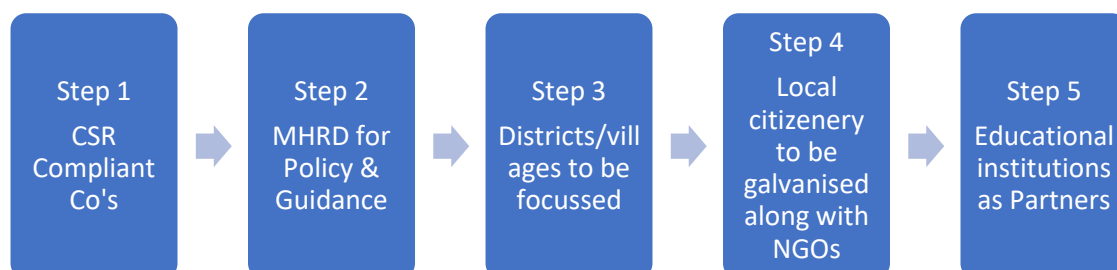# Chapter 6: Action Plan
6.0

6.6.1	Introduction

The study of social work theory & practice places greater stress on social casework because individual is very important in any given social setting. Since human being is a social animal; therefore, he or she cannot live alone, so group and community is formed and sustained. Which is why social group work and community organisation becomes very vital. As it encompasses all the facets an individual living in a family experiences: both at the micro, mezzo and macro levels of community organisation.   Community is the essence in everyone's life. All the institutions; beginning with family, schooling, working life and other life supporting edifices thrives in community setting. So, therefore keeping in mind the community development on a continual basis planning and administration is required. If rural development is thought through carefully then everyone inhabiting the community will have a win-win self-supporting, effective enabling role.   Therefore, the welfare aspects of one and all is very crucial in any community setting. The study and practice of social work puts all of these facets on a high priority.

Indian education budget for the FY-2019-2020 is Rs. 93.84 crore (school and higher education). As 130 billion people country there are still widegap between educated and illiterates; between men and women's literacy levels. Amongst rural and urban educational divide. All of this need to be bridged quickly in a timebound manner. Because India aspires to become a 5 Trillion $ Economy by 2025.   Even though CSR compliant companies that are invested in achieving and exceeding sustainable development goals and in particular the educational endeavours are doing their bit to accelerate and reach school education to the serviced communities; still there are gaps. Despite Governmental schemes of promoting school education across all the strata of society by introducing many schemes lot more need to be done.

Figure 1: Flow of Activities

| Step 1 CSR Compliant Co's | → | Step 2 MHRD for Policy & Guidance | → | Step 3 Districts/vill ages to be focussed | → | Step 4 Local citizenery to be galvanised along with NGOs | → | Step 5 Educational institutions as Partners |

6.6.2 In Step 1: Role & Responsibilities of CSR Compliant Companies

To meet the Directors/CSR Heads of top 20-MNC CSR compliant private companies of Gujarat to understand to what extent their educational CSR activities are underway and what impact their activities has yielded in pushing up the literacy levels in the communities they are working in.

- The objective here is to; Assess/obtain/validate the school data thoroughly
- Assess/obtain/validate; what is being done in terms of reach and result in schooling towards primary education in the communities being served?
- To capture details of primary schooling data; class-wise, age-wise, gender wise and as per the provisions of RTE Act 2009.
- To validate if there are any drop-outs taking place in their respective schools and if so then what corrective efforts are being done by corporates to contain it?
- Educational efforts by corporates would also mean the ability of students to pass the required numeracy and language

comprehension skills in keeping with the national educational standards that are in place.

- And for the students who are lagging behind what kind of corrective time bound measures are being taken by the CSR compliant companies need to be assessed, monitored and reported to CSR authority and Government of Gujarat's education department.

- To get clarity from the CSR compliant company on the extent to which CSR funds are being spent on activities related to primary education. At this point in time even though companies are making educational spend; however, how much each educational intervention has costed is not crystal clear in many of the CSR reporting done by the Corporates; involved in Primary School Educational endeavours.

6.6.3 In Step 2: MHRD at Centre & State Level

To meet the Education Department, Government of Gujarat and CSR Authorities both at the state and centre to push for an ordinance wherein each and every Rupee spent on CSR activities along with time spent on achieving the goal is reflected as part of disclosures; which at the moment is not being done.

- The objective here is to push for greater transparency.

6.6.3.1 Desired Results

To meet the Secretary, Education, Government of Gujarat & Government of India. The implicit and explicit forms of CSR disclosures need to be explained and inability to draw inferences from the available sources of website/annual report disclosures norms to be modified so that each and every activity taken toward making Right to Education succeed along CSR policies to be very well articulated in the annual report disclosures.

- The scope should include: Effort, time, key people worked on the project. Their cumulative manhours spent on the project. Along with budgets being spent with its impact assessment report with social audit disclosures/findings.
- The CSR compliant companies' websites put a figure and puts pictorial reference of events undertaken. Departing from this norm explicit disclosures along with time and money spent along with what has been achieved need to be captured and reported responsibly. This at the moment is not happening.

6.6.4 In Step 3: Aspirational Districts*

- Aspirational Districts educational data Need constant monitoring & coordination between government directive, implementing partners and the people who are being facilitated.
- The objective here to push for an all-round educational development of village in line with government directives and to help facilitate that each and every desired activity are being tracked on a day-to-day basis and reported to the key stakeholders so that aspiration village development plan succeeds and there is documentation to this effect.

6.6.4.1   Desired Results

- To create template on day-to-day happening within each of the interventions that is being worked. This document needs to be shared as part of field information with all the concerned stakeholders so that developmental progress activity wise could be tracked by all concerned.

- In the order of national development priorities (a) school education (b) all-round health of the community (c) skill development efforts (d) employment to youth (e) Financial encouragement to start business (f) agriculture sector improvements (g) environment related development are the themes which the SDGs attempts to achieve and integrate. How these are being implemented need to be documented from day 1 of program commissioning to track what is happening on a day-to-day level progress.

- Therefore, in this order model social development villages need to emerge which could be showcased as a successful case study. The ideal of Gram swaraj as enumerated by Gandhi ji need to be become vibrant truly across all the districts of India in a time bound manner.

* Earlier Aspirational Districts were called as "backward districts". The Hon'ble Prime Minister Sh. Narendra Modi's government has justifiably changed this nomenclature.

6.6.5. In Step 4: Prominent voices of the region along with NGOs to be Integrated

In the aspirational level of district development plan the prominent citizens having experience for public work/social work need to be given a platform

6.6.5.1 Desired Results:

Their experience and stature within society if backed by the government/participating CSR compliant company will get the much-needed impetus. Besides, local NGOs which are working in that area need to be encouraged and aligned to these efforts.

6.6.6 In Step 5: Educational Institutions/Colleges (Regional, National & International)

- Objective here is to involve Educational Institutions/Colleges (Regionally, Nationally/Internationally)

6.6.6.1 Desired Results

- Educational institutions have vast pool of educational resources that are available wherein students from their institutions could lend their voice/time/efforts; to the cause of fostering primary school education.

- There are many senior educationists who are ever willing to help the needy. These good souled Samaritan need to be approached for their participation.

- Colleges of eminence and others from time to time volunteer their efforts toward the cause of education. This resource need to tapped.

- Internationally many B-school's & Social Work Schools; visit India to do their summer interns or project programmes. These highly motivated youngsters need to be encouraged to do volunteering in real time.

- In this manner being a nodal thus integrating activity 1 to activity 5 holistically all-round educational development can take place.

6.6.7 Resources Required to Start this Endeavour

- MOU (broad understanding of roles, responsibilities and budgets).
- Operating space
- Working Capital & who will fund the operational expenses?
- Communication facility- A call centre
- Mobility-For program site visits
- Team of BSW & MSW, Rural Development Studies & Community Sciences' & Sociology students
- Interning teams'-BA Sociology, Community Sciences, BSW & MA Social Studies, MA Sociology, MA Rural Development and MSW students
- Also; involving faculties from Community Sciences', Rural Development, Management & Education streams to be involved.
- Resources for project team to sit, store physical data, computer data and to be able to generate reports.
- Reporting to all the stakeholders on a thematic basis.
- Daily reporting on the program highlights regionwide.
- Impact assessment studies to be carried out every quarter.
- Publication of recognised ISSN Journal.

Nett outcome: (a) To further compliment the efforts of CSR chapter (b) Accuracy in data being reported along with identifying (c) to being a watchdog to see progress of change in real-time across the intervention zones and themes.

Action Plan Chapter Concludes