

AN INTEGRATED CSR AND SOCIAL ENTREPRENEURSHIP MODEL FOR RURAL EDUCATION IN INDIA

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ABSTRACT

Social entrepreneurship and social enterprises are rapidly emerging as a field of interest. It is strongly focussed in the field of practice and needs attention for research. Social entrepreneurship (SE) and corporate social responsibility (CSR) are significantly different in some ways and also very much alike in others. CSR initiatives motivated by the public and private companies in India are of short term nature and of isolated one. Hence, Social entrepreneurship calls for a pro-active participation in corporate social responsibility. Existing approaches may not deliver long-term objectives of social entrepreneurship and needs attention. For example, every issue in our society is linked each other by directly or indirectly. The Society we live in, where illiteracy is the strongest link and many effects on the social development. Illiteracy is the root cause of all issues and it leads birth to many other social issues like poverty, unemployment, child labor, female foeticide, population burst and much more. There is a disparity between the urban and rural population in terms of literacy in India. The primary sector of employment is agriculture where the education is not mandatory for employment. This basic issue in rural society leads to high illiteracy rate. Illiteracy in India is characterized by wide gaps between the urban and rural populations. The rural population depends mainly on agriculture and the rate of illiteracy is high. This basic issue in rural society leads to high illiteracy rate. The government literacy schemes like Sarva Shiksha Abhiyan, National Literacy Mission and Right to Education is far from complete satisfaction.

The existing approaches in social businesses and CSR need attention. The paper identifies literacy is a reasonable mother of all issues in a society and a reasonably best indicator for a future development. The paper focuses an integrated model on social entrepreneurship and CSR for education in the rural sector. The overall objective of this paper is to devise a Built Educate and Transfer (BET) model for rural education model in order to improve the connectivity of education to social processes. The objective of the paper is to motivate the business entities to focus on meeting tomorrow's challenges by using integrated CSR and Social Entrepreneurship in rural education.

Keyword: Company Social Responsibility, Social Entrepreneurship, BET model for rural Education, ICT-enabled rural Education

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INTRODUCTION

Social entrepreneurship and social enterprises are rapidly emerging as a field of interest. It is strongly focussed in the field of practice and needs attention for research. Social entrepreneurship (SE) and corporate social responsibility (CSR) are significantly different in some ways and also very much alike in others. Hence, academicians and entrepreneurs call for a strategic approach to managing the business and society. Therefore, social entrepreneurship and corporate social responsibility become part and parcel of real life practices. The term "Corporate Social Responsibility (CSR)" can be termed as a corporate policy to measure and shouldering the responsibility for the social welfare. Corporate social responsibility may also be termed to as "corporate citizenship" by spending short-term costs in order to promote positive environmental change among the society.

Stevenson (1985) explains on Entrepreneurship, "the pursuit of opportunity through innovative leverage of resources that for the most part are not controlled internally". To apply on Corporate Entrepreneurship (CE) within business entities, Covin and Miles (1999) referred Corporate Entrepreneurship as, "the presence of innovation with the objective of rejuvenating, redefining organizations, markets or industries in order to create or sustain competing for superiority". In parallel, the emergence of Social Entrepreneurship is formed. Dees (1998) explains the Social Entrepreneurship as an "innovative activity with a social purpose in either the private or non-profit sector or both". Many authors have put forward and refined the concepts (Nicholis 2006, Light 2007, Elkington and Hartigan 2008). Parnell (2008) perceived that CSR is to perceive the natural environment and uplifting the quality of life for the community. In practice, CSR is a charity fund management by the business group to organize to do local community works, sponsoring and conducting sports events, offer money to social institutions or privileged children (Saatci and Urper 2013).

Social entrepreneurship (SE) is a unique approach to enabling the business in playing a pivotal role in establishing the Corporate Social Responsibility (CSR) for its sustainability. Fowler(2000) has focused SE as a distinct field of investigation for the creation of viable social economic structures, relations, institutions, organizations and practices that yield and sustain social benefits. Social entrepreneurs actually embed corporate social responsibility (CSR) into start-up business model. Social Entrepreneurship (SE) is the art of the start, or the ability to start up a business with an operational view and culture of how they build a team, add employees, design products, target beneficiaries and impact our environment by driving net positive social impact results.

Corporate social entrepreneurship is a necessary and logical step to take after realizing CSR strategy and to call joint economic and social value creation to the next level. Corporate social entrepreneurship (CSE) is pro-active and looks for transformational innovation to maximize the positive impact on society. Entrepreneurship aiming at social benefits has become omnipresent. Social entrepreneurship (SE) consists of an innovative and collective approaches to address the basic social issues like education, environment, fair trade, health and human rights and is widely regarded as an important building block of sustainable development of any country. The concept "Social Business" attracts the attention of many practitioners from different disciplines especially Noble Prize Laureate Mohammad Yunus experiences with Grameen bank (Saatci and Urper 2013). Social businesses try to reach poorest of the poor (Engler 2009), Business firms aim to meet expectations of stakeholders (Crowther and Reis 2011). Many researchers say that CSE focused to provide ways that will synergies the CSR journey. It is not an alternative form of CSR but rather process for strength and journey for the CSR.

KEY ELEMENTS OF CSR IN INDIA

In India, the provisions of the CSR shall be applicable (Companies Act, 2013), the companies having Net worth of INR 500 crore or more; or Turnover of INR 1000 crore or more; or Net Profit of INR 5 crore or more during any financial year shall be required to constitute a Corporate Social Responsibility (CSR) Committee. The company has to incur designated CSR expenditure of 2% of the net profit for the previous three financial years.

CSR is a mandatory initiative to support and improving the lives of underprivileged by one or more of the following major areas in which the Indian society faces and are

- i. Root out the hunger issues, poverty and malnutrition elimination programs, creating awareness on preventive health care, sanitation and providing the safe drinking water schemes;
- ii. Improving and support education including special education & employment, Skill development for vocational stream for young children, women, education programs for elderly, the differently-abled and livelihood enhancement schemes;
- iii. Creating the awareness on equality of gender, women empowerment, setting up hostel for children, homes for the elderly citizen, orphanages, day care centers for working women & other such facilities for senior citizens & measures for reducing inequalities in the society.
- iv. Reducing child mortality and maternal health care development by providing good hospital facilities, village medical support centers, ambulance facilities and low-cost medicines;
- v. Continuous support by establishing a hospital and dispensary facilities with more focus on good healthcare and sanitation alleviation schemes to combat human immunodeficiency virus, acquired immune deficiency syndrome, malaria, and other diseases;
- vi. Combating environmental sustainability, balancing ecology, protection of flora & fauna, animal welfare, agroforestry, conservation of natural resources & maintaining quality of soil, air & water;
- vii. Support for employment on vocational streams;
- viii. Protection of national heritage, art & culture including restoration of buildings & sites of historical importance & works of art; setting up public libraries; promotion & development of traditional arts & handicrafts;
- ix. Support to armed forces veterans, war widows & their dependents;
- x. Establishing rural sports Training centers, sponsoring the nationally recognized sports, & Olympic sports;
- xi. Contribution to the Prime Minister's National Relief Fund or any other fund set up by the Central Government for socio-economic development & relief & welfare of the Scheduled Castes, the Scheduled Tribes, other backward classes, minorities & women;
- xii. Contributions or funds provided to technology incubators located within academic institutions, which are approved by the Central Government;
- xiii. Rural development projects, etc
- xiv. Slum area development.

The above CSR measures are motivated by the public and private companies in India are of short term nature and of isolated one. Hence, Social entrepreneurship calls for a proactive link between corporate social responsibility and Social business.

RIGHT TO EDUCATION IN INDIA

Existing approaches may not deliver long-term objectives of social entrepreneurship and needs attention. For example, every issue in our society is linked each other by directly or indirectly. The Society we live in, where illiteracy is the strongest link and many effects on

the social development. Illiteracy is the root cause of all issues and it leads birth to many other social issues like poverty, unemployment, child labor, female foeticide, population burst and much more (TVP Editorial Article 2009). The government of India population reports indicates that 0.3 of India's population occupied in urban areas and it accounted for 0.25 of the total land mass of our country. There is a disparity between the urban and rural population in terms of literacy in India. The primary sector of employment is agriculture where the education is not mandatory for employment. This basic issue in rural society leads to high illiteracy rate. Further, the male literacy rate is about 75.96% and female literacy rate is about 54.28% for the entire nation (Census Report, 2011). The census data clearly indicates that the education in India is mainly focused on male gender and the female counterparts are deprived of basic constitutional rights.

Right to Education, Act (RTE) 2009 says that 25% seats in the entry level class of a school need to be reserved for students belonging to socially, economically and physically disadvantaged category. These students get free education till class 8 and it is compulsory for all private unaided schools. Since the inception of the Act, there have been many roadblocks in its implementation in the country. In our country, with nearly 50% of the reserved seats of RTE quota are still vacant. Many experts say that the inefficiency of the official mechanism and lack of awareness about RTE among rural mass are some of the reasons for its failure. The government literacy programs and mission in the form of Sarva Shiksha Abhiyan (National Plan of Action, 2002), National Literacy Mission and Right to Education is far from complete satisfaction.

Purpose and Objectives

The study identifies the existing approaches in social businesses and CSR may be better utilized for the welfare of the rural community and need attention for the development of integrated models. The purpose of the study is to highlight the literacy is an important chain in the social issues and is essential for the development of society as a whole. The objective of the study is to develop an integrated model of social entrepreneurship and CSR for improving education in the rural sector. This integrated approach is to identify for the feasibility of raising the literacy and empowerment in rural sector by embeds the CSR into Social entrepreneurship model.

Build – Educate – Transfer (BET) Model

In the proposed methodology in which we incorporate Build Educate Transfer (BET) model for rural education. The entrepreneur pools the CSR funds in consultation with leading educationalist for the creation of basic amenities and establishment of the rural community center/school. The government and local bodies will help in allocating location and aid in completing formalities to establish the school in accordance with the government norms. The local bodies can help in promoting programs like Noon meal scheme, Free books distribution Etc. The educationalist will, in turn, develop the CSR model school with hiring talented school teachers from the nearby cities and towns. The nongovernment organizations (NGOs) will create awareness among the rural community in developing BET model schools

The integrated BET model is shown in figure 1 and 2.

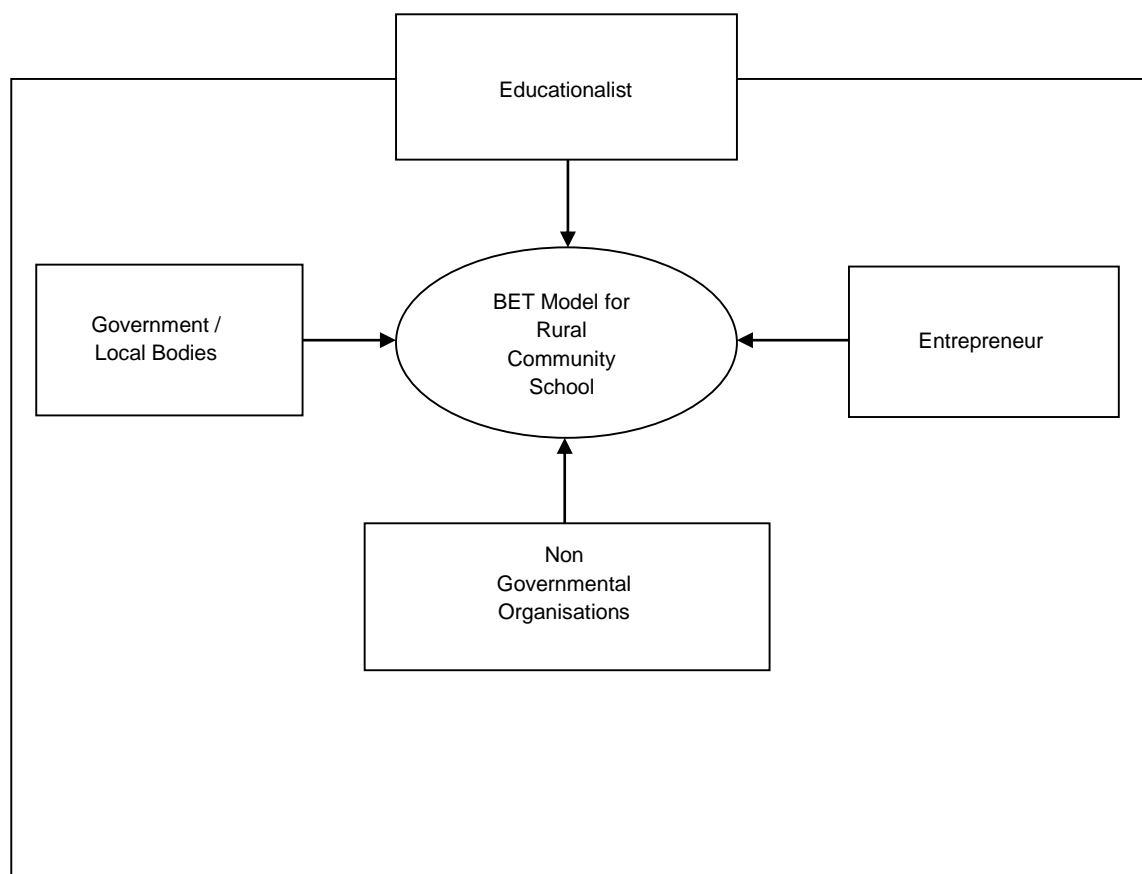


Figure 1: Build Educate Transfer (BET Model for Rural Education)

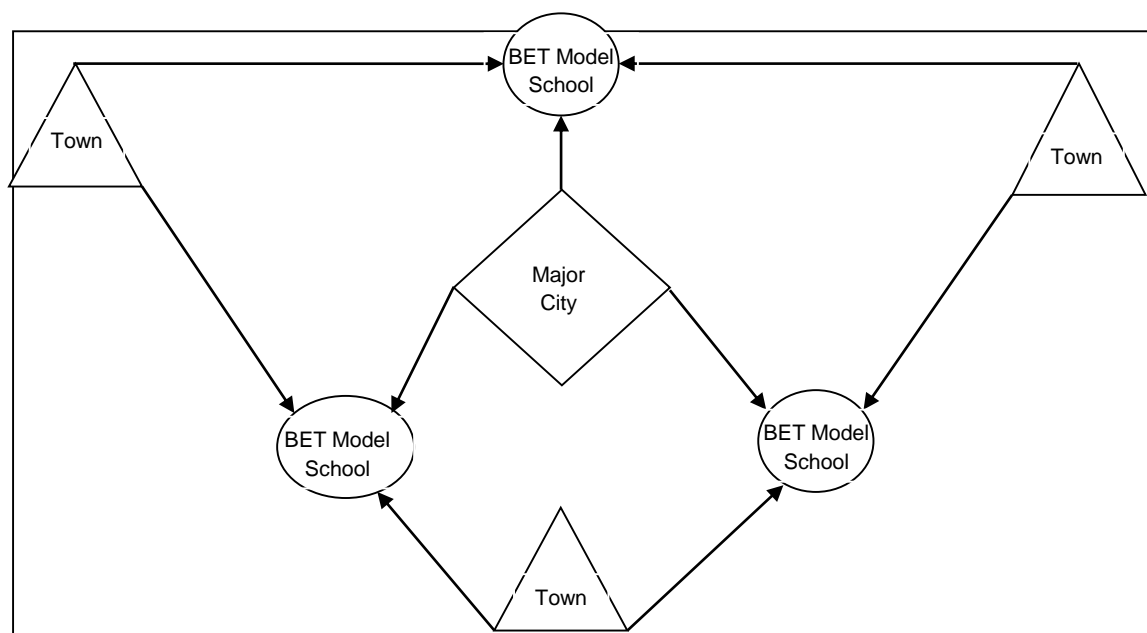


Figure 2: Flow of knowledge trainers from cities to BET Model School

For example, net profit of Tata Consultancy Services (TCS) during the year 2011-12 is about Rs. 7000 Crores. The CSR fund is of 2% of the net profit 140 Crores. TCS shall integrate with leading chain of educationalist like DAV school management for the establishment of

BET model for rural education. The authors believe that the inflow of talent pool of teachers from major cities and town will add beneficial in establishing the brand BET model. The government/Local bodies and NGO will, in turn, create the awareness among rural on community schools and help in enrolling the rural children. The IT companies can play a role on Information and communication Technology (ICT) enabled rural education by developing ICT Training center (ICT-TC) and Rural Kiosk Machine to impart information on livestock, market prices, weather forecast, health and government policies etc.

CONCLUSIONS

The objective of the paper which motivates the business entities to focus on meeting tomorrow challenges by using integrated CSR and Social Entrepreneurship in rural education. The overall objective of this paper is to devise a BET model for rural education model in order to improve the connectivity of education to social processes. The model will embed company social responsibility (CSR) into the start-up social business model for raising the literacy level in the rural sector. The model will streamline the CSR policies into social entrepreneurship in a long run. The model will enhance to eradicate the drawbacks of RTE Act policies and helps in overall development of society as a whole. The future work of the study can be analyzed using fuzzy logic hierarchy approaches for the real life applications.

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