent.

Olympic sized swimming pool is there which the students' avail.

Full-fledged, well stocked and one of the best libraries the researcher noticed during the field study.

Cafeteria was very posh and the pricing of the food items were very moderately priced.

The school has one of the best sciences and computer labs in the state of Gujarat.

Please refer to the school information list.

D 1.7	Teachers at the School
--------------	-------------------------------

09 Male teachers

34 female teachers

7th pay commission is being paid to teachers to ensure best educational quality.

D 1.8	Technology Component in School
--------------	---------------------------------------

The school has one of the best science and computer labs in the state of Gujarat.

D 1.9	Digital literacy levels
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Computer lab is well equipped with state of the art, latest desktops and piracy of softwares are strictly forbidden.

Children are taught to use computers ethically from an early age.

Lesson plan is delivered through smart boards.

Children from the upper primary present in the PPT formats.

Exceptionally high.

- Sway story telling tool is being used by the students
- Flip grid videos are accessed

- OneNote for storing data is being used
- Augmented reality is being introduced
- This school meets and exceeds the digital literacy level

D 1.10	Mid-day meal scheme in the school & dropout of school children
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Mid-day meal is not being provided in this school.

Still there are no dropout from the school.

D 1.11	Sampling Frame
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Table 4.4.1.1						
Met these officials for Data Collection at location District 4, Company D						
Sr. No.	Company D	Department	Designation	Number of officials met	Total No. of Officials met	
I.	At Corporate Met	CSR	Head	1	4	
			Programme Manager	2		
			Executive	1		
II.	Location: District 4; Village 1 of 3, Company D's: Pvt. Unaided CBSE Intl Co-ed School		Principal	1	8	
			Vice Principal	1		
			Primary Teachers	5		
			Clerk	1		
III.	Location: District 4; Village 1 of 3 of Company D Meeting the parents of the students who are studying in school					
1.	Indepth Interview with			6 parents		
2.	FGDs could not be conducted as none of the parents were comfortable!					
Village 1 of 3	Number of students in Primary Schooling (Standard I to VIII)					
	Location School		No. of Boys	No. of Girls	Total Students	Remarks
1.	Company D's: Pvt. Unaided CBSE Intl Co-ed School		03	05	08	None

Table 4.4.1.2

Breakup of students studying in primary schooling

[illegible]

Table 4.4.1.3 School information table Location	Company (D's) own international school	
District	4	
Pattern – CBSE or Gujarat Board	CBSE	
Rural, town or urban setting	Town	
Category of School	Primary School? (Class I to Class VIII)	
	Primary to Higher Secondary (Class I to Class X)	
	Primary to Senior Secondary (Class I to Class XII)	<input checked="" type="checkbox"/>
Management of school	Government?	
	Managed by Local body?	
	Private Aided School?	
	Private unaided school?	<input checked="" type="checkbox"/>
Type of School (Gender)	Boys	
	Girls	
	Co-educational	<input checked="" type="checkbox"/>
Number of Teacher in the School	Male Teachers	09
	Female Teachers	34
How is the school's infrastructure?	Classes being held in the tents/open area	
	In concrete building	
	In partially concrete building	<input checked="" type="checkbox"/>
Is drinking water facility available in school?	Yes	<input checked="" type="checkbox"/>
	No	
The source of the water is;	Tap water?	
	Hand pump	
	Well water	
	Earthen pitchers	
	RO-ed water	<input checked="" type="checkbox"/>
Does, the school have separate toilet for boys and girls?	Yes	<input checked="" type="checkbox"/>
	No	
Is there electricity in the school?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school have play ground?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school have boundary wall?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school organise medical check-ups?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school have mid-day meal scheme?	Yes	
	No	
Are there computers in the schools for the children?	Yes	<input checked="" type="checkbox"/>
	No	
Provision of stretcher and wheel chair was existent. Disaster management protocol was there. Fire safety protocol existing in the school. Swimming pool is there. Doctor on campus available. Well stocked library was there. Ramp facility & toilet for differently abled children available. No dropouts in the school. Water recycling plant is there. Best science & computer labs. School bus available. Ambulance available. 7 th pay commission salaries being paid.		

D 1.15 Company D; village 1 of 3 & parent 1 of 6 (Indepth interview)

Father is aged 44 years old and mother is 40 years old. Father has studied till IVth standard and mother has studied till Xth standard. Mother works as a nursing assistant and earns Rs. 10,000 per month. They have two children. Eldest daughter studied in government primary school till VIIIth and now she is married and gone. She didn't pursue studies beyond VIIIth standard. The younger one is studying in CSR managed school. She is in class VIIIth now. She is very good in academics. They are Gujaratis and live in a joint family. They have a bike and ownership of a car (brand new Hyundai i20). They have a large duplex, modern concrete house). Father is into fishing business. He has a large mechanised boat. He employs local fishermen so that they could fish for him. Father on an average earns about Rs. 50,000 each month. Mother works in the city area as a nursing assistant and earns Rs. 10,000. Together they make about Rs. 60,000 a month. They have electricity and have dish antenna of a reputable company. Their daughter studies in the company D's CSR managed school and speaks flawless English. They belong to Koli community and the entire family is so simple, caring and yet financially very savvy.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) *Amari chokri bhanawa ma bau hosiyaar che! Moti tai ne doctor banwa mange che! School bau saras che! Students bau dhor-dhor ti banwa aave che!*

MEANING: The daughter is very good in science and maths and aspires to be a doctor II) This international (10+2, CBSE) school is the most sought-after institution and students from different corners of the city come to study here.

Specific observations from the case 1: Parents are happy with school leadership and governance. They attribute the success to CSR efforts, RTE provisions, better infrastructure, teacher competence and learning outcomes.

Parent 2 of 6 (*Indepth interview*)

Father's age is 42 and his wife's age is 38 years. Father has studied ITI and mother has studied till VIth standard. Father works as a fitter in a nearby factory. He has been working for a decade and a half there. He earns close to Rs. 18,000/- a month along with all the benefits. Mother works in a nearby private school, as an auxiliary staff. She earns Rs. 6,000. Both the parents understand the relevance of education. They are from Madhya Pradesh and are non-Gujaratis. They live as a single family. They live in rented house which is partially concrete. Their daughter and son study in the CSR managed school. They have two children. Son is in VIIth and daughter is in VIIIth standard of the CSR managed school. And both spend extra time in the class re-learning the concepts every day. They have electricity, water and cable connection at home. Also, they have an old bike. Drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

1. *Hum log bahut khush hain school se! Itna dhyaan rakhte hain hamare bachhon ka!*

MEANING: Father and mother are grateful to the school authorities for ensuring such a high quality of education is being provided.

Specific Observations from the case 2: Parents are happy with infrastructure, teacher competence, school leadership, CSR efforts, RTE implementation and learning outcomes. According to them all of this has positively altered the personality of their daughter.

Parent 3 of 6 (*Indepth interview*)

Father is aged 46 and mother is aged 42. Father has studied till VIth standard. Mother is an illiterate. They have 3 children eldest daughter is married after studying in government primary school. Their second child; the son studies in VIIth and daughter studies in Vth standard. They are good students. They are Gujaratis and live in a rented house. They live as single family. The house is partially concrete. It has electricity and cable tv. They have an old bike. Father works as a fishing labour. Mother manages fish shop. They also raise ducks, hens and piglets too. They manage to make about Rs. 12,000 a month with all their efforts.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Amara chokrao na bhankar ne leine amne koi tension nathi!*
- b) *Company ni school che ane bau sari kare che.*
- c) *Principal madam ane bija teacher pan shikshako pan bau sara che!*
- d) *Bau suvidha aape che school ma*

MEANING:

- I. In matters of children's education, we are not worried at all; as they are in the best care of the school which knows how to children too well.
- II. The principal and all the teaching and auxiliary staff members are very helpful.

Specific observations from the case 3: Parents felt school leadership and governance has shaped the school to what it is. The infrastructure is impeccable. The teacher competence and availability has raised the educational bar. Learning outcomes proves that if child is attended properly, they can be winners. Government has implemented RTE and learning outcomes of the school ensured better results for their children.

Parent 4 of 6 (Indepth interview)

Father is aged 43 and mother is aged 40. He works as an Industrial labour earning Rs. 6,000. His wife looks after the family & manages sale of livestock. Both are illiterate. They have three children. Eldest son and daughter are married and live elsewhere. Youngest son is studying in VIth standard and is a good student. They are Gujaratis. They live in a joint family. They have an old bike. They live in partially concrete, rented house. They also farm hen, duck & pigs to augment income in a nearby plot. They have cable tv and electricity at home. Monthly household income is Rs. 8,000. Drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) *Amara chokrao school bau sari kaam kari rahi che*

MEANING:

1. Son studies well in the school. School manages the child's education very well.

Specific observations from the case 4: Parents felt the infrastructure of this school is the very best for their child. School leadership and governance is brilliant in this school. Learning outcomes is enabling children to exceed educational standards. Government is responsible for implementing RTE and because of this CSR company is taking greater interest. School's infrastructure is amongst one of the best in Gujarat.

Parent 5 of 6 (*Indepth interview*)

Father is aged 35 and mother is aged 33. Father has studied till VIth standard. And mother has studied till IVth standard. They have two children. Son studies in VIIth standard and daughter studies in Vth standard. Both are very good students. They are non Gujaratis. They live as single family. They are Gujaratis. They have an old bike. They live in a rented house. Their house is concrete and they live in the first floor. Father works as a security supervisor and earns Rs. 6,000 per month. His wife manages a small tailoring (ladies) outfit and also prepares tiffin (service business) for some 60~70 industrial workers along with the help of few ladies. They have electricity and cable tv. As a family they manage Rs. 10,000 a month. They have an old bike.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) Ame loko toh avi school ma pravesh pan nathi kari sakta...b) Aa toh sarkar ni karane atlu badhu suvida male che. c) Nahi toh amne kaun puche!

MEANING:

1) We cannot afford such a school. 2) Leave alone a school but not an international school of this calibre! 3) My children felt the pressure of language and social discrimination. But they continued in the school. Because they want to really study well and improve our condition. Thank God they have done well in the school.

Specific observations from the case 5: Parents are very appreciative towards teacher availability and learning outcomes. This has enabled holistic education experience to their child. Parents coming from challenging socio-economic backgrounds are able to set their feet on this school owing to RTE provisions. For this the parents were grateful to the government. CSR efforts of the school and school's brilliant leadership and governance.

Parent 6 of 6 (Indepth interview)

Father is aged 36 and mother is aged 31. Father has studied till VIth standard and mother an illiterate and is a housewife. Father works as contractor's sub-contractor in getting hundreds of contractor workers during lockdowns in the factory. They have two children. Son studies in VIth standard in nearby Govt., school. The daughter studies in Vth standard of the CSR studied school. Both are good students. They are Gujaratis. They live in joint family. They have an old bike. Their house is on rent. It is partially concrete. They have electricity and cable tv at home. Rs. 10,000 is the monthly household income of the family.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *School bau moti che!*
- b) *Tarwaanu shikvade che!*
- c) *Computer pan shikvade che!*
- d) *Badhi ramato pan shikvade che!*
- e) *Ame loko toh labour na kaam kari ria che; aa vivasthit school ma kevi rite amara chokrao ne admission maale?*
- f) *Aa badhi Sarkar ni meharbaani che!*

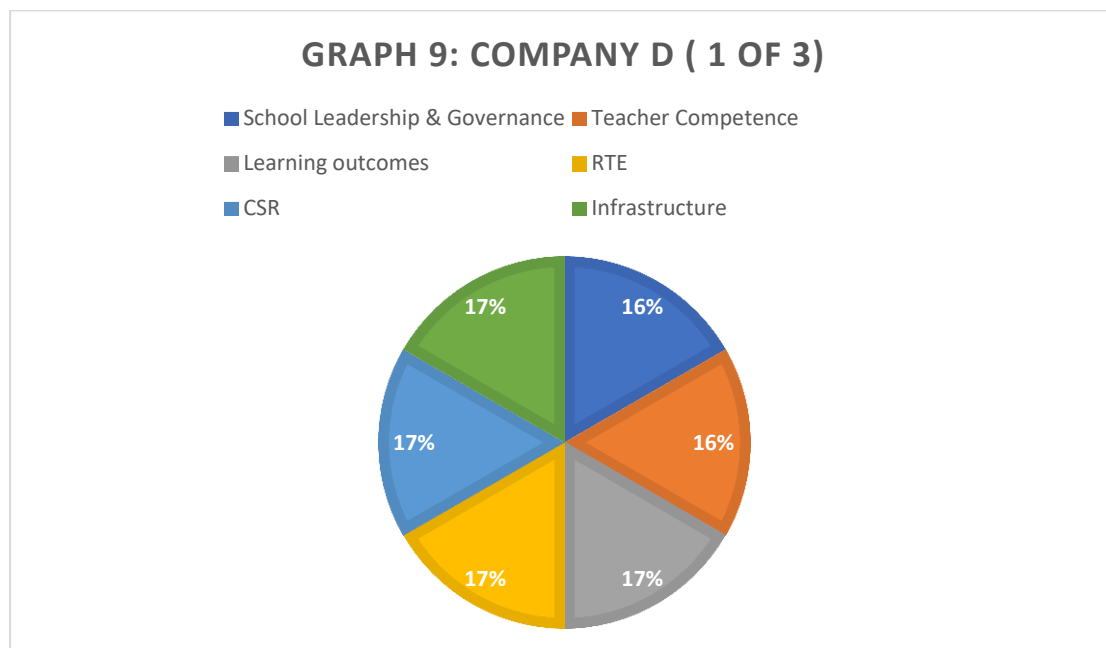
MEANING: The school has five stars like qualities. The principal and the whole staff are very good. Our children are privileged to get education in this kind of a school. The school provides an all-round educational experience that we can only dream. The principal madam is very considerate and welcoming.

Specific observations from the case 6: Parents were very appreciative towards the school leadership and governance aspect. They also felt the infrastructure of the school was exception as it offered exceptional learning opportunity. Gratitude was also expressed to the government for enacting RTE.

D 1.16 Company D's – Educational level of Children of Private Unaided, Sr. Secondary (co-ed), CBSE International School. Village 1 of 3

Table 4.4.1.4			
family 1	2 children	2 daughters	The younger one is studying in school. She is in class VIII th now. Eldest daughter married and gone after studying in Govt. school till VIII th standard
family 2	2 children	1 son & 1 daughter	Son is in VII th & daughter is in VIII th standard. Both are in CSR school
family 3	3 children	2 daughters & 1 son	eldest daughter is married after VIII th standard. She studied in govt. school. Their second child; son studies in VII th in govt school & daughter studies in V th standard in CSR school
family 4	3 children	2 sons & 1 daughter	eldest son studied in Government school 10+2 (XII th standard) and then got married. Youngest son is studying in VI th standard in the CSR managed school daughter too studied in government school till VIII th and then got married and now lives elsewhere
family 5	2 children	1 son & daughter	son studies in VII th & daughter studies in V th standard. Both study in CSR managed school
family 6	2 children	1 son & daughter	son studies in VI th in nearby Govt. school & daughter studies in V th standard of CSR school
6 families.	14 children	8 daughters (3 married daughters had studied till VIII th standard from the nearby govt. school). 5 study in the School. 3 out of 5 are in Govt school. 2 daughters are in CSR managed school	
		Total 6 sons. 1 son married + 5 are in school. 3 are in the CSR school & 2 are in govt., school	

Table 4.4.1.5 Data Analysis: Specific Observations from the Case Company D (1 of 3)					
Sr. No	Indicators	Response of 6 Parents			
1	School Infrastructure	6	Comprising of:		
			Clean Drinking Water & Separate Toilets for Boys and Girls		
			Library, Laboratory & Computer room		
			Seating, Playground & sports equipments		
			Disaster Readiness be it, w.r.t fire or other calamities		
2	Teachers	6	Comprising of:		
			Availability		
			Competence		
			Pedagogy		
3	Learning Outcomes	6	Comprising of subjects:		
			English		
			Maths		
			Environmental Science		
			Computer Science		
4	School Leadership & Governance	6	Comprising of:		
			Village Educational Council		
			Parent Teacher Council		
			Partnership with Corporates		
5	Goal 4 of SDG	-	Equitable, Quality Education		
6	RTE is the Change Maker	6	Government is the Change Agent		
7	Perception about the company	1	1. Outstanding	2. Excellent	3. Very Good
			4. Good	5. Satisfactory	6. Unsatisfactory
Note:					
1. Outstanding: 80 % & above positive responses					
2. Excellent: 70 to 79 % positive responses					
3. Very Good: 60 to 69 % positive responses					
4. Good: 50 to 59 % positive responses					
5. Satisfactory: 40 to 49 % positive responses					
6. Unsatisfactory: 40% & below					
Comments: All the parents perceived the company’s educational effort as “Outstanding.”					



D 1.19 Specific Observations from the Case: Result

Regarding the management: The company D, is very passionate about schooling efforts. In fact, the Principal of the school is known for taking tough decisions and does not compromise on the quality aspect. The school leadership and school's leadership work in tandem.

CSR initiatives: It is coordinated effort. But the lead is taken by the School. And the Trust.

Social work initiatives: By and large the school is self-sufficient in community outreach.

Note: It is Company's school and they take a lot of pride in maintaining the quality aspect of their delivery.

D 1.20**DEMOGRAPHIC PROFILE OF PARENTS**

Location: company D's managed CSR school somewhere in south gujarat.

- Total number of parents met = 06

D 1.21**Age Profile of Fathers & Mothers': youngest & oldest**

- I. Parent 1; fathers age is 44; mothers age is 40
- II. Parent 2; fathers age is 42; mothers age 38
- III. Parent 3; fathers age is 46; mothers age 42
- IV. Parent 4; fathers age is 43 mothers age 40
- V. Parent 5; fathers age is 35; mothers age 33
- VI. Parent 6; fathers age is 36; mothers age 31

Youngest father is aged 35 & oldest father is aged 46

Youngest mother is aged 31 & oldest mother is aged 42

All the parents had been married once only

D 1.22**Father & Mothers' Qualification: lowest & highest**

Parent 1 father = IVth standard & mother = Xth standard

Parent 2 father = ITI & mother = VIth standard

Parent 3 father = VIth standard & mother = Illiterate

Parent 4 father = Illiterate & mother = Illiterate

Parent 5 father = VIth standard & mother = IVth standard

Parent 6 father = VIth standard & mother = Illiterate

D 1.23	Educational Status of Fathers
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- **Fathers qualification: lowest & highest.**

1 father was illiterate.

1 father had studied till IVth standard.

3 fathers had studied till VIth standard.

1 father had studied ITI.

D 1.24	Educational Status of Mothers
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- **Mothers qualification:**

1 mother had studied till Xth standard.

1 mother had studied till VIth standard.

1 mother had studied till IVth standard.

3 mothers are illiterate.

D 1.25	Father & Mothers' Occupation and their Monthly Household Income (MHI)
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- I. **Parent 1** = father; is into fishing business. He earns Rs. 50,000 = His wife works in the city area as a nursing assistant and earns Rs. 10,000
- II. **Parent 2** = father; works as a fitter in a nearby factory and earns Rs. 18,000 & his wife is working in a private school, as an auxiliary staff and earns Rs. 6,000.
- III. **Parent 3** = father; works as a fishing labour. His wife manages fish stall. The MHI is Rs. 12,000.
- IV. **Parent 4** = father; works as an Industrial labour and earns Rs. 6,000. His wife looks after the family & manages sale of livestock. Their MHI is Rs. 8,000

- V. **Parent 5** = father works as a security supervisor and earns Rs. 6,000 per month. His wife manages a small tailoring (ladies) outfit and also prepares tiffin service business. Their MHI is Rs. 10,000.
- VI. **Parent 6** = father works as contractor's sub-contractor in getting hundreds of contractor workers during lockdowns in the factory. His wife is a home maker. MHI is Rs. 10,000
- **Monthly household Income levels of families:**
 - 1 Gujarati family had an income of Rs. 60,000 upwards.
 - 1 non-Gujarati family had an income of Rs. 24,000 upwards.
 - 1 Gujarati family's income was Rs. 12,000,
 - 1 Gujarati family's income was Rs. 8,000
 - 2 Gujarati family's income was Rs. 10,000

D 1.26

Accommodation: Status of Families

Accommodation:

1 parent has built 2-level independent building with modern fittings. House has water and electricity. This family has installed dish antenna of a reputed company.

5 families live in rented accommodation.

These rented accommodations are built on a partially concrete building.

Rooms are cramped and damp (being a coastal village) also.

Housing has free flowing water through a common tap on the ground floor house. All the houses had electricity.

Every household has tv & cable connection.

All the 5 families had electricity & cable tv connection.

All the 5 families lived in semi-concrete houses.

D 1.27	Gujarati or non-Gujarati & single-family or joint family; breakup
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1 out of 6 families is non-Gujarati and they are from MP. They live as single family.

5 out of 6 families are Gujaratis. Out of these 3 Gujarati families lived as joint family. And remaining 2 Gujarati family's folks are no more. All the Gujarati's are localities.

D 1.28	A Snapshot of Utilities at Home
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All the families had tv, cable connection and drinking water supply.

- Two families out of 5 also farmed hen, duck & pigs.

D 1.29	Focus Group Discussion with the Parents
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Focus group discussion could not be conducted as none of the parents were keen to do so.

One possible reason is they don't want to jeopardise the schooling efforts of their children.

Any composite community is made up of people. These people come from diverse demographic backgrounds. The converging point for all the family members' is life, livelihood and education to their children. *The constitution of India, in article 19 (d), (e) & (g) mandates; free movement throughout the union of India. Clause (e) mandates anyone to settle anywhere within the union of India. And as per clause (g) anyone could practice any profession or carry out any trade, vocation or business; as defined by the law.* In congruence many non-Gujaratis are settled and working all over India and in particular within the researched geography of Gujarat.

For these migrant families and the local Gujarati families what mattered the most is betterment of their childrens' lives. At the end of the day any private school respecting the provisions of RTE to accommodate students from socio-economic backgrounds need to admitted in their school. Now the problem is this admission process sadly is too bureaucratic. Meaning: if a family has 2 siblings; it is not necessary that both the children could get admission to the same school. As the research findings indicates; from some family daughters attended government school and brothers attended International school. Why? Because the children were not able to crack the admission test. Now we cannot prejudge who will get in or who will not. Because there are forms to be filled and uploaded and followed up. So, there is a process that need to be followed. This was dissented by most families.

Secondly, once a child gets admitted to international school and in this case, invariably is not able to cope up with educational demands. The first hurdle comes in the form of english language. The school does what it does best and that is to educate. To provide opportunities; but at the end of the day the child also needs to cope up and come to speed. The various upgrading classes that is held; need to be attended and lesson plans need to be completed. In many cases there was a compliant from the teachers that despite extending

support to the students, most students coming from the nearby villages could not cope and that is the reality.

Parents felt that their children were being pressurised.

1. Most of the fathers of the children worked in the factory nearby, so were cautious while responding. They felt the school was imparting education half-heartedly. Only to fill in the blanks so as not to be seen as violating the provisions of Right to Education.
2. Parents felt the process of interviews determining the suitability of children during the admission was being done to determine the family's income and this was against the spirit of educational rights.
3. Even though one and all students are required to wear uniform and this practice was being followed. However, there was cases of isolation of their children being done because they could not speak flawless English. Or their fathers worked in the fishing line.
4. Even though there were efforts by the school by inculcating after school programmes and this isolated the children even more as they were made to sit in the library.
5. Admission seeking process was considered as tedious and cumbersome. There was no provision for facilitating the process. Even the questions that was being asked for admission to UKG was considered tough by the parents. Only students coming from educated family backgrounds could secure admissions.

6. **Challenge:** Company school could provide infrastructure, schooling opportunity, recruit the best of teachers and follow the pedagogy to keep up the educational standards and aspirations of the students. However, the challenge is in the children who are studying there; especially the ones (children) coming from the challenged socio-cultural-economic backgrounds (from the nearby shanty town, slums). Because they need to take it upon themselves to not feel inferior either in their approach, body language or in their responses. They need to belong! These children cannot think and feel inferior psychologically. This I observed, in most of the students whom I met.

D 1.31	Language skills; English Language with Mother Tongue is Stressed upon
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It is a very busy port city. Even the native Gujarati here speak hindi flawlessly. The children speak Hindi or in english. As children spoke in english, the mother tongue influence was evidently clear.

D 1.32	Local Transport/Vehicle (s) at Home
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Table 4.4.1.6				
Parent 1	I20 brand new car	Large mechanised boat	Motorcycle	Honda active
Parent 2	-	-	Old bike	-
Parent 3	-	-	Old bike	-
Parent 4	-	-	Old bike	-
Parent 5	-	-	Old bike	-
Parent 6	-	-	Old bike	-

Only 1 Gujarati family had brand new car i20 & large mechanised boat and a bike.

1 non-Gujarati family has an old bike.

2 Gujarati family had old bikes

D 1.33 Employment History of Parents

Table 4.4.1.7	
Father one; fishing business with the help of mechanised boat	Mother is a nursing assistant
Father two; an industrial fitter	Mother is an auxiliary staff in a leading school
Father three; a fishing labourer	Mother manages fish stall
Father four; an industrial labourer	Mother manages livestock
Father five; security supervisor	Mother manages tailoring outfit
Father six; manpower contractor	Home maker

D 1.34 CSR Activities of Company

Company D is not new to school education endeavours. Before setting up their CBSE, international school which the researcher had studied; it had set up a school in another big state within the union of India. So, in that sense, the core team of company D has had experience in schooling space. After setting up this school they did not relent. They went on to set up more schools within the state of Gujarat and in central Indian state also. The reliability factor of what makes a good international school is something which this Company D officials has decoded from their experience.

Engaging with communities to assist them in their health-related interventions. More specifically setting up thalamic centre and mobile health care facilities is a big step in community development efforts.

This unaided Private CBSE, co-educational, international school is part of an important business group which offers english medium senior secondary

education to over 1,000+ students. The school was set up in the early 1990s. At the functional level the school CSR efforts is being taking forward by the principal; ably being supported by the teachers and administrators.

These are the broad focus of CSR:

Holistic growth is achieved through:

1. Mentoring of students.
2. Bringing student requiring special assistance to desired level of educational attainment.
3. Differently abled students are being supported with empathy and as per law.
4. Maximising brain potential of each student is the theme in this school.
5. Caring for the agro-businesses and livelihood in the nearby neighbourhoods.
6. Nature and environmental awareness through constant interventions.
7. Sports and development for the children.
8. Specialists like counsellors, therapist, psychologists are there for the assistance of children

The quality of education provided by Company D is exceptional. What it means in the context of a child is better schooling experience.

D 1.35**Conclusion**

Knowledge, skills and being in the bubble of an international school is a life altering experience.

Friendship made here lasts one's life.

So, to that extent it is a great learning experience to become the desired citizen that an education philosophy expects from all of us as students, parents and teachers. Truly a remarkable institution this is.

D 1.36**What Stood out Notably**

Through this study what has been established is Education is at the forefront of this company's welfare agenda.

D 1.37**Case Study**

Olympic sized pool is unthinkable in many schools! The services of professionally qualified psychologist and inhouse physio-therapist is a remarkable investment by the school.

This school is known for its educational leadership. Because it wins many science and maths related competitions at national and international levels. Such is the rigour of academic excellence here.

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

2. Agreed extracurricular activities and adhering to school's educational agenda was important. However, owing to this most parents from the nearby villages interviewed felt that the speed of educational delivery was therefore very rapid which their children could not keep pace with. Since medium of studies were in English.
3. Aged 3 and 4 are the considered age for admission to LKG and UKG admissions in the school. There needed to be some consideration given for economically weaker sections. Consideration for cultural issues; need to be respected. For example, the entire admission process cannot be seen as a mechanical process involving filling up of forms in English on computer etc. Instead, it needed to be consultative and facilitating in spirit.

School does not have clear cut policy towards taking adequate number of students as per the provisions of RTE. The act stipulates 25% student's intake; whereas in effect this has not been followed. Upon enquiring facts and figures the admin office did not release data.

In keeping with the tag of an CBSE international school the facilities here include:

Swimming pool, large and spacious library with periodical, reference books, magazines (2), provision for indoor games, health check-ups, music rooms and provision for gymnasium. There are 80 teaching staff and about 50 auxiliary staff members.

The facilitative role that any social worker is expected to carry out in micro and macro setting was missing in this case.

Literacy participation need has to be facilitated.

The supportive treatment method and the curative process to enable families so that their children do not fail the lifeline given by the government to secure admission in an international school.

Because no one helped the families on how to approach admissions therefore many children could not secure admissions.

Is it by design or due to the inadequacy of the social work team is a different subject? But the fact is the child and families failed and this shouldn't have been the case.

The admission process into CBSE international school need to be facilitative in nature.

The cumbersome process of filling up forms was considered tedious and they sought help from the school; which was not forthcoming.

Teachers from the schools should visit village to groom children so that their children are able to crack the admission hurdles. Then truly RTE provisions can be termed as 'in the good interest of people'.

-----**End of Chapter I of III of Co' D**

Introduction of CSR Compliant Company (D) 2 of 3
4.4.2

D 2.1	Sample Frame of Company
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Table 4.4.2.1					
II.	Location: District 4; Village 2 of 3 of Company D Meeting the parents of the students who are studying in school				
1.	Indepth interview with		04 parents		
2.	Focussed groups could not be undertaken as parents were not keen to do so.				
Village 2 of 3	Number of students in Primary Schooling (Standard I to VIII)				
	Location School	No. of Boys	No. of Girls	Total Students	Remarks
1.	Company D's: Pvt. Unaided CBSE Intl Co-ed School	01	04	05	None

D 2.3 Educational Levels of Children - Company D's, Private Unaided, Sr. Secondary, CBSE (co-ed) International School. Village 2 of 3

Table 4.4.2.2			
family 1	2 children	son & daughter	Son is in IV th standard in the govt. primary school daughter is studying in VI th standard of the CSR school
family 2	2 children	2 daughters	The eldest daughter is studying in VIII th standard in the CSR school. The youngest daughter is also studying in V th standard of the CSR school
family 3	3 children	2 daughters & 1 son	their second daughter is studying in VIII th standard of the government primary school the youngest son is studying in III rd standard of CSR school eldest daughter is married and settled in M.P. She studied till VIII th standard in the govt. primary school
family 4	1 child	1 daughter	daughter studies in VIII th standard in the CSR managed school
Total 4 families & 8 children 2 sons & 6 daughters		<p>2 sons: 1 studying in CSR School & 1 studying in govt. primary school</p> <p>5 daughters are studying. 4 daughters are studying in CSR managed school 1 daughter is studying in government primary school.</p> <p>1 daughter has got married after completing her VIIIth from govt. primary school.</p> <p>1 daughter is studying in the govt. primary school & she is in the VIIIth standard. Total 4 daughters are studying from CSR school (VIth, Vth VIIIth & VIIIth standard respectively).</p>	

D 2.4**Breakup of Students Class wise****Table 4.4.2.3**

Breakup of students studying in primary schooling

classification	I	II	III	IV	V	VI	VII	VIII	Total
sons govt school	NA	NA	-	1	NA	NA	NA	NA	2
csr school	-	-	1	-	-	-	-	-	
daughters in csr school	NA	NA	NA	NA	1	1		1, 1	4
govt school girls	-	-	-	-	-	-	-	1	1

Total 8 children. Two boys and 6 girls.

Effectively 7 (boy & girls) students are studying.

Total 2 sons and 5 daughters.

1 son is studying in CSR school

and 1 son is studying in govt school

4 daughters are studying in CSR managed school

1 daughter is from government school and she is in 8th

1 daughter is from government school and after 8th she got married.

NA: Not applicable.

D 2.5	Breakup of students studying in Primary Schooling v/s Govt school
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4.4.2.4.1 Breakup of students studying in primary schooling									
Classification	I	II	III	IV	V	VI	VII	VIII	Total
sons in CSR	NA	1	NA	NA	NA	1	NA	NA	2
son in Govt	NA	NA	NA	NA	1	NA	NA	Na	1
Daughters in CSR school	NA	NA	NA	NA	NA	NA	1	1	2
1 daughter studied in Government school till 8 th standard & now married									

D 2.6 Company (D village 2 of 3) Parent 1 of 4 (Indepth Interview)

Father is aged 34 and mother is aged 32. Father has studied till ITI. Mother has studied till VIIIth standard. Mother works in a nursery school and earns Rs. 6,000/ per month. Father works as a technician in a factory and earns Rs. 18,000 per month. They have 2 children. A boy and a girl. Boy is in IVth standard and he studies in the nearby government primary school. Girl is studying in VIth standard in the CSR managed school of company D. Both the children are excellent in their studies. They are non Gujaratis (from UP) and live in single family. They have an old bike. They live in a rented house. The house is a partially concrete house. They have electricity in the house with cable connection.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Bachhe padai me bahut hoshiyar hain! School bahut mehanat karwata ha school me.*

MEANING:

- a) Both the children are brilliant in studies.
b) They attend after school sessions also.

FINDINGS:

- I. Very happy with the school's educational contributions.
- II. School is doing everything to ensure that children coming from economically weaker sections are supported well in their academic endeavours.

Specific observations from the case 1: Teacher competence and learning outcomes coupled with school infrastructure and leadership has been appreciated by the parents. They attribute this to be the reason for their child's success in school.

Parent 2 of 4 (Indepth interview)

Father is aged 36 and mother is aged 34. Father has studied diploma engineering. He works for a factory (electrical department) & earns Rs. 22,000. Mother has studied till IVth standard. She manages tiffin for the migrant workers of the nearby factory. Every month after all her expenses excluded; she makes Rs. 5,000. They are non-Gujarati and live as a single family. In fact, they are from Rajasthan. They have two children and both are daughters. One daughter is studying in Vth standard & second daughter is studying in VIIIth standard of the CSR managed school of company D. They live in a rented house which is partially concrete. The house has electricity and cable connection. They have a new bike at home. Drinking water comes in their tap. Their MHI is Rs. 27,000

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

a) Hamare bachhon ka school ek top international school ha! Wahan bahut accha padatey hain. Sab suvidha milta ha bachoon k development k liye.

MEANING:

- I. Excellent resources are being provided to the children
- II. Our children are doing well in studies because they are being cared by the school.
- III. The school has good educational systems in place with great infrastructure.
- IV. They also have swimming pool and large playground for all the children
- V. It means a lot to us as parents that our children are studying there.

Specific observations from the case 2: Parents appreciated the learning outcomes and teacher competence the reason for their child's success at school. According to parents RTI has truly been a game changer.

Parent 3 of 4 (Indepth interview)

Father is aged 42 and mother is aged 40. Father has studied till the IVth standard and mother is an illiterate. Father works as an industrial labour & earns Rs. 8,000. Mother works in the school as an “*aaya”. She earns Rs. 6,000/-They are from MP and are non-Gujaratis. They live as joint family in a rented house. The house is a partially concrete building. Drinking water comes in their tap. Their MHI is 14,000. They have electricity and cable tv connection at home. They have three children Their second daughter is studying in VIIIth standard from a government primary school. The youngest son is studying in IIIrd standard from the CSR school. Eldest daughter is married and settled in M.P. She studied in the government primary school till VIIIth standard.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

School mere bete ko improvement classes karvata ha!

MEANING:

- I. The child has difficulty in comprehending English. So, he attends extra classes after school hours regularly.

Specific observations from the case 3: Parents attributed learning outcomes the reason for their child’s comprehension of the CBSE curriculum. Parents also acknowledged superior infrastructure and school leadership.

***aaya; in the context of school means, care taker of children**

Parent 4 of 4 (Indepth interview)

Father is aged 38 and mother is aged 37. They both are illiterate. They have a daughter. The daughter studies in VIIIth standard of the CSR managed school of company D. She is very good in academics. They are non-Gujaratis (from UP) and live as a single family. They have an old bike. They live in own house. The house is a concrete house. Father works as a fishing contractor and their MHI is Rs. 50,000. He has a medium sized mechanised fishing boat. The mother sells the netted fish in the market. They also have piglet, hen and ducks which they rear as farming and sell. They have electricity and cable tv at home. Drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Hamare ladki ko bahut accha padate hain school waale. Hum log toh soch bhi nahi sakte itna kuch.*

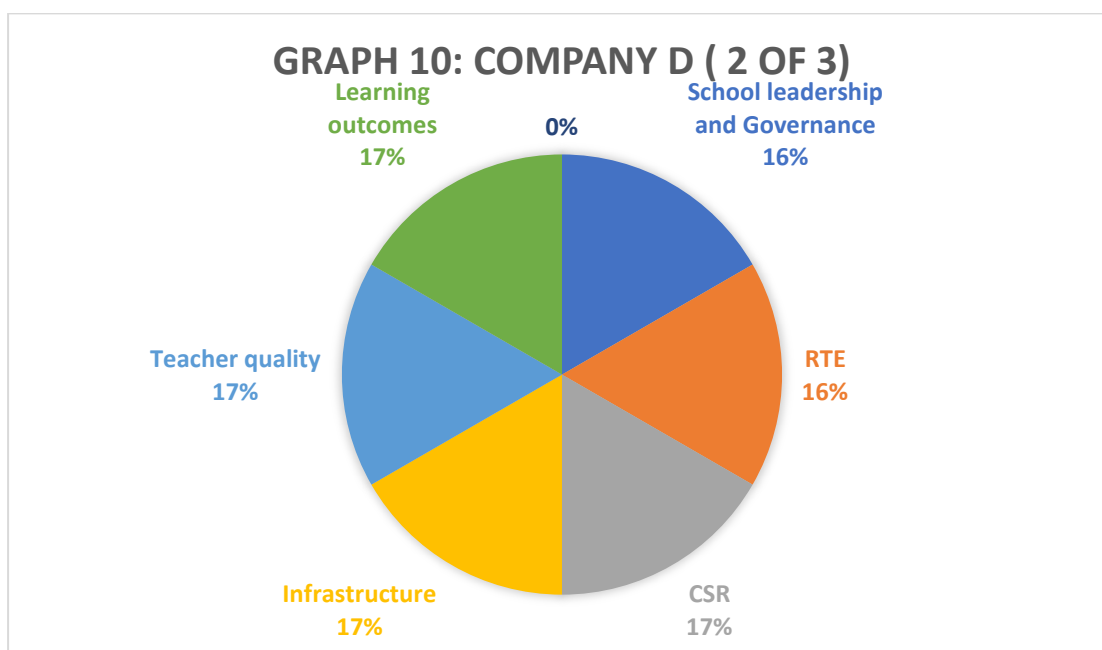
MEANING:

- I. The school is providing all that we as parents can only imagine.

Specific observations from the case 4: Parents felt school leadership has instilled in them the confidence that their daughter will do well in this CBSE international school. With superior infrastructure and teacher competence they were very happy. In fact, all the parents were very happy with the schooling experience of company D.

D 2.7 Data Analysis & Response of Parents

Table 4.4.2.5 Data Analysis: Specific Observations from the Case Company D (2 of 3)					
Sr. No	Indicators	Response of 4 Parents			
1	School Infrastructure	4	Comprising of:		
			Clean Drinking Water & Separate Toilets for Boys and Girls		
			Library, Laboratory & Computer room		
			Seating, Playground & sports equipments		
			Disaster Readiness be it, w.r.t fire or other calamities		
2	Teachers	4	Comprising of:		
			Availability		
			Competence		
			Pedagogy		
3	Learning Outcomes	4	Comprising of subjects:		
			English		
			Maths		
			Environmental Science		
			Computer Science		
4	School Leadership & Governance	4	Comprising of:		
			Village Educational Council		
			Parent Teacher Council		
			Partnership with Corporates		
5	Goal 4 of SDG	-	Equitable, Quality Education		
6	RTE is the Change Maker	4	Government is the Change Agent		
7	Perception about the company	1	1. Outstanding	2. Excellent	3. Very Good
			4. Good	5. Satisfactory	6. Unsatisfactory
Note:					
1. Outstanding: 80 % & above positive responses					
2. Excellent: 70 to 79 % positive responses					
3. Very Good: 60 to 69 % positive responses					
4. Good: 50 to 59 % positive responses					
5. Satisfactory: 40 to 49 % positive responses					
6. Unsatisfactory: 40% & below					
Comments: 5 Parents perceived the company’s educational effort as “outstanding”					



D 2.9 Specific Observations from the Case: Result

Regarding the management: The company D, is very passionate about schooling efforts. In fact, the Principal of the school is known for taking tough decisions and does not compromise on the quality aspect. The school leadership and school's leadership work in tandem.

CSR initiatives: It is coordinated effort. But the lead is taken by the School. And the Trust.

Social work initiatives: By and large the school is self-sufficient in community outreach.

Note: It is Company's school and they take a lot of pride in maintaining the quality aspect of their delivery.

D 2.10 DEMOGRAPHIC PROFILE OF PARENTS

Location: company D's managed CSR school somewhere in south gujarat.

D 2.11 Age Profile of Fathers & Mothers': youngest & oldest

- Total number of parents met = 04
- Parent 1; fathers age is 34; mothers age is 32
- Parent 2; fathers age is 36; mothers age 34
- Parent 3; fathers age is 42; mothers age 40
- Parent 4; fathers age is 38; mothers age 37
- **Age profile of fathers: youngest 34 & oldest is 42.**
- **Age profile of mothers: youngest 32 & oldest 40.**

D 2.12 Father & Mothers' Qualification: lowest & highest

Parent 1 father = has studied till ITI & mother = studied till VIIIth standard.

Parent 2 father = has studied diploma engineering & mother = studied till IVth standard.

Parent 3 father = has studied till IVth standard & mother = is Illiterate

Parent 4 father = Illiterate & mother = Illiterate

D 2.13	Educational Status of Fathers
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- **Fathers qualification: lowest & highest.**
 - 1 father was illiterate.
 - 1 father had studied Diploma in Engineering.

D 2.14	Educational Status of Mothers
---------------	--------------------------------------

- **Mothers qualification:**
 - 2 mothers were illiterate.
 - 1 mother had studied till VIIIth standard.

D 2.15	Father & Mothers' Occupation and their Monthly Household Income (MHI)
---------------	--

Parent 1 = father; works as a technician and earns Rs. 18,000 = His wife is working in a nursery school and earns Rs. 6,000. Their MHI is Rs. 24,000

Parent 2 = father; is a diploma engineer and works for Company and earns Rs. 22,000 pm. His wife is managing tiffin business and earns Rs. 5,000. Their MHI is Rs. Rs. 27,000

Parent 3 = father; works as an industrial labour & earns Rs. 8,000. His wife is an auxiliary staff in a school and earns Rs. 6,000. Their MHI is Rs. 14,000

Parent 4 = father; works as a fishing contractor using a mechanised medium sized fishing boat and earns Rs. 50,000. His wife sells fish in the yard. They also rear pig, hen and duck.

D 2.16	Accommodation: Status of Families
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1st family, non-Gujarati (UP). Single family. Rented house. Partially concrete.

2nd family, non-Gujarati (Rajasthan). Rented house. Single family. Own mud house. Partially concrete.

3rd family, non-Gujarati (MP). Joint family. Rented house. Partially concrete.

4th family, non-Gujarati (UP). Single family. Own house. Concrete house.

D 2.17	Gujarati or non-Gujarati & Single-Family or Joint Family; Breakup
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All the families are non-Gujarati

Two families from UP and one family from MP and Rajasthan

3 family lived in rented accommodation (UP, Rajasthan and MP)

1 (UP) family had own house

1 family (MP) lived as joint family

Rest all of them lived as single family.

D 2.18	A Snapshot of Utilities at Home
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All the households had electricity

All the households had tv with cable connection

All the households had drinking water from the tap

D 2.19**Focus Group Discussion with the Parents**

Could not be conducted as parents were not keen to talk in a group fearing it might jeopardise their child's school experience at CSR school.

D 2.20**Indepth Interviews with the Parents**

Gist: Parents are working class people who are availing schooling experience at the company's CSR school. According to parents all of this has been possible because of the RTE legislation.

School is not a charitable organisation. In fact, it charges a very hefty fees from the regular students.

So as parents who are availing RTE provisions to ensure their child completes schooling at this international school said nothing negative at all.

D 2.21**Language Skills: English Language with Mother Tongue**

Being a busy coastal city with heavy engineering focus this stretch of the district attracts many migrants from the country. So, one and all families speak in Hindi as their first language.

In fact, the Gujarati families are very facilitative in their approach and speak in Hindi so as to make the non-resident Gujaratis feel comfortable. This is norm across Gujarat.

The students spoke fluent English. But the parents either spoke in hindi or in Gujarati while answering questions.

D 2.22	Local Transport/Vehicles (s) at Home
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All families are non-Gujarati.

Only 1 (UP) family which is into fishing business has a medium sized mechanised boat and an old motorcycle.

1 Non-Gujarati family (Rajasthani) has a new bike.

1 Non-Gujarati family (MP) has no bike.

1 family from UP has an old bike.

D 2.23	Employment History of Parents
---------------	--------------------------------------

Table 4.4.2.6	
Father one; technician	Mother works in nursery school
Father two; fitter	Mother is involved in Tiffin business
Father three; industrial labour	Mother works in a school as auxiliary staff
Father four; fishing contractor	Mother sells fish. They also rear livestock

D 2.24: Fathers occupation.

1 father is involved in fishing business with the help of medium sized mechanised boat.

1 father is an industrial technician (he is in works department) and is employed in a factory.

1 father works in a factory as an electrical technician.

1 father is an industrial labourer.

Mothers occupation:

2 mothers worked in school. 1 as an auxiliary (*“Aaya”) staff member in a school. Another mother teaches in nursery school.

1 mother sustains supports her husband in the selling of selling fish.

1 mother besides being housewife was also involved in tiffin business.

***aaya; in the context of school means, care taker of children**

D 2.25	Conclusion
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RTE is perceived as the game changer and rightly so.

The CSR school of the company’s school leadership and governance was a bench mark.

The aspirations of children to cope with educational pressure of studying in CBSE english medium school was evident. With gratitude children were coping with academic pressure positively.

D 2.26	What stood out Notably
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In this coastal, busy industrialised district; the parents were toiling very hard to ensure their children get quality, equitable, education. So, they were grateful to RTE provision and thanked the Government.

D 2.27**Case Study**

Talent needs opportunity couldn't be truer in the case of parents who are availing education for their child in this CSR school. Children on their part toiled, practiced to master concepts that were being taught and re-taught to them. It was an example of resilience on the part of students to make the most of this opportunity. In fact, interestingly none of the students whom I met were keen to pursue the professions their parents were currently into. Every student aspired a better life not only for themselves and their bloodlines; but also, for their parents is a true reflection of gratitude and acknowledgment to what their parents are currently doing for them.

D 2.28**Social Work Perspective**

School education is important to every child and parents. Likewise, social work aims to work with individual, families and communities. In the context of this study; social work becomes much more relevant because effective, equitable, quality education means well informed citizenry; the ultimate goal of any social setting. Social work advocates have worked tirelessly on improving the socio-economic conditions of families. Here in this study it was clear that corporates are taking their responsibility pretty seriously.

Parents were keen that all their children be given access to international schooling experience.

Obviously in an open market economy; merit has to be respected. Therefore, not all can get through to international schooling experience.

-----**End of Chapter II of II of Co' D**

Introduction of CSR Compliant Company (D) 3 of 3

4.4.3

D 3.1	Sampling Frame
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Table 4.4.3.1 Sampling Frame					
III.	Location: District 4; Village 3 of 3 of Company D Meeting the parents of the students who are studying in school				
1.	Indepth Interview with			4 parents	
Village 3 of 3	Number of students in Primary Schooling (Standard I to VIII)				
	Location School	No. of Boys	No. of Girls	Total Students	Remarks
1.	Company D's: Pvt. Unaided CBSE Intl Co-ed School	02	02	04	None

D 3.2	Company D's – Unaided Private Sr. Secondary, CBSE (co-ed) International School. Village 3 of 3
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Educational levels of childrens

[illegible]

D 3.4 Company D; Village 3 of 3 & Parent 1 of 4 (Indepth interview)

Father is aged 37 and mother is aged 35. Father is an illiterate and so is the mother. They have a daughter and she is studying in standard VIIth in the CSR managed school. She is good in studies. They are non-Gujaratis (UP). They live as a joint family. They live in a rented house. Their house is semi concrete. In the backyard they have domesticated piglets (about a dozen of them); which they farm. Father is a scrap (metal) dealer for factories and earns Rs. 20,000. They have a new bike. Mother manages a small kirana shop and earns Rs. 5,000 per month. Their household income is Rs. 25,000/- They have electricity and cable tv. Drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- 1) *Bitiya ka school bahut accha ha! Hum log khush naseeb waale hain ki ye school mil gaya...*

MEANING:

- I. The school is an excellent school. All our relatives rave about the school and wish their children too studied here. It is an international school of repute!!

Specific observations from the case 1:

Parents appreciated the educational endeavours of the school. And attributed it to school leadership and the good governance as the reason. Parents were also equally vocal about Governments efforts in implementing RTE provisions. School's infrastructure, learning outcomes and teacher quality is impeccable; owing to this academically students are doing very well.

Parent 2 of 4 (Indepth interview)

Father is aged 39 and mother is aged 36. Father has studied till VIth standard. Mother has studied till IInd standard. They have 3 children. The eldest is a daughter and she is married. She studied in the government school till 8th standard. The second daughter is studying in standard VIIIth of the company's school. The son is studying in Vth standard of the government school as he could not secure admission in the company school. They are Gujarati and live in a joint family. They live in their own semi concrete ancestral house. Father works as a security guard and earns Rs. 8,000. Mother manages tiffin business (NV *) for the neighbourhood and earns Rs, 10,000. They farm livestock (chicken, ducks) & pigs fetches them Rs. 2,000. Monthly household income of the family is Rs. 20,000. They have an old bike. No car at home. Drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

I. *Chokri bau saras bhane che!*

II. *School nu vatavaran evu che ki bau mehanat karave che!*

MEANING:

- 1) The daughter is good in studies and takes extra classes to improve herself.
- 2) School takes extra classes for the students who are lagging behind after school hours.

Specific observations from the case 2: School's educational efforts are being appreciated by the parents. In particular Learning outcomes and teacher's availability and school leadership. RTE is being implemented by the Govt., resulting in securing school admissions to the students from economically weaker sections of society.

* non-vegetarian.

Parent 3 of 4 (Indepth interview)

Father is aged 32. Mother is aged 30 years old. Father has studied till IVth standard and mother is an illiterate. The father is working as fishing labour and earns Rs. 12,000, per month. Mother is a home maker. They have a son who studies in VIth standard. He studies in the CSR school. They are non-Gujarati. In fact, they are from UP. They live as single family. They live in rented accommodation which is partially concrete. They have a new bike. They have electricity and cable tv at home. Drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

1. *Beta bahut accha pad raha ha. School waale bahut mehanat karwate hain.*

MEANING:

- 1) The son is doing well academically.

Specific observations from the case 3: Parent said “*School is doing everything it could to promote education amongst the community children and especially amongst the economically weaker section*”. School leadership and governance was very well appreciated by the parents. Equally they applauded RTE provisions of the government. CSR efforts of the school and teacher quality and learning outcomes with superior infrastructure were yielding better results for the students.

Parent 4 of 4 (Indepth interview)

Father is aged 28 and mother is aged 27. Father had done ITI studies. Mother has studied till IVth standard. Father works as an industrial welder. Mother manages the house. They have one child. The son is studying in IInd standard in CSR school. They are from Rajasthan and are non-Gujaratis. They live in rented accommodation. They live as a single family. They have a new bike. They have electricity and cable tv at home. Household income is Rs. 18,000/- Drinking water comes in their tap.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- 1) *Beta khush naseeb ha ki uska admission ess international school me ho gaya!*

MEANING:

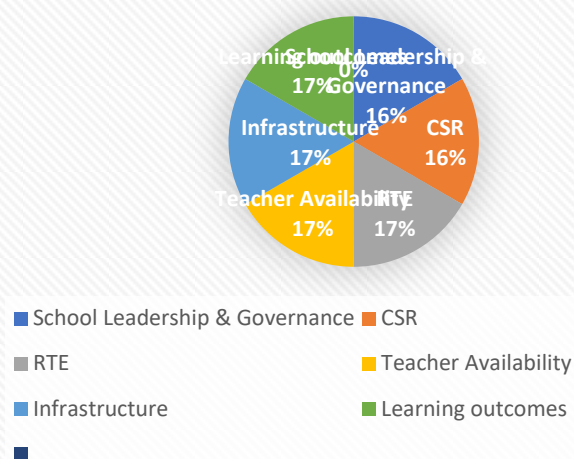
- 1) Son is privileged to study in an international school.

Specific Observations from the case 4: Without government enacting RTE provisions it would have been unthinkable for parents coming from economically challenging backgrounds to get their children admitted to this international school. This fact was very well acknowledged by the parents. The superior infrastructure coupled with excellent learning outcomes; teacher quality is giving the desired results. School Leadership and governance is making a positive impact to the community schooling.

D 3.5 Data Analysis & Response of Parents

Table 4.3.3.4 Data Analysis: Specific Observations from the Case Company D (3 of 3)					
Sr. No	Indicators	Response of 4 Parents			
1	School Infrastructure	4	Comprising of:		
			Clean Drinking Water & Separate Toilets for Boys and Girls		
			Library, Laboratory & Computer room		
			Seating, Playground & sports equipments		
			Disaster Readiness be it, w.r.t fire or other calamities		
2	Teachers	4	Comprising of:		
			Availability		
			Competence		
			Pedagogy		
3	Learning Outcomes	4	Comprising of subjects:		
			English		
			Maths		
			Environmental Science		
			Computer Science		
4	School Leadership & Governance	4	Comprising of:		
			Village Educational Council		
			Parent Teacher Council		
			Partnership with Corporates		
5	Goal 4 of SDG	-	Equitable, Quality Education		
6	RTE is the Change Maker	4	Government is the Change Agent		
7	Perception about the company	1	1. Outstanding	2. Excellent	3. Very Good
			4. Good	5. Satisfactory	6. Unsatisfactory
Note:					
1. Outstanding: 80 % & above positive responses					
2. Excellent: 70 to 79 % positive responses					
3. Very Good: 60 to 69 % positive responses					
4. Good: 50 to 59 % positive responses					
5. Satisfactory: 40 to 49 % positive responses					
6. Unsatisfactory: 40% & below					
Comments: 4 Parents perceived the company’s educational effort as “Outstanding.”					

GRAPH 11: Company D (3 of 3)



D 3.7 Specific Observations from the Case: Result

Regarding the management: The company D, is very passionate about schooling efforts. In fact, the Principal of the school is known for taking tough decisions and does not compromise on the quality aspect. The school leadership and school's leadership work in tandem.

CSR initiatives: It is coordinated effort. But the lead is taken by the School. And the Trust.

Social work initiatives: By and large the school is self-sufficient in community outreach.

Note: It is Company's school and they take a lot of pride in maintaining the quality aspect of their delivery.

D 3.8**DEMOGRAPHIC PROFILE OF PARENTS**

Location: company D's managed CSR school somewhere in South Gujarat
3/3.

- Total number of parents met = 04

D 3.9**Age Profile of Fathers & Mothers': youngest & oldest**

- I. Parent 1; fathers age is 37; mothers age is 35
- II. Parent 2; fathers age is 39; mothers age 36
- III. Parent 3; fathers age is 32; mothers age 30
- IV. Parent 4; fathers age is 28 mothers age 27

Age profile of fathers: youngest & oldest.

1 fathers age was **28**; thus, making him the youngest father.

1 father with an age of **39** is the oldest father.

Age profile of mothers: youngest & oldest.

1 mothers age was **27** thus, making her the youngest mother

1 mother with the age of 36 is the oldest amongst the 4 mothers.

D 3.10**Father & Mothers' Qualification: lowest & highest**

- I. Parent 1: father = Illiterate & mother = Illiterate
- II. Parent 2: father = VIth standard & mother = has studied till IInd standard
- III. Parent 3: father = has studied till IVth & mother = an illiterate
- IV. Parent 4: father = has studied ITI & mother = studied till IVth standard

D 3.11	Educational Status of Fathers
---------------	--------------------------------------

Fathers qualification: lowest & highest.

- 1 father was illiterate.
- 1 father had studied till IVth standard.
- 1 father had studied till VIth standard.
- 1 father had studied till ITI.

D 3.12	Educational Status of Mothers
---------------	--------------------------------------

Mothers qualification: lowest & highest.

- 2 mothers were illiterate.
- 1 mother had studied till IVth standard.
- 1 mother had studied till VIth standard.

D 3.13	Father & Mothers' Occupation and their Monthly Household Income (MHI)
---------------	--

Parent 1 = father; works as a scrap metal dealer and earns Rs. 20,000 = His wife manages a kirana shop and earns Rs. 5,000. Their MHI is Rs. 25,000

Parent 2 = father; works as a security guard and earns Rs. 8,000 pm. His wife is managing tiffin business and earns Rs. 10,000. Livestock contributes Rs. 2,000. Their MHI is Rs. Rs. 20,000

Parent 3 = father; works as a fishing labour and earns Rs. 12,000 per month. His wife is a home maker.

Parent 4 = father; works as an industrial welder and earns Rs. 18,000. His wife is a home maker.

- **Monthly household Income levels of 4 families.**
- 3 families are non-Gujaratis. 1 family is Gujarati.
 1 Gujarati family has a monthly household income of Rs. 20,000
 1 of 3 NG (MP) family has a monthly household income of Rs. 25,000
 2 of 3 NG (UP) family has a monthly household income of Rs. 12,000
 3 of 3 NG (Rajasthani) family monthly household income is Rs. 18,000

D 3.14	Accommodation: Status of Families
---------------	--

- **Accommodation:**
- **out of 4 families;**
 1 Gujarati family had own house. The house has water and electricity.
 The house has TV & cable connection too.
 3 families live in rented accommodation.
 These 3 families were from (1 family was from UP, 1 from MP & 1 from Rajasthan).

These rented accommodations are built on a partially concrete building.

Rooms are cramped and also damp; since it is near a coastal area.

Housing has free flowing water coming through a common tap on the ground floor house. All the houses had electricity.

Every household had TV & cable connection.

D 3.15	Gujarati or non-Gujarati & Single-Family or Joint Family; Breakup
---------------	--

- All the parents had been married once only
- 3 out of the 4 families are non-Gujarati.
 - 1 family is from rajasthan and live as a single family.
 - 1 family is from Madhya Pradesh and they live as a joint family.
 - 1 family is from Uttar Pradesh and they live as a single family.
 - 1 Gujarati family was living as a joint family.

D 3.16	A Snapshot of Utilities at Home
---------------	--

- 1 family (NG) (are from MP) farmed pigs.
- 1 family (G) farmed hen, duck & pigs.
- 2 out of 4 families did not rear livestock.
- All the 4 families had electricity & cable tv connection.
- All the 4 families lived in partially concrete houses.

None of the 4 families possessed car or bicycles

D 3.17	Focus Group Discussion with the Parents
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No one wanted to go through with FGDs.

D 3.18	Summary of Indepth Interviews
---------------	--------------------------------------

Summarised in earlier pages. Refer: **Chapter D 1 of 3**

D 3.19	Language skills; English language with Mother Tongue is Stressed Upon
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Hindi is the link language. Children attending CSR school spoke fluent english. In this coastal city Gujarati's also spoke flawless hindi.

D 3.20	Local Transport/Vehicle (s) at Home
---------------	--

- **Vehicle (s) at home:**
- None out of the 4 families had car ownership.
- All the 4 family had bikes.
- 3 families had new bikes & 1 family had an old bike.

- 1 NG family (MP) had a new bike.
- 1 NG family (UP) had a new bike.
- 1 NG family (Rajasthan) had a new bike.

The one Gujarati family had an old bike

Meaning:

**G= Gujarati, NG=Non-Gujarati. UP=Uttar Pradesh, MP=Madhya Pradesh,
NG=Non-Gujarati.**

D 3.21	Employment History of Parents
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Table No. 4.4.3.4	
Father one; scrap metal dealer	Mother manages kirana shop
Father two; security guard	Mother manages tiffin business
Father three; fishing labour	Mother is a home maker
Father four; industrial welder	Mother is a home maker

Fathers occupation.

1 father is involved in Industrial scrap (metal dealing) in the nearby factories.

1 father is a security guard and works in the factory.

1 father works as a fishing labour.

1 father is an industrial welder in a company.

- **Mothers occupation:**

1 mother owns a kirana shop in her neighbourhood.

1 mother prepares tiffin service for the industrial workers.

2 mothers are housewives.

D 3.22	CSR Activities of Company
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Enumerated in Chapter D 1 of 3

D 3.23	Conclusion
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The owner-promoters set out and created this international school in reverence to their father.

Looking at the results its pretty clear that School Leadership and Good governance has achieved its schooling purpose.

D 3.24	What Stood out Notably
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Imparting of equitable, quality and inclusive education as per goal 4 of the SDG.

D 3.25	Case Study
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First generation learners coming from under privileged backgrounds and doing very well in the educational landscape only shows that providing good education is indeed a national service.

D 3.26**Social Work Perspective**

In a diverse country such as ours when equitable, quality education is being offered; then it means social justice is being provided. The principle of social work rests largely on the template of social justice and fairness.

D 3.27**Suggestions if any by the Stakeholders**

As parents they all wanted their children to study in the International school.

Note: Rationally speaking this might not be possible considering the various parameters.

-----End of Chapter III of III of Co' D

Introduction of CSR Compliant Company (E)

Chapter Number 4.5

E 1.1	Introduction of CSR Compliant company
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Introduction of CSR Compliant Company (E): This CSR Compliant company is part of a well-diversified chemical conglomerate with global footprint.

E 1.2	CSR Team
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Company E has its own Foundation and experienced professionals with sufficient experience leading it to address the local CSR needs.

E 1.3	CSR Strategy of Company
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This company is adhering to corporate social responsibility implementation as provisioned through Section VII of the companies act so as to meet SDG also.

The founder-promoters of the company are known to implement Gandhian philosophy in good earnest.

E 1.4	How access, equity and retention has been approached by this corporate?
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This CSR company has a robust leadership with Gandhian tradition of governance to guide and inculcate quality as a platform for teaching.

Learning outcome goals are monitored by the management and school improvement committee consisting of eminent citizens. Resultantly the eminent medical doctors, chartered accountants, engineers and lawyers during the last 70 years have passed out of this prestigious school. This school has arguably one of the best science labs in the state of Gujarat.

This CSR company has a state-of-the-art Skill Development Centre and is focussing on enhancing career opportunities for the unemployed boys and girls. Many students living in the tribal belt are availing the Vocationalisation courses offered by this CSR compliant company.

E 1.5 How Quality, Focusing on Learning Outcomes & Vocationalisation of Education is being Approached by this Corporate?

The owner promoters of this company realised it in the company of Gandhi ji that true rural transformation cannot happen unless and until comprehensive rural development efforts are not taken. As early as 1950s when the school was being set up; the surrounding landscape got developed too. Rural connectivity along with people habitats were planned. Today in these 70-years the tradition of educational quality is only getting further strengthened. The eminent doctors of Mumbai are from this school. The many law luminaries of Gujarat and Mumbai are from this school. This school has one of the finest science and computer labs. What it means is that with changing times the school kept evolving; because the owner promoters of the school had an open mind and single agenda of making school great at all cost.

Social justice is complemented with economic justice. A classic example is the skill development endeavours of this company. Herein rural population most young girls who for one reason or other couldn't finish their studies are encouraged to take up studies as a bridge programme. After that they are sent back to their areas and clusters from where they come along with a stipend to ensure that in their village no one is left behind and education is truly reached to each and every family. There are many first-generation school goers in the village. These trained and emancipated individuals do the job of cementing the educational philosophy of RTE at their individual and macro settings. In that sense it is a great leap on learning outcomes and vocationalisation of educational efforts.

It is company's own property. This school was being set up in the year 1950.

This school is complying to all the governmental guidelines.

It is therefore a heritage school with a rich legacy.

The school has one of the finest sciences & computer laboratories.

The school has a vast playground.

It has boundry wall and security guard at the gate.

The school has buses to ferry students to and fro.

The school conducts safety drills.

The school has medical protocols in place. Meaning, stretcher, wheelchair and doctor on call.

The water cooler is there.

Toilets are separate for boys and girls.

There were IIIrd and, in some cases, IVth generation of school alumni within most families.

Eminent doctors, lawyers are from this school.

Gandhian educational philosophy is being adhered to here.

It is a Gujarati Medium school.

E 1.7	Teachers at the school
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Company E is a Gujarati medium co-educational senior secondary school.

There are X number of male and y number of female teachers.

School has prescribed number of staff.

E 1.8	Technology component in school
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This school is a tech savvy school with a fully integrated computer lab.

E 1.9	Digital literacy levels
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Children are exposed to digital literacy from the beginning of primary schooling.

E 1.10	Mid-day meal scheme in the school & dropout of school children
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Mid-day meal is not being provided in the school.

There were no drop-outs in this school.

E. 1.11	Sampling Frame of Company
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Table 4.5.1.1 **Sampling Frame**

Met these officials for Data Collection at location District 5, Company E

Sr. No.	Company E	Department	Designation	Number of officials met	Total No. of officials met				
I.	At Corporate Met	CSR	Head	1	7 people				
			Programme Manager	1					
			Executive	1					
		Skill Development Centre	Centre Manager	1					
			Teachers	3					
II.	Location: District 5; Village 1 of 1, Company E's: Own Pvt Unaided, Co-ed Sr. Secondary School	Principal	1	7 people					
		Primary Teachers	5						
		Clerk	1						
III.	Location: District 5; Meeting the parents of the students who are studying in school								
1.	One Indepth Interview with			9 parents					
2.	One Focussed Group Discussion with			5 parents					
Village 1 of 1	Number of students in Primary Schooling (Standard I to VIII)								
	Location School		No. of Boys	No. of Girls	Total Students	Remarks			
1.	Company E's: Pvt. Unaided Co-ed Guj Board Sr. Sec School		04	07	11	None			
Breakup of students studying in primary schooling									
Classification	I	II	III	IV	V	VI	VII	VIII	Total
Sons	NA	NA	NA	1,1	NA	NA	1	1	04
Daughters	NA	1	1	NA	1,1	1	1	1	07
10+2 = 1 Girl. 10 th =1 Girl (married) 10 th = 1 Boy 9 th = 1 Girl									

E 1.12	E's – CSR Managed School. Private Unaided Gujarati Medium Senior Secondary (co-ed) School
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Table No. 4.5.1.2 Educational Levels of Children			
Family 1	2 children	2 daughters	<p>Eldest daughter is in XIIth class. She is not part of this research as she is not in primary schooling category</p> <p>The youngest daughter is in VIIth standard</p>
Family 2	3 childrens	1 Son & 2 daughters	<p>The eldest daughter is married so she is not part of this study. She studied till XIIth</p> <p>Their second child a son is studying in company E's school in standard Xth and he is not part of this study as he is gone beyond the primary schooling bracket</p> <p>Their youngest daughter is studying in VIIIth class</p>
Family 3	2 children	Son & daughter	<p>Son is youngest and studies in VIIth standard</p> <p>Daughter is in the IXth standard and she is not part of this study as she is beyond the VIIIth class</p>
Family 4	1 child.	1 daughter	Daughter studies in III rd standard

Family 5	2 children	Son & daughter	Son is in the IV th standard & daughter is in the VI th standard						
Family 6	2 children	Son & daughter	Son is in VIII th standard Daughter is studying in V th standard						
Family 7	1 child	1 daughter	Daughter studies in II nd standard						
Family 8	1 child	1 son	Son is in IV th standard						
Family 9	1 child.	1 daughter	Daughter is in V th standard						
9 Families	15 children	10 daughters & 5 sons.							
Breakup of students studying in primary schooling									
Classification	I	II	III	IV	V	VI	VII	VIII	Total
Sons	NA	NA	NA	1,1	NA	NA	1	1	04
Daughters	NA	1	1	NA	1,1	1	1	1	07
10+2 = 1 Girl.									
10 th =1 Girl (married)									
10th = 1 Boy									
9th = 1 Girl									

Table 4.5.1.3 School information table	Company (E's) own school	
Location	Southern Gujarat	
District	5	
Pattern – CBSE or Gujarat Board	Gujarat Board	
Rural, town or urban setting	Town	
Category of School	Primary School? (Class I to Class VIII)	
	Primary to Higher Secondary (Class I to Class X)	
	Primary to Senior Secondary (Class I to Class XII)	<input checked="" type="checkbox"/>
Management of school	Government?	
	Managed by Local body?	
	Private Aided School?	
	Private unaided school?	<input checked="" type="checkbox"/>
Type of School (Gender)	Boys	
	Girls	
	Co-educational	<input checked="" type="checkbox"/>
Number of Teacher in the School	Male Teachers	12
	Female Teachers	28
How is the school's infrastructure?	Classes being held in the tents/open area	
	In concrete building	<input checked="" type="checkbox"/>
	In partially concrete building	
Is drinking water facility available in school?	Yes	<input checked="" type="checkbox"/>
	No	
The source of the water is;	Tap water?	<input checked="" type="checkbox"/>
	Hand pump	
	Well water	
	Earthen pitchers	
	RO-ed water	<input checked="" type="checkbox"/>
Does, the school have separate toilet for boys and girls?	Yes	<input checked="" type="checkbox"/>
	No	
Is there electricity in the school?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school have play ground?	Yes	
	No	<input checked="" type="checkbox"/>
Does the school have boundary wall?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school organise medical check-ups?	Yes	<input checked="" type="checkbox"/>
	No	
Does the school have mid-day meal scheme?	Yes	
	No	<input checked="" type="checkbox"/>
Are there computers in the schools for the children?	Yes	<input checked="" type="checkbox"/>
	No	
Provision of stretcher and wheel chair existent. Doctor in the campus available. School bus available. Fire safety protocol was existent in the school. Disaster management protocol is available. Well stocked library is there. Ramp facility & toilet for differently abled children available. No dropouts in the school. Water recycling plant is there. One of the best science labs.		

E 1.15 Company E of village 1 of 1, parent 1 of 9 (Indepth interview)

Father is aged 44 and mother is aged 38. Father has studied till VIIIth standard. And the mother has studied till graduation. The mother is a home maker. Father has a business of his own in which he manages welding assignments as a fabricating technician. He works with most of the factories that are within a radius of 50 kms from his shop. Earlier he worked in the nearby factory. He was asked to leave as part of downsizing. **Children:** They have two children Eldest daughter is in XIIth class. She is not part of this research as she is not in primary schooling category. The youngest daughter is in VIIth standard. She is good in studies. They are non-Gujarati. They are from UP and came here in search of job. They live in own concrete house. One of the reasons for not relocating from here is because of kids' education. They have electricity and cable tv at home. They also have a car hiring business. The family has an old bike. Their monthly household income is Rs, 50,000 per month. They live as single family.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY - I) *Bachhon ko accha school mil gaya.* II. *Ye school bahut purana ha aur bahut achha padata ha bachhon ko.* III. *As parents yehi to hum dono chahatae te!* IV. *Ab to yehin rehana ha aur kaam karna ha.* V. *Yehan ka school pure Gujarat me bahut accha ha.* VI. *Hamari dono betiaan yehi pad rahi ha.* *Emphasising further the mother said “bahut achha pad rahi hain, school waale”.* **MEANING:** 1) Our daughters are studying in the Company E's managed school. 2) The school is a legacy school and has been taking care of the educational needs of the community for many decades. 3) Both our daughters are very well articulated and aware for their age. 4) The educational levels are exceptionally high. **Specific Observations from the case 1:** Parents are happy with school leadership and governance and learning outcomes. The CSR efforts of the company. RTE legislation. The infrastructure and teacher availability is appreciated.

Parent 2 of 9 (Indepth interview)

Father is aged 46 and mother is aged 41. Father has a diploma in engineering. Mother has studied till XIIth standard. Father works for a well-established group company in their production department Rs. 35,000 pm. Mother teaches in a kinder garden school for some years now and earns Rs. 25,000 pm. Both of them are articulate. They are Kutchi Gujarati. They have three children. The eldest daughter is married after XIIth standard. So, she is not part of this study. Their second child a son is studying in company E's school in standard Xth and he is not part of this study as he is gone beyond the primary schooling bracket. Their daughter studies in standard VIIIth and she is exceptionally brilliant! They have an old bike and a car at home. They live in company provided quarters which is a concrete structure. It has water, fully ventilated rooms and electricity. They have cable tv connection at home. The children's grandparents don't live along with them. Monthly household income is Rs. 60,000/-

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

(a) Bau haru banawe che. (b) School ni Science lab bau haari che. (c) CSR team ane company na loko volunteering kare che! (d) Community ma badha ne bhanwane ni vivastha mali reh che. Mari dikhri to bau saras bane che. Eno priya subject science che. Maata-rani ni krupa rahe to ek divas e doctor bani jase. **MEANING:** (1) The school is doing well for the local community. (2) Since the township is very large in terms of population so one and all equitably gets admission in this heritage school. (3) From there onwards the school's management along with CSR teams' takes over to facilitate educational CSR for the local communities.

Specific Observations from the case 2: Parents were extremely happy with the school's leadership & educational effort. Infrastructure, school CSR, learning outcomes and teacher availability and quality all contributed to students better academic performance.

Parent 3 of 9 (Indepth interview)

Father is aged 44 and mother is aged 42. The father has studied till VIth standard. Mother has studied till IXth standard. They have two children. Both the children are school going. The son is youngest and studies in VIIth standard. Daughter is in the IXth standard and she is not part of this study as she is beyond the VIIIth class. Son's interest is to become a successful computer engineer. So, he takes additional classes in the computer lab after school hours. The family is non-Gujarati. They are from Madhya Pradesh, Bhopal to be precise. They live here as a single family. They have an old motorcycle. They live in the company provided quarters. Which is a permanent all weather guarded structure. Everything is being provided by the company. They have electricity, water, well ventilated rooms and cable tv at home. Father works in the factory of company (E) and earns Rs. 30,000 a month. Mother is managing a home-grown packed food business which she distributes in the community. The Pickles' and Papads she specialises are very famous in the community. Additionally, she also manages tiffin system and makes roughly Rs. 10,000 every month. Monthly household income is Rs. 40,000 p.m.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

Company ne apna educational focus ko maintain kar ke rakha ha en 70 saalon me! Hum log bahut khush hain ki hamare bachhe (school) yahan par pad rahe hain!

MEANING: *"Company E has maintained their focus on providing quality education to the children for little over 70 years now". We are exceptionally happy that our children study here as the quality of education is incredible!"*

Specific Observations from the case 3: In essence school leadership & governance, teacher quality, infrastructure, learning outcomes, RTE, CSR is being appreciated.

Parent 4 of 9 (Indepth interview)

Father is aged 32 and mother is aged 28. Father is an engineer. He had studied mechanical engineering and is part of the maintenance team of company E and earns Rs. 35,000 pm. His wife is a graduate too. She teaches in the Company E's school and earns Rs. 25,000. Both the parents together make Rs. 60,000 a month! Good enough for parent of one daughter. The daughter studies in IIIrd standard. They are Gujarati (Kathiawar region) and live in a joint family. They live in company quarters where everything is being provided by the company: water, electricity, schooling; everything comes with the job. They have a car and new bike.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

Aa school ma Gandhi ji ni vicharo thi prerit tahine bhanave che! Classroom, field training ane vocational training badhu karave che! Ena lide chokrao bau active rahe che! Aiyan no staff pan bau saru che. CSR team pan avti rahe che vache-vache!

MEANING: The school is based on the principle of Gandhian model of education. The founders of the company were great admirers of Gandhi ji. So, the emphasis here towards the schooling is classroom and vocational and recreational teaching.

Aa school na Trustee Gandhi vichar waala che! Aa school ma thi je loko baniya che; emathi bau badha loko mota ma thi mota doctor Gujarat ane Mumbai ma che! Amukh jan toh aa school ti bani ne pachi doctor bani ne bahar ni country ma pan settle tay gaya che.

Specific Observations from the case 4: The father said school leadership & governance, teacher availability and competence coupled with infrastructure of the school is a commitment to quality & equitable education. RTE provisions is being implemented. CSR efforts of company. Teacher availability and learning outcomes is aiding the performance of the students.

Parent 5 of 9 (Indepth interview)

Father is aged 36 and is a Diploma Engineer. His wife is aged 34 and she has studied till VIth standard. They both have two school going children. Son is in the IVth standard and daughter is in the VIth standard. Both are academically good students. They are Gujaratis (North Gujarati) and live in a joint family. They live in the company E provided quarters. Which is self-sufficient as all the essentials are being provided for. It has water, well ventilated rooms, gated community, drinking water and electricity. The township has cable connection. Father works in the safety department of Company E and makes Rs. 35,000 a month. They have a car and a new motorcycle. Mother manages a bakery from home wherein she bakes for the families of the township on birthdays and socio-cultural events. She contributes Rs. 5,000 after deducting all her expense to the household kitty.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Aa school ek samudahiya vivastha che!*
- b) *Bau karya krum karave che school ma!*
- c) *Balko ne bau vyasth rakhe!*
- i. *GM saheb nu chokro pan aa school ma bhane che; amara chokrao saathe! MEANING: Father said "School is the nerve centre of community. Everyone knows everyone. Even the General Manager's son studies in this school".*
- ii. *Adjusting his glasses, he further said " School is provided my children their best educational experience!"*

Specific Observations from the case 5: Parents said " the school is providing the foundational base required to be relevant in the society. We are fortunate that our children study in this school as the school leadership and governance is impeccable here". Infrastructure, RTE provisions, Teacher quality and learning outcomes all of it is helping our children grow positively.

Parent 6 of 9 (Indepth interview)

Father is aged 39 and has studied till VIIIth standard. His wife is aged 36 and she has studied till IVth standard. They are from Bihar and are non Gujaratis. They live as a single family. Father is in labour contracting business. His earnings are about Rs. 6,00,000 a year. Mother is a homemaker and teaches Hindi to school kids and manages a small tailoring outfit and earns Rs. 5,000 per month. They live in a self-financed house. They have two children. It is an all-weather protected; gated community housing block, with water, electricity and cable tv. It is in the upscale neighbourhood. They have a car and an old bike. Son is eldest of their children and studies in VIIIth standard. He is good in studies. But for english subject, he is taking private tuition. Daughter is studying in Vth standard and she is a good student.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Hamare dono bachoon ko science aur maths bahut accha lagta ha. Iss school me maths and science bahut accha padate hain. Inka science lab Gujarat me sab se best ha!*

MEANING:

- i. Both our children are fond of maths and science subjects. This school provides the best of learning experience. In fact, it has the best science lab in the entire Gujarat.

Specific Observations from the case 6: Parent talked very highly about learning outcomes said proudly “No wonder many eminent doctors that we find in Gujarat and Mumbai predominantly are from this illustrious school”. School’s leadership and governance coupled with CSR efforts in implementing RTE provisions is reflective in achieving societal commitments. The infrastructure is comprehensive and so is teacher availability and quality.

Parent 7 of 9 (Indepth interview)

Father is aged 34 and is an engineer and his wife is aged 34 and she is a graduate. They have a young daughter. The daughter studies in IInd standard. They are Gujaratis (South Gujarati). They live in a joint family. They live in company provided quarter which is all provided for; water, electricity and drinking water. They have cable tv as well. The family has a car and an old bike too. Father works in the manufacturing plant of company E. He keeps long working hours and works on Sunday's too. His monthly household income is Rs. 35,000. Mother is a homemaker.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

1. *Company ni manage kareli school bau mast che!*

MEANING:

1. According to parents "company managed school is very good"!

Specific Observations from the case 7: Parents are happy with the educational efforts of the company. They attributed the success of their child's education to school leadership and governance. The infrastructure offers fulfilling educational experience. The CSR initiatives are complimentary to schooling efforts. The RTE provisions are being implemented. The teacher availability and quality are being maintained very well. Thus, as a culminative learning outcomes are producing the desired academic results.

Parent 8 of 9 (Indepth interview)

Father is aged 29 and is a graduate. His wife is a graduate and she is aged 28. They both are working parents. Their one son is studying in the IVth standard. They are from UP and are non Gujaratis. They live in a single family. They have a brand-new bike. They also have a four-wheeler. Mother works in the Company E's accounts department and father works in the computer department. Both of them earn Rs. 30,000 each. Both of them together make Rs. 60,000 a month; which is significantly a large amount considering the size of the township. They live in company provided quarters which has water, ventilated rooms, good neighbourhood, drinking water & light. The house has cable tv in it.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Hum log bahut khush-naseeb hain ki hamara beta iss school me padta ha!*

MEANING:

1. Parents said "We are fortunate that our son is studying in this school".

Specific Observations from the case 8: The mother added, *"The school is doing so much to complement the educational endeavours. We don't have to worry about anything as far as the educational aspect is concerned as the school leadership and governance is exceptional. Infrastructure, teacher availability, learning outcomes and ability to implement comprehensively RTE provisions is truly reflective of valuing Gandhian traditions."*

Parent 9 of 9 (Indepth interview)

Father is aged 34 and mother is aged 33. Father has studied till post-graduation. Mother has studied till post-graduation. Mother works for the company (E) as an Accountant. She earns Rs. 30,000. Father is an entrepreneur and has a small business which deals in tours and travels. Together they make Rs. 60,000 a month. They have rental car business also. They have a daughter and she is in Vth standard. They are Gujaratis (South Gujarat) and live in joint family. They have a new bike and a car for personal use. They live in company provided quarter. It is well ventilated and has water and electricity. The house has cable tv.

PERCEPTION OF PARENTS ABOUT EDUCATIONAL EFFORTS OF THE CSR COMPANY

- a) *Dikri bau saras bane che school ni shiksha pranali ne karane! Ana grades 90% thi wadare ave che.*
- b) *Amari aasha ho thi pan bau wadhare kari ria che school waalo.*
- c) *Etla maate company chodi ne koi jatu nathi.*
- d) *Gujarat ni sau thi moti science lab pan aa school ni che!*

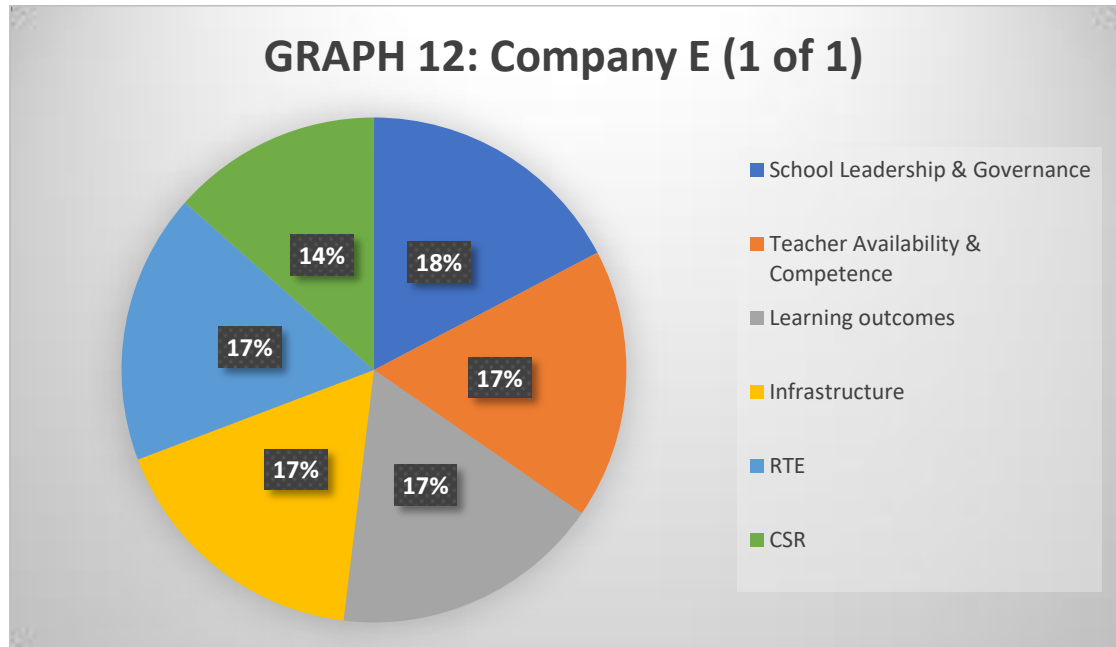
MEANING:

1. Daughter is a good student. Her grades have climbed up from 90% from the 3rd standard onwards. Now our daughter is in the Vth standard.
2. The school is a blessing in disguise for us. It has exceeded all our expectations. We couldn't have asked for more.
3. No wonder, no one leaves the company as their educational endeavour for the children are exceptional. Both parents are very involved in the study of the child.

Specific Observations from the case 9: Parents said *"The school offers exceptional, all round educational experience for all the parents. It is due to school leadership and governance"*. This sums up the all the facets of achieving educational excellence.

E 1.16 Data Analysis & Response of Parents

Table 4.5.1.4 Data Analysis: Specific Observations from the Case Company E (1 of 1)					
Sr. No	Indicators	Response of 9 Parents			
1	School Infrastructure	9	Comprising of:		
			Clean Drinking Water & Separate Toilets for Boys and Girls		
			Library, Laboratory & Computer room		
			Seating, Playground & sports equipments		
			Disaster Readiness be it, w.r.t fire or other calamities		
2	Teachers	9	Comprising of:		
			Availability		
			Competence		
			Pedagogy		
3	Learning Outcomes	9	Comprising of subjects:		
			English		
			Maths		
			Environmental Science		
			Computer Science		
4	School Leadership & Governance	9	Comprising of:		
			Village Educational Council		
			Parent Teacher Council		
			Partnership with Corporates		
5	Goal 4 of SDG	-	Equitable, Quality Education		
6	RTE is the Change Maker	9	Government is the Change Agent		
7	Perception about the company	2	1. Outstanding	2. Excellent	3. Very Good
			4. Good	5. Satisfactory	6. Unsatisfactory
Note:					
1. Outstanding: 80 % & above positive responses					
2. Excellent: 70 to 79 % positive responses					
3. Very Good: 60 to 69 % positive responses					
4. Good: 50 to 59 % positive responses					
5. Satisfactory: 40 to 49 % positive responses					
6. Unsatisfactory: 40% & below					
Comments: 7 Parents perceived the company’s educational effort as “Excellent”.					



E 1.18 Specific Observations from the Case: Result

Regarding the management: The company E, is had dedicated leadership team working passionately on community welfare activities. What started off as a Gandhian tradition and approach to social work is being carried forward with care.

CSR initiatives: It is a very well-coordinated effort.

Social work initiatives: Works well with all the teams synergising the schooling effort.

Note: It is Company's school and they take a lot of pride in maintaining the quality aspect of their educational delivery.

E 1.19 DEMOGRAPHIC PROFILE OF PARENTS

Location: Company E's managed CSR school somewhere in South Gujarat.

- Total number of parents met = 09

E 1.20 Age Profile of Fathers & Mothers': youngest & oldest

Parent 1; fathers age is 44; mothers age is 38

Parent 2; fathers age is 46; mothers age 41

Parent 3; fathers age is 44; mothers age 42

Parent 4; fathers age is 32; mothers age 28

Parent 5; fathers age is 36; mothers age 34

Parent 6; fathers age is 39; mothers age 36

Parent 7; fathers age is 34; mothers age 34

Parent 8; fathers age is; 29 mothers age 28

Parent 9; fathers age is; 34 mothers age 33

Youngest father is aged 29 & oldest father is aged 46.

Youngest mother is aged 28 & oldest mother is aged 42

E 1.21	Father & Mothers' Qualification: lowest & highest
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Parent 1: father = has studied till VIIIth standard & mother = till graduation

Parent 2: father = has studied diploma engineering & mother = till XIIth standard

Parent 3: father = has studied till VIth standard & mother = IXth standard

Parent 4: father = is an engineer & mother = a graduate

Parent 5: father = diploma engineer & mother = VIth standard

Parent 6: father = VIIIth standard & mother = IVth standard

Parent 7: father = is an engineer & mother = is a graduate

Parent 8: father = graduate & mother = is a graduate

Parent 9: father = post-graduation & mother = is a post graduate too

- All the parents are educated

E 1.22	Educational Status of Fathers
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Fathers qualification: lowest & highest

1 father had studied till VIth standard

2 fathers had studied till VIIIth standard

2 fathers had studied diploma in engineering

1 father had studied till graduation

2 fathers had studied engineering

1 father had studied till post-graduation

E 1.23**Educational Status of Mothers****Mothers Qualification:**

1 mother had studied till IVth standard

1 mother had studied till VIth standard

1 mother had studied till IXth standard

1 mother had studied till XIIth standard

4 mothers had studied till graduation

1 mother had studied till post-graduation

E 1.24**Father & Mothers' Occupation and their Monthly Household Income (MHI)**

Parent 1 = father has a fabrication business. He earns Rs. 50,000 per month
= His wife is a home maker.

Parent 2 = father; works in engineering team & earns Rs. 35,000 & mother works as a teacher and earns Rs. 25, 000, pm. Their MHI is Rs. 60,000

Parent 3 = father; works in company E and earns Rs. 30,000/- pm. Mother manages a home-grown small business of pickles, Papads and tiffin services & makes Rs. 10,000 pm. Their MHI is Rs. 40,000.

Parent 4 = father; is part of maintenance team in company E and earns Rs. Rs. 35,000 pm. His wife teaches in school and earns Rs. 25,000. Their MHI is Rs. 60,000

Parent 5 = father works in the safety department and earns Rs. 35,000 per month. His wife manages a small bakery and contributes Rs. 5,000 towards the family kitty. Their MHI is Rs. 40,000.

Parent 6 = father is in labour contracting business and earns Rs. 50,000 per month. His wife is in tailoring outfit and earns. Rs. 5,000, per month.

Parent 7 = father; is an engineer in Company E and earns Rs. 35,000 pm. His wife is a home maker.

Parent 8 = father and mother work in company E. Their salary is Rs. 30,000 each and their MHI is 60,000 per month.

Parent 9 = father is an entrepreneur and deals in tours and travels business. He earns Rs. 30,000 per month. His wife is working for company E and earns. About Rs. 30,000. Their MHI is Rs. 60,000

- **Fathers occupation.**

3 fathers had own business. (1 father had fabrication work. 1 father had labour contracting business. 1 father had tour and travels business).

6 fathers worked for the CSR compliant Company E.

- **Mothers occupation:**

Two mothers were home makers. 2 mothers had teaching jobs. 2 mothers are working for the company E & 3 Mothers had their own business.

- **Monthly household Income levels of families:**

4 families had an income of Rs. 60,000 upwards.

2 families had an income of Rs. 50,000 upwards.

2 families had an income of Rs. 40,000 upwards.

1 families income level was Rs. 35,000.

- **Accommodation:**

All the families are living in gated communities.

Big rooms which is properly ventilated.

Housing has free flowing water.

It has electricity.

Every household had TV & cable connection.

7 families are living in company provided quarters.

2 families are living in own house in the nearby upscale neighbourhood.

- **4 out of 9 families were non-Gujaratis & 5 out of 9 families are Gujaratis.**

2 family is from UP.

1 family is from MP.

1 family is from Bihar.

5 families were Gujaratis. (1 family was from North Gujarat. 2 families from South Gujarat. 1 family from Kathiawar region & 1 family from Kutch).

- **4 out of 9 families were living as single-family.**

5 out of 9 families were living as joint family.

- **Single family members were from**
2 family is from UP.
1 family is from MP.
1 family is from Bihar.
- Joint family: All the 5 Gujarati family lived as joint family.

E 1.27 A Snapshot of Utilities at Home

All the amenities like fridge, microwave, air conditioner, water purifier, washing machine etc is available at home.

E 1.28 Focus Group Discussion with the Parents

1 FGD was conducted with parents

- Since there is both Gujarati and English Medium schools managed by the Company therefore the parents of school going children felt there was not much to complain or suggest, as everything is being properly taken care of.
- The CSR foundation of the company has been actively working on improving the lives of people.
- As part of community outreach programme the Foundation has made significant efforts in “enhancing the quality of education”.
- The foundation’s thrust areas include; Education, Empowerment, Livelihood and Skilling, Health, Relief, Conservation and capacity building efforts for the community.

E 1.29**Summary of Indepth Interviews**

- I. Demographically divergent student population are studying in the school. Within the township parents are from different states yet they recognise and respect the contributions of Company E in educational and human development endeavours.
- II. All the parents felt the company is working with them and their children in the true spirit of honesty, integrity and accountability.
- III. The teams of social work are visiting school in regular intervals and sits through the classes to ensure educational standards are met and exceeded.
- IV. The industry professionals are invited for guest lectures and so that children could get exposure.
- V. Inter country and intra country delegation visits.
- VI. All of these activities are very well appreciated by the parents.

E 1.30**Language Skills; English Language with Mother Tongue is Stressed Upon**

Gujarati is the mother tongue to most of the people.

Hindi is a link language.

English is being spoken officially.

E 1.31	Local Transport/Vehicle (s) at Home
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All the household had car and bikes.

Out of this, 3 families had new bike

E 1.32	Employment History of Parents
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Table 4.5.1.5	
Father one; fabrication business	Mother home maker
Father two; engineer	Mother teaches in school
Father three; works in company E	Mother is an entrepreneur
Father four; works for company E	Mother teaches in school
Father five; works for company E	Mother manages a bakery
Father six; is in labour contracting biz	Mother is home maker
Father seven; works for company E	Mother is home maker
Father eight; works for company E	Mother works for company E
Father nine; is an entrepreneur	Mother works for company E

E 1.33	CSR Activities of Company
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Within the sphere of educational CSR activities

- More than 2,000 students have been “provided better infrastructure”.
- To address the issue of school dropouts the foundation came up with the novel idea of creating rural teachers from the local communities who after gaining necessary training were sent to their respective places to ensure dropped out students from schools came back to the fold of school education and completed their (primary schooling at least) studies.
- With an aim to foster a culture of digital learning 300 students were imparted with the necessary training in the year 2019-2020.

- With an aim to curtail dropout rates; 3,000 students of 30 primary schools were targeted.
- School library has been provided to ensure reading culture is imbibed by children.
- The school was established in the year 1950s
- This school is being managed by the members of the Company: comprising of eminent administrators, educators and philanthropists.
- Education is being imparted from KG to XIIth standard in Gujarati language and there are over 1,000 students studying in the school during any academic year.
- There are 8 male teachers and 29 female teachers teaching in the school.

E 1.34

Conclusion

It is pertinent to mention that the founders of this elite business group were from the Gandhi and Nehru era of India. The organisation which has its feet firmly grounded on Chemical business; right from the start focussed on “greenification” of the township and has transformed its vast township into a lush green belt. When the business was started it was not so; and today it is one of the greenest chemical business complexes in the country. The point to reiterate here is the management’s commitment to environment goes 70 years back, when most of the complex was a barren land.

E 1.35**What Stood out Notably**

“Pilgrimage is a process. Freedom can only be based on the triple charter of rights: (1) the right to live; (2) the right to work for a living; and (3) the right to receive what is earned”. (Dey, 1964)

Community development programme in India was launched in the country in 1952. The company E was formed much before that and had its community development practice in place.

The first Five-Year-Plan was initiated in the year 1951; the same year when the school of company E began its operations.

In this company, community development is seen as a continuation of Sarvodaya. Like in a joint family each family members look after one another; similarly; the founder promoters of this company took care of not only their businesses but also the local community by creating appropriate infrastructure: be it, school, hospitals, skill development centres etc.

E 1.36**Case Study**

This company is truly a follower of Gandhian principles of business ethics. Company E's owner promoters are Gandhian. The forefathers of the present generation believed in Gandhian ideology of governance. The social development programme of the company has been inspired by Gandhian social work concept. "I shall work for an India in which the poorest shall feel that it is their country". The philosophy of social work at Company E is to ensure; social, cultural, economic, and human rights are respected. (Trivedi, Singh, & Nayak, 2013).

During the early 1950's the school became operational. At that time inter-dining between communities; untouchability between students was the social reality. The vision of the owner-promoters was such that they provided a level playing field for the spread of education to one and all admitted in their school. There cannot be greater tribute to Mahatma Gandhi than the efforts of Company E.

E 1.37	Social Work Perspective
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Educating the poor and needy is the central theme of social work practice. This company not only has social work team but also a comprehensive CSR team as well. The progress measured can be determined by the fact that there are no school drop outs. Gandhi ji's educational philosophy of universal primary education has been practiced.

Social work is an interdisciplinary subject drawing from all the disciplines. If we look at our own the life and times of Gandhi; it coincided with the setting up of Social work institution in Bombay during the 1936. Around the same time; Gandhi ji also presented his views on national consciences of how education for the school children need to be drafted. The interconnectedness between social work and social reformers is lightly interlinked.

The Bhoodan Yajna performed by Vinoba Bhave the moral successor of Gandhi we all know about. But what many may not know is; Mr. Chester Bowles, the former ambassador of the USA in India was so impressed with the concept of Bhoodan that he created a similar structure in the United States of America. (Mishra B. , 1956).

If we try to look at the reasons on why this Bhoodan movement came about? It basically came about to alleviate the rural and livelihood challenges of poor

people. The owner promoters of company E are Gandhian in their ideological framework. The concept of township was instituted with the sole purpose of community living. The setting up of school in the nascent stages of country formation signified that the owner promoters valued education. This continuity is what is being practised in social work discipline in micro, macro and mezzo set ups.

E 1.38

Suggestions, if any by the Stakeholders

All the parents were happy with the schooling CSR activities and there were no particular suggestions.

Chapter on Company E: 1 concludes here

-----**End of Chapter I of I of Co' E**