MULTI-OBJECTIVE ISR MODEL FORMULATION & EVALUATION – A CASE OF DR. AMBEDKAR INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH (DAIMSR), NAGPUR (INDIA).

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Abstract - The research is about optimizing the ISR efforts of an educational institution. The research involves a university affiliated management institute, NGOs, SHGs and society at large. The research revolves around the following set of research questions:

1. Can one generalize Institute's model for ISR?
2. What multiple objectives are attained through Institute's model for ISR?
3. Whether the current model for ISR is an optimum model? If 'NO' how it can be improved further?

The proposed model was planned, implemented, evaluated for aptness, and updated to its current form. The Idea was to sensitize the students towards social challenges and imbibe mindset of inclusiveness. Teachers also promote inclusion by encouraging students to demonstrate their learning by practicing CSR in various ways while doing ISR activities. The Model evolved over 15 years. The experience of phase 2 suggested that involving subject matter, government regulation, NGOs, SHGs and post event publicity makes the initiative a sustainable initiative. The students who get wide publicity and recognition for their good work motivate others to follow. The post event publicity through social media, radio and print media create a positive vibe amongst the youth and society. The events like these trigger the resource flow towards NGOs and SHGs. The regulators shall ensure one to one marking of Institute, NGO and SHG. Affiliating universities and accreditation bodies must ensure such collaboration as meaningful and must give due credit while arriving at grades. The model also ensures development of value system among the young managers. They get hands on learning experience, socialize and promote inclusiveness by assuming responsibility towards the underprivileged and disadvantaged.

Key Words - CSR, ISR, NGO, SHG, Sensitization, inclusion, fund raising, constructive engagement

I. INTRODUCTION

Established in the year 1987, Dr. Ambedkar Institute of Management Studies and Research (DAIMSR) was one of the only three institutions offering Management Programmes in Nagpur City at that point of time. Located in the historical, Deeksha Bhoomi premises, the institute has been able to create an academically rigorous environment and its programmes are considered as one with greater emphasis on development of specific skills amongst the students. The institution has built up a stronger linkage with the industry and its standing amongst the recruiters and employers has gained a lot of ground over the years. The opportunities for Live Projects, Internships and Final Placements can also be developed, derived and delivered to the student body. The institute is known in the region for its delivery of high quality and rigorous academic training and also for its socially relevant initiatives. (www.daimsr.in)

Accreditation agencies and criteria on ISR:The institute has subjected itself forThe National Assessment and Accreditation Council (NAAC) accreditation and was awarded 'A' grade. The accreditation agencies give importance to Institutional Social Responsibility (ISR) and socially relevant collaborations. The institute has established an ISR Cell which takes care of sensitizing students on social issues, involving them in rehabilitation efforts of NGOs and community based extension activities.

II. RESEARCH QUESTIONS &LITERATURE REVIEW

Although, the accreditation agencies require an educational institute to work for the cause of society and underprivileged,it does not specify any model for doing so. Therefore, there is an urgent need to propose, validate and propagate successful models in the area of ISR. At DAIMSR, the current model has evolved through multiple iterations during last fifteen years. Before one propagates a model it needs to be validated. The current research revolves around the following set of research questions:

1. Can one generalize DAIMSR model for ISR?
2. What multiple objectives are attained through DAIMSR model for ISR?
3. Wether the current DAIMSR model for ISR is an optimum model? If 'NO' how it can be improved further?

III. LITERATURE REVIEW

Community based rehabilitation is a strategy that props the active involvement and participation of disabled people within their community life. It can also be regarded as a plan of action for meeting the requirements of people suffering from disabilities and

implementing suitable measures for their economic and social development.

In the words of Richa Mishra & Aditya Awasthi(Journal of Human Resource Management, vol. XIX, no. 1/2016),Institutional Social responsibility (ISR) in context to a Higher Educational Institution has been defined as the ethical practice in transference of knowledge, and the active participation in betterment of quality of life in the society. It is an offshoot of the concept of Corporate Social responsibility (CSR), but unlike CSR it is neither mandatory nor actively monitored or researched in Indian context. However, awareness towards aspects of ISR has been increasing, especially in Indian Universities. Indian Universities adopt practices related to Adoption of Villages, Awareness Drives, Environmental Care and rural Education initiatives.

ISR as a concept takes form from Corporate Social Responsibility (CSR). The CSR as a significant concept went through various stages of evolution. Its modern use and understanding mainly emerged and evolved in the USA from the 1950s (Carroll, 1999). Since then there has been significant attempts to formalize the concept of CSR. The literature review is carried for knowing the dimensions of CSR is tabulated below:

Author	Definition of CSR
Bowen (1953)	Obligations of business to pursue those policies, to make those decisions or to follow those lines of action which are desirable in terms of values of our society.
Frederick (1960)	A public posture towards society's economic and human development and a willingness to see that resources available are used for broad social ends and not simply for the narrow private interests
Friedman (1962)	Social responsibility of business is only to use its resources and engage in activities designed to increase its profits so long as it stays within the rules of the game which is to say, engage in open and free competition
Andrews(1973)	Maintaining a balance, through voluntary restraint, between profit maximization and sensitivity to the social costs of economic activity and focusing corporate power on socially desirable objectives even though it may be less economically attractive
Carroll(1979)	Fulfillment of economic, legal, ethical and discretionary philanthropic expectations the society
Jones(1980)	Obligation of corporates to all groups of people other than the direct stakeholders, which is beyond the obligations prescribed in the laws
Bloom and Gundlach (2000)	Obligation of the business, which go beyond legal requirements and responsibilities towards shareholders, to the people and groups who can affect or are affected by the business policies and practices, which are intended to minimize any harm and to contribute to socio-economic development.
Baker (2003)	Management of business processes in such a way as to produce an positive impact on the holistic development of people and society
Van Marrewijk (2003)	Acting as an agency for environmental management, environment-friendly production systems, human capital management and value creation
Crowther and Rayman Bacchus (2004)	Business is concerned with its broad relationship with governments and individual citizens, and, at the local level where it operates, with its relation with local society, and with its stakeholders and shareholders.

Thus we can see that theoretically the concept has reached to some conclusion but in Indian educational institute context there is little literature available. The models adopted by educational institutions are not shared, discussed or generalized. Thus there is a need to deliberate on ISR models.

IV. RESEARCH OBJECTIVES

1. To understand thepossible objectives for implementing DAIMSR model for ISR.
2. To discover the stakeholdersbenefited through DAIMSR- ISR activities.
3. To ascertain the nature and extent of impact of ISR activities on various stakeholders

V. RESEARCH HYPOTHESIS

Null Hypothesis (Ho): There is no significant impact of DAIMSR- ISR Activities on stakeholders.

Here, the impact can be measured in terms of awareness quotient for NGO among society, amount of fund raising, student sensitization, student's managerial skill development, attitude towards social problems, and willingness to participate in rehabilitation efforts. This impact can have both short term (event based) and long term (lifelong) time

dimensions. Similarly, the stakeholders can be NGOs, society, and students.

VI. NGOS INVOLVED & ISR MODEL:

The research follows an iterative and experimental design where, the DAIMSR model for ISR is implemented, tested and improved for better impact and inclusion. The institute started working with one NGO (and now the scope has extended to three NGOs working in different causes).A brief description of the NGOs is given below:

1. **SandnyaSanwardhanSanstha (SSS)**
It is a Research Institute for the Development & Rehabilitation of Mentally Handicapped. Mental disability is not a disease but is the condition. And since it is not a disease there is no medicine for it. As long as lack of cure or remedy persists, the only ray of hope is rehabilitation of mentally challenged children.SandnyaSanwardhanSanstha is purely a charitable, non-profiting and none-aided organization committed to the noble cause of differently able children. (www.sandnya.org)

2. Research and Development Association of India, Nagpur:
Research and Development Association of India (RDA) is providing selfless and committed service for the noble cause of providing basic facilities like lodging, meals, books, etc. for higher education of poor and meritorious students from the rural and tribal areas sections of the society. Additional facilites such as state-of-the-art computer lab with Internet facility, workshops, career guidance, civic value & social skills education, etc. are also provided to aid in the holistic development of these students. (www.kvgi.org)

3. The Blind Relief Association (BRA)
Itis a premier non-governmental organization in the country serving the visually impaired. The Association has built up a complex of services managed by professional and skilled staff. It is providing quality school education and conducting training programmes to prepare teachers for the visually impaired; running a range of vocational skill training courses in light engineering and other industrial trades; multi-skill training programme covering bookbinding/paper craft, candle making, packaging, chair caning, relaxation massage, besides conducting computer literacy training programmes for the visually challenged. (www.brai.org)

Following steps were followed to arrive at DAIMSR-ISR Model:
Step 1: Identification of NGOs and their needs for support.
Step 2: Planning an event to cater to NGO need with embedded leaning outcomes for students.
Step 3: Implementation of event plan
Step 4: Post event evaluation and modification

VII. RESEARCH DESIGN

The experiment:The experiment was carried in two phases. Phase 1 involved fund raising activities, support for rehabilitation efforts,awareness andsensitization towards the problem of mentallychallenged, blind and orphans of farmers who committedsuicide. The data collection tools are questionnaire for student managers and sensitized population, focus interviews of sample and control groups, structured interviews of office bearers of NGOs and SHGs.

Experiment targets:
1. To sensitize students towards social challenges and imbibe the mindset of inclusiveness.
2. To impart the skills of concept selling among business management students by distribution of articles made by mentally challenged and blind persons.
3. To create awareness about the cause undertaken by NGOs.
4. Organize and manage fund raising events for NGOs by business management students

Sr. No.	Activity	Organisation Involved	Impact on Stakeholders		
			Students	NGO	Society
1	Rakhi Selling& Diya Selling	SSS	Selling Skills Societal Responsiveness	Fund Generation Awareness	• Constructive engagement Social Change
2	Project Raddi (Scrap Paper)	SSS & RDA	Concept Selling community engagement	Fund Generation	• Constructive engagement • Social Change
3	Visit to Blind School	BRA	Respect and work together to enhance their lives.	Gifts and inclusion	• Constructive engagement • Social Change

Table 1: Activity-Impact Summary Matrix

RESULTS / FINDINGS (PHASE 1)
1. The before-after analysis of the responses gathered from student volunteers suggested that there is a significant change in the attitude towards socialproblems and there was increased

sense of responsibility towards challenged persons.
2. The person who were afraid of undertaking selling as their career, were positive towards concept selling activities.
3. The awareness about NGOs increased by 10% as indicated by footfall, website clicks and donation receipts.
4. Total five fund raiser events organized by student managers resulted into fund raising in excess of INR 12 lakhs.

Phase 2 involved all the objectives of phase 1 and also the additional objectives of spreading awareness about environment conservation, educating shop owners on use of paper bags instead of plastic bags and supporting Women Self Help Groups(SHGs).

Additional targets:

1. To sensitize students towards the problem of environment conservation through Project Raddi (Project to collect scrap papers).
2. To promote the business of Women Self Help Groups(SHGs) by giving them orders to convert scrap paper into paper bags.
3. To educate small shop owners on use of paper bags instead of plastic bags by donating paper bags.
4. To create awareness campaign post activity to motivate others on the cause through use of social media, radio and print media.

Process followed in phase 2:

Step 1	Step 2	Step 3	Step 4
Collection of scrap and waste paper while creating awareness about the NGOs and cause reaching over 1000 households	Donating the part of scrap (or equivalent INR) to NGOs	The remaining Scrap papers were handed over to SHG to make paper bags	The paper bags were distributed to shopkeepers with an appeal to stop using plastic bags
There was a competition for highest collection amongst sections to ensure maximum reach	This was donated to two NGOs (SSS and RDA)	The making charges were paid out of donations	This was to support government initiative to stop usage of plastic bags
Scrap in excess of 100 tons was collected	The donation was worth INR 1 lakh	Total 5000 paper bags were made.	In excess of 500 shopkeepers and customers there were educated.

RESULTS / FINDINGS (PHASE 2)

1. The spirit of competition improved the reach of the activity among society.
2. The NGOs not only were brought to lime light but also received donations.
3. The SHGs received orders for making bags from Institute first and later on from shopkeepers. This increased their business three folds and the employee strength also doubled in a span of 30 days.
4. The customers also liked the idea and demanded paper bags from shop keepers which closed the loop for the activity. Currently this loop is fully operational.
5. Post event publicity ensured sustainability of the initiative at institute and SHG level too.

VIII. SUGGESTED MODEL& CONCLUDING REMARKS:

The experience of phase 2 suggests that involving subject matter, government regulation, NGOs, SHGs and post event publicity makes the initiative a sustainable initiative. The students who get wide publicity and recognition for their good work motivate others to follow. The post event publicity through social media, radio and print media create a positive vibe amongst the youth and society. The events like these trigger the resource flow towards NGOs and SHGs. The regulators shall ensure one to one marking of Institute, NGO and SHG. Affiliating universities and accreditation bodies must ensure such collaboration as meaningful and must give due credit while arriving at grades. The model also ensures development of value system among the young managers. They get hands on learning experience, socialize and promote inclusiveness by assuming responsibility towards the underprivileged and disadvantaged. If one listens to the trustee of one NGO, he says – "We were delighted to see overnight addition of 240+ sales persons and brand ambassadors in the form of young student managers working for our cause. It proved to be a game changer"

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