

**INTERNATIONAL
PERSPECTIVES ON
POLICIES, PRACTICES
& PEDAGOGIES FOR
PROMOTING SOCIAL
RESPONSIBILITY IN
HIGHER EDUCATION**

Edited by Enakshi Sengupta,
Patrick Blessinger and Craig Mahoney

INNOVATIONS IN HIGHER
EDUCATION TEACHING AND LEARNING

VOLUME 32

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ON POLICIES, PRACTICES &
PEDAGOGIES FOR PROMOTING
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INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

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EDITED BY

ENAKSHI SENGUPTA

*Centre for Advanced Research in Higher Education,
New York, USA*

International HETL Association, New York, USA

PATRICK BLESSINGER

St. John's University, New York, USA

International HETL Association, New York, USA

CRAIG MAHONEY

University of the West of Scotland, UK

Created in partnership with the
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LIST OF CONTRIBUTORS

<i>Anuoluwa Maria Ajala</i>	Lead City University, Nigeria
<i>Karin De Angelis</i>	United States Air Force Academy, CO, USA
<i>Aggie Ebrahimi Bazaz</i>	Georgia State University, GA, USA
<i>Elizabeth Blair</i>	United States Air Force Academy, CO, USA
<i>Patrick Blessinger</i>	International Higher Education Teaching and Learning Association, NY, USA
<i>Jessica Denke</i>	Muhlenberg College, PA, USA
<i>Kinga Anna Gajda</i>	Jagiellonian University, Poland
<i>An Thi Ha</i>	University of Dalat, Vietnam
<i>Rosemarie Hunter</i>	Gonzaga University, WA, USA
<i>Ryan Kelty</i>	United States Air Force Academy, CO, USA
<i>Craig Mahoney</i>	University of the West of Scotland, UK
<i>Susan Falciani Maldonado</i>	Muhlenberg College, PA, USA
<i>Stephane Martineau</i>	Université du Québec à Trois-Rivières, Canada
<i>Gayle Morris</i>	Auckland University of Technology, New Zealand
<i>Kathryn Ranieri</i>	Muhlenberg College, PA, USA
<i>Felicity Reid</i>	Auckland University of Technology, New Zealand
<i>Laura Selmo</i>	University of Milano-Bicocca, Italy
<i>Enakshi Sengupta</i>	International Higher Education Teaching and Learning Association, NY, USA
<i>Divya Sharma</i>	Indian Institute of Teacher Education, Gujarat, India
<i>Aster S. Teclé</i>	University of Utah, UT, USA
<i>Lazarina N. Topuzova</i>	Robert Morris University, PA, USA
<i>Stephane Trudel</i>	Hearst University, Canada
<i>S. Pee N. Vululleh</i>	TechPros Initiatives, Inc, WA, USA

CHAPTER 3

INTEGRATING SOCIAL AND EDUCATIONAL RESPONSIBILITY: CONCEPT, MODEL AND CHALLENGES

Divya Sharma

ABSTRACT

Educational institutions have long been considered a prerogative of charity with an aim to illuminate the human being with the light of knowledge and a social responsibility for working toward developing a better society. In this era of social responsibility, contribution of educational institutions, beyond transaction, appears to be ignored. This chapter proposes an "Integrated Model for Educational Social Responsibility" and highlights need of giving due recognition to an important section of curriculum in education – The Community Work, named variously as co-curricular activity, extension work, volunteer work, social activity, etc. The chapter has presented a vision for comprehensively uniting the varied social charity efforts that are being put up by various entities in doing the similar kind of work.

The chapter discusses historical perspective on social responsibility, concept of corporate social responsibility and educational social responsibility (ESR), importance of ESR, need for corporate educational social responsibility (CESR), planning and strategizing CESR, process for developing CESR, areas of integration for CESR, approaches for integrating socially responsible curriculum, embedded model for ESR and finally the challenges of integration. The CESR model if envisioned in the right manner can go a long way in not only building a sustainable society but also in developing socially responsible people. There is a need of

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comprehensive efforts on the same footing where the organizations need to work in parallel rather than opposite to each other.

Keywords: Civil society; educational institution; corporate educational social responsibility; curriculum; plugins; innovative; integration; embedded model; funding; CSR India; challenge

INTRODUCTION

Educational institutions have long been considered a prerogative of charity with an aim to illuminate the human being with the light of knowledge and a social responsibility for working toward developing a better society. The ultimate goal of attaining the education during the ancient times (Rawat, 1996) has been “knowledge for the sake of knowledge” which during the modern periods evolved to “knowledge for sake of earning livelihood” along with many other goals of education. No matter how the goals progressed and evolved; civilizations and societies were and have always being the focal point of education systems across the world.

Civilizations emerged as a tendency of humans to live in large gatherings with shared responsibilities. Social accountability was among that one emotion that immersed the humanity once it started civilizing. This emotional connect can be attributed to the fact that the humans are basically an intelligent social being who have evolved by carefully developing, preserving and promoting their culture and values. This sense of safeguarding can be attributed for the socially accountable human being, which in turn is manifested in all the acts and ventures carried out by an individual or the society as a whole.

The chapter presents a conceptual understanding of the emergence of society and social responsibility with reference to some of the aims of education. It then progresses to link the concept of social responsibility to the modern concept of corporate social responsibility (CSR). Further since society and education goes hand in hand, school being a miniature society, the author proposes a model for integrating the already existing social responsibility within the curricular framework specifically within the component of co-curriculum. The author proposes the plugins within the existing curriculum (with no reference to a specific type of curriculum) for the co-curricular components. The major focus of this integration would be the focus on cognitive, affective and the psychomotor aspects of curriculum.

HISTORICAL PERSPECTIVE ON SOCIAL RESPONSIBILITY

Social responsibility is an evolving concept since the ancient times. The inception of the concept of social responsibility can be attributed in the form of charity and social service done for helping the poor and the needy by the ancient kings and public in general across the world. Philosophers from India and across the world

have preached and promoted ethical principles while doing business. Almost all the religions promote charity in some form or the other. Several religious commandments support the provision of social responsibility. Some of the practices are listed here.

Zakat is the practice followed by Muslims. According to *Canadian Oxford Dictionary* (Barbar, 2005), *Zakat* is the payment made annually under Islamic Law on certain kind of property and used for charitable and religious purposes. The donation from one's earnings is specifically given to the poor and disadvantaged. The basic objective of *Zakat* is to create balance in society. *Dharmada* (Govindrajan, 2019) is a practice followed by Hindus where manufacturer or sellers charge a specific amount from purchaser and use it for charity. *Dashaant* (Samiul, 2017, p. 96) is a practice followed by Sikhs in which one tenth of the profit goes for charity. As the societies progressed and evolved, Buddhism through their *Sangha* and Christianity through their *missionaries* institutionalized charity. The social responsibility adopted a corporate vision with the industrializing society. The societal events like first large-scale consumer boycott over the issue of slave harvested sugar in England in 1790s, led to free-labor sourcing; the inadvertent support of businesses which pioneered industrialization for the cause of fighting for independence ignited the awareness of the responsibility for the social cause.

Later on, these practices of serving the needy and the poor were carried out through shelter homes, hospitals, educational institutions, etc. The idea of societal support gain momentum by establishment of charitable foundations, educational and healthcare institutions, and trusts for community development. These organizations receive and provide the aids generally in the form of either money or some supporting periodic activities of charity or philanthropy. Thus, socially responsible behavior in reference to good citizenship (Siemens Limited, 2018, pp. 3–6) is generally described as “action that goes beyond the legal or regulatory minimum standard with the end of some perceived social good rather than the maximization of profits” (Jhothiraman, 2017).

CONCEPT OF CSR AND ESR

The concept of social responsibility branched into the concept of CSR with the industrialist and the corporates diverting their money for social cause. Much before this act educational institutions spearheaded the social cause by imparting socially useful knowledge, values and skills.

Today with the springing up of the large-scale educational institutions mostly sponsored by the business conglomerates and trusts, it is clear that the concepts of social, corporate and educational responsibility go hand in hand. As shown in Fig. 1, the philanthropic actions of corporate responsibility and educational responsibility create a balance in social responsibility. Thus it is obvious that by striking right balance between the two, it is possible to develop a socially responsible society. For ensuring this balance there is a need of right amount of associations and collaborations between the two.

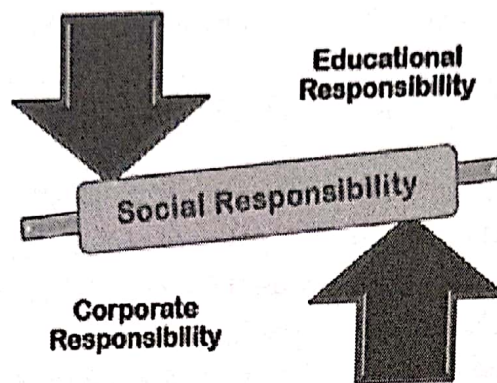


Fig. 1. Educational and Corporate Responsibility Balance Social Responsibility.

Corporate Social Responsibility

The World Business Council for Sustainable Development defines CSR as:

the continuing commitment by business to contribute to economic development while improving the quality of life of the workforce and their families as well as of the community and society at large.

Kotler and Lee (2005) defines CSR as “a commitment to improve community wellbeing through discretionary business practices and contributions of corporate resources.”

CSR is still widely acknowledged as philanthropic activity and has a specific universe of its own. It has slowly moved on from charity manifested through donations to institutional building manifested in the form of educational, research and cultural institutions which are largely either charitable or not for profit to community development manifested in the form of numerous small- and large-scale projects in various verticals like education, health, water, etc.

With increasing profit-making ventures and industrialization efficient laws being put into practice to ensure that part of the profit is reserved and used for social cause. The snowballing effects in the global community are making the communities world over more aware and demanding. So it is obvious that CSR activities should not be caged as mere social activities or creators of brand images rather they should shoulder the responsibility of creating a balance and emotional connect for a sustainable (SAIL, 2010) societal development.

Educational Social Responsibility

The discussion on CSR makes it evident that a sweeping change is needed in the approach we take toward shouldering the social responsibility. The approach needs to be holistic rather than piece meal.

The sustainable development goal 4, (United Nations, 2015, pp. 21–22) which ensures inclusive and equitable quality education and promote lifelong learning opportunities for all, can be targeted with the help of Education for Social Responsibility (ESR). According to the Independent Association of the Prep Schools, ESR is a value- driven framework for school development in the taught curriculum, co-curricular activity and resource management. The schools following ESR need to adopt six fundamentals viz., well-being, rights, responsibilities, intelligent behavior, knowledge and opportunity (Independent Association of Prep

Schools - United Nations Partnerships for SDGs Platform, n.d.). This framework aspires toward interdependent and sustainable communities through school education which is more integrated with society and societal needs.

Thus ESR as a concept presented here talks about the contribution of the corporates or any such organization which is contributing toward CSR to utilize or divert the funds toward the ESR (which is already existent) but with plugins in the co-curricular components of a curriculum.

IMPORTANCE OF ESR

Social responsibility is being considered as an important aspect for community well-being. It can be realized through institutions and organizations as an act for advancement of the community. The importance of ESR can be listed as:

Holistic Development of the Child: ESR projects take the student to the society and thus help in building upon the knowledge and values that are socially relevant. Socialization is an important aspect of cognitive development and thus the student not only learns but also develops an attitude of responsibility toward the society.

Progress of Society: Social responsibility is an act of ethical ownership which motivates one to take onus of what they do. This act helps in indulging into the activities which will be people friendly as well as ecofriendly. Educational institutions with the help of corporates through community initiatives can take small strides toward developing green and equitable society.

Building the Brand Image: Successful social projects targeted at specific community create a brand association with the community. This step works as a symbiotic vehicle to propagate the philosophy of the educational institutions as well as the corporates among the community.

Resolving Social Problems: Educational institutions with the help of corporates can take up projects to resolve prevailing problems of the society as their social initiatives. This step helps not only in resolving the problems faced by the community but also in building up a self-sustainable model for resolution of that problem.

Fosters a Positive Work Environment: A positive work environment inside the educational institutions is directly linked with its positive brand image. Happy and satisfied teachers and students translate into good results which in turn provide a great boost to the school economics.

Sponsorship and Linkages with Corporates: Lots of corporates may be working on the projects related with education; a good school and society linkage can help in developing a school-society-corporate linkage. This sponsorship can ensure the fresh flow of funds, ideas and resources for the schools.

NEED FOR CORPORATE EDUCATIONAL SOCIAL RESPONSIBILITY (CESR)

There is a paradigm shift in the approach of educational institutions toward community. The educational institutions are no longer looked upon as philanthropic organization rather they have become highly professional corporate ventures.

They are participating actively in every possible activity, projects and initiatives; advertising aggressively their quality initiatives and outcomes so as to earn a brand image; lobbying heavily for policy initiatives which may facilitate and support their vision, acquiring patents and trademarks; and sponsoring startups for ensuring the alumni and the society connect. Thus at the ground level it may require a great sense of vision and consistency to integrate a whole lot of mechanism from corporate responsibility and social responsibility to CESR.

The collaboration of educational institutions with corporates can increase the impact and reduce the operation cost of the CSR activities since the web of educational institutions is pervasive. There might be different laws in different countries but in country like India the social activities performed by educational institutions are not covered under CSR funding benefits. The reason for the same is that not all the institutions are not-for-profit ventures or belong to a foundation. Further the social activities which are performed by the educational institutions under the curricular and co-curricular activities, voluntary programs, etc., are scattered and small-scale activities which does not seem very lucrative. But if this particular area is explored it brings with it the double benefit of socially engaged curriculum with well-documented social development programs for students which can also be a source of stipend for students and revenue generation for schools. These types of measures can widen the social impact of the curriculum of the schools and the CSR programs of the corporates. Such CESR programs also have the capacity to reduce the operational costs of the corporate programs since the basic infrastructure and the manpower is already available in the schools. The educational institutions can prove to be consistent partners who can not only change the face through which education is provided but also create the much needed brand image for the corporates working in societal and education verticals. The multilevel implementation which can be envisioned through this process will provide varied cluster of learning experiences that will create a clear projection of target achievements for the institutions as well as the corporates.

When we look from the perspective of the educational institutions their social work which is conducted within the curricular framework has the capability to get due recognition under appropriate policies and regulations of CSR expenditure. Recognition as a part of CESR will make the impact visible and countable toward the socio economic impact of the educational institutions. It will also imbibe a sense of professionalism in approach of conducting the social work. This may also require the development of appropriate CESR Policies.

PLANNING AND STRATEGIZING CESR

Schools have been working at large for ESR. The concept of ESR is not about imparting education that makes children socially responsible rather it is about integrating the two separate objectives, that is, CSR of corporates and educational duties of educational institutions, respectively. The corporate corpus of CSR can be integrated with the academic intelligentsia of academic institutions

so as to utilize the corporate funds through educational institutions. This can ensure not only integrated development of students and society at large but can also result in development and implementation of activities and programs for sustainable development. Some of the suggestions are listed here.

- Develop an ESR Committee to look after ESR activities. The committee may comprise of independent directors (Deodhar, 2016) from education and corporate industry along with social activist and policymakers. Functions of committee may include:
 - *Identification and Selection*: Identifying areas of integration and selecting the activities and the projects wherein integration of social, educational and corporate responsibility is possible.
 - *Institutionalization of the Process and Mechanism*: Proposing the institutional mechanism for operationalization and implementation of the activities, selecting and finalizing partners and their roles, due diligence of the partners, developing and finalizing implementation mechanism and budgets for the expenditure.
 - *Monitoring, Impact Assessment*: Continuous monitoring of the work done and assessing the achievement of the target objectives. Review and feedback mechanism to be developed for identifying gaps and improving quality so as to ensure total quality management.
- *Develop ESR Strategy and Policy*: The ESR policy document should outline the curricular framework (National Curriculum Framework, 2005) for socially responsible education and plug points where corporates are roped in for deliverables on the social activities.
 - It should outline what the institution aspires to do and to achieve in the stipulated time period. The details should include curriculum, program/projects and activities to be conducted.
 - It should also outline the mechanism of using corporate funds for the activities enlisted in the curriculum and documenting the reports for the same.
 - It should propose policies and procedures for acquiring the standards and benchmarks, scaling the activities and sustaining them.
- *Operationalize the ESR Mechanism*: This aspect is difficult since during operationalization the framework that is adopted needs to be put into practice which would require the practitioner from wide areas to be on a common footing. The process and the audits for the grants that are to be released and utilized should be specified.
- *Defining the Legal Structure and the Operations*: The corporates mostly function through their own foundations (Confederation of Indian Industry, pwc India, 2013, pp. 18) which run educational institutions as well as the NGOs alike. The funding is mostly directed to them. But when we talk of ESR it is not simply about diverting funds but integrating social (Historical Perspective of CSR, n. d.) responsibility. So there needs to be clearly defined obligations and legal structures for utilization and expenditures.

After having an understanding for planning and strategizing CESR, the next part of the chapter deals with the process for developing CESR.

PROCESS FOR DEVELOPING CESR

An adequate amount of thought process and a lot of planning can help develop process for CESR. An initiation of the process has to be bringing the educational institutions within the purview of CSR law since only then will CESR gain existence. Once this is done, association can be made either on one-to-one basis or on cluster basis. Involving cluster will ensure large-scale implementation of a particular activity. Once the participation is decided, the allies can develop a steering committee which has the technical and the financial know-how of the institutional methods of implementation and management of funds. The internal processes for tracking the participation of each educational institution and the participation of each member should be made so as to finalize the contribution by each of them for further planning and scaling of the activities. The CESR at this point should be provided flexibility in selecting the thematic areas for social responsibility so that they can be aligned within the curricular and co-curricular framework of educational institutions.

AREAS OF INTEGRATION FOR CESR

The core areas of work for CESR can include the similar projects which are being carried out by corporates as a part of their CSR activities; the only thing that needs to be changed is systems and processes for implementation. The projects may include areas like employability (Tata Motors, 2019, pp. 10–11) and skill development (Community Engagement, n. d.), adult literacy programs, academic interface program, computer training center, school education, teacher empowerment, education enrichment program, technical and science education, scholarship programs, skill development center, career development center, vocational training, infrastructure grants to colleges and much more.

Social responsibility refers to the obligations members of society have toward their groups. Educational institutions are obliging society by educating them and extending themselves through various community initiatives. Thus though the two work with different visions the basic aim is inclined toward contributing to the betterment and growth of society.

Corporates, educational institutions, not-for-profit organizations and the government generally work for common cause and cross each other's path at one point or other. Funding for CSR as well as government projects in most countries today is rooted through either corporate foundations, specific organization developed for this purpose or through government-approved not-for-profit ventures under various laws and jurisdictions. Since each entity works separately within in the same domain the volume of the work done for the social cause gets distributed and fails to deliver an impact which otherwise could have been huge. The need here is to find a common linkage which can prove to be useful for all. Fig. 2 shows the areas of integration of CESR. From the Fig. 2, it is evident that the school curriculum has areas like education, skill development, needs of specially abled, health, community and environment awareness integrated within the frameworks. All these areas can be aligned with social responsibility area of the corporates.

Educational institutions are an inevitable link for the purpose of integrating educational and social responsibility. In spite of being a major source of

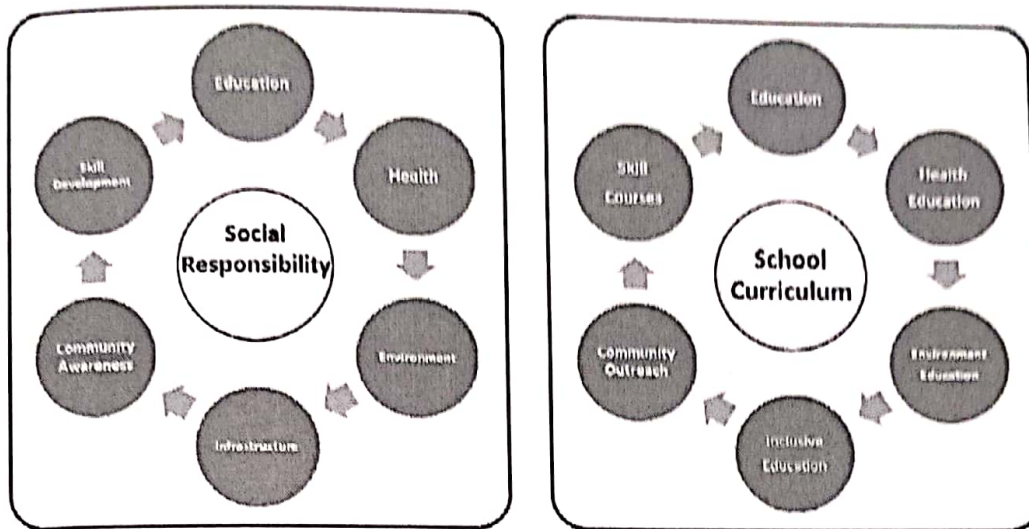


Fig. 2. Areas of Integration for CESR. Source: Adapted from Sharma (2015).

infrastructure as well as sample data for the corporates working for the education verticals, the educational institutions do not get the worth for which they contribute to the cause.

A small step can include educational institutions so as to develop stakeholder and funding organizations linkages. CESR as a concept can be shaped in such a manner wherein educational institutions within the framework of curriculum may be granted the eligible status for the social and voluntary work which is already being done by them. This can also be diverted to the vocational education programs wherein through the CSR funding the role of student volunteers and the interns can be redefined so as to make them remunerative and recognizable within their portfolios. For putting this vision into reality there is a need to work upon various models and also decide upon the institutional and legal structures (as discussed earlier in the chapter) including the function of each stakeholder and the member and also pilot test them so as to put into practice a rigorous model.

Alignment of Corporates and Educational Institutions

There is a need to align the common interest areas of different organizations so that they can come together at a common platform and maximize the use of their resources so as to produce a much-anticipated change in the community. This can be done by:

- **Direct Linkage with Schools:** Most of the corporates are operating through their own CSR sections or they are funding a third party (Sharma, 2016) mostly an NGO to implement the project for them. School as an important stakeholder in education initiatives is the place where most of the work is done. Direct linkage between corporate and school can help in developing a better understanding about the needs of the institution and also removal of unnecessary stakeholders from the chain.

- *Provision of Funds for Schools:* Through this linkage the schools can avail the funds being offered by various funding agencies. Corporates can allocate funds from their CSR spending to schools also. This will help the schools that face money constraints.
- *Sponsorship and Partnership:* This sort of linkage is still visible but still it can be fortified with better guidelines. Schools can secure sponsorships like with Google for technology, with IBM for computer programs and so on.
- *Industry Academia Interface:* Model can also be developed to embed vocational curriculum and basic education curriculum on the lines needed by the corporates. This will help in securing funding from corporates on one hand and bridging the gap between theory and practice on the other hand.
- *Dialogues and Forums:* This alignment can be developed by creating a dialogue between institutions and corporates which may help in evolving the self-sustainable models for development.
- *Exchange of Resource Persons:* Schools can offer their expertise for training and resources for utilization at places needed by the corporates. Further corporates can plan the projects keeping the institutions as their first-level stakeholders.

Thus, there is a great scope in aligning the CSR functions with the social responsibility initiatives of the educational institutions and it will open new avenues for optimum utilization of resources.

APPROACHES FOR INTEGRATING SOCIALLY RESPONSIBLE CURRICULUM

- Embedding vision and area of work.
- Integration of intervention and implementation.
- Reformation of curricular structure.
- Identification of plug points for integration.
- Linkages with society and self.

EMBEDDED MODEL FOR ESR

Fig. 3 shows embedded model for ESR (Sharma, 2015) which can be utilize to develop a CESR framework for various organizations and educational institutions. This model is based on a simple planned division of all the components of curricular framework in an organized pattern so as to develop a parallel framework for educational social responsibility. According to this model, any general curriculum framework can be divided into four major parts which can be further subdivided into smaller areas. They are:

- *Curriculum and Pedagogy:* This is one of the core area in any curricular framework and includes subareas like teaching-learning, internships and projects, etc (National Curriculum Framework, 2005).
- *Curricular Activities:* These activities form the backbone of the teaching-learning process and helps in enhancing the learning experiences of the learners.

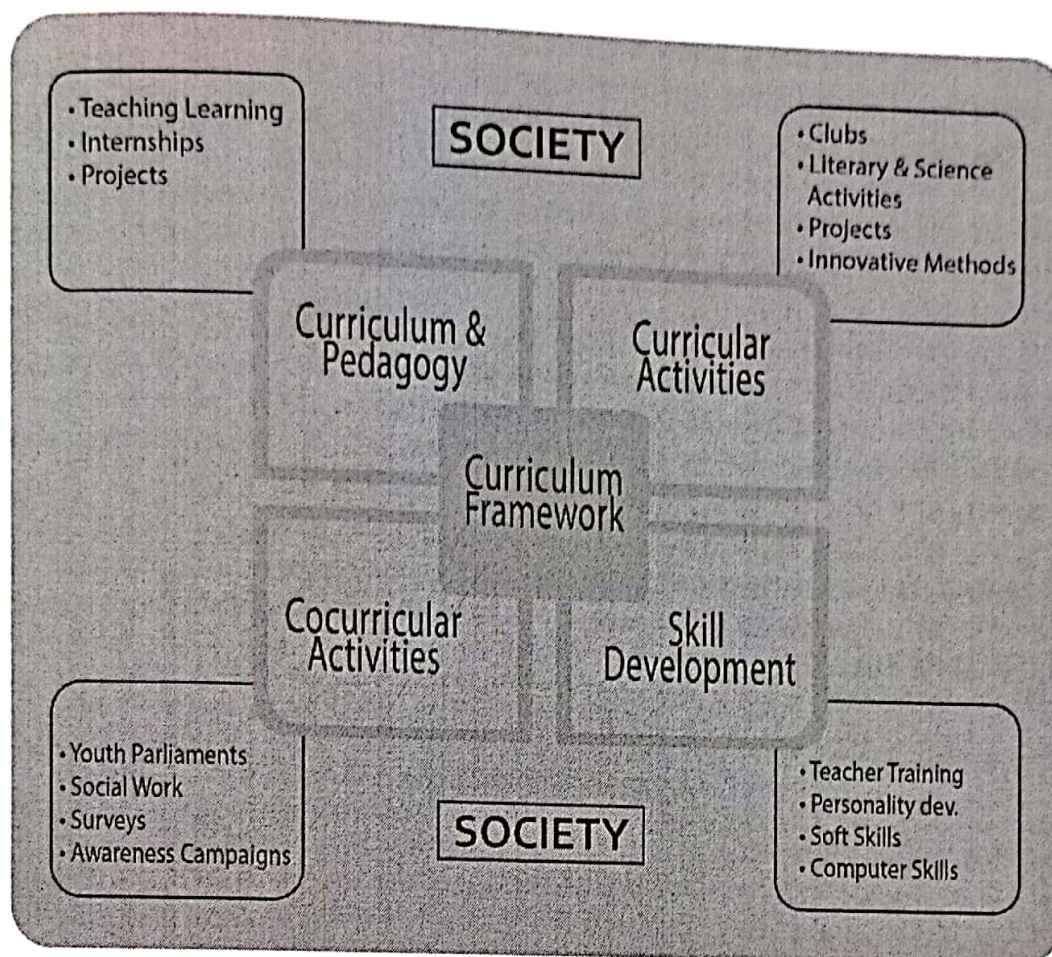


Fig. 3. Embedded Model for ESR. *Source:* Adapted from Sharma (2015).

It includes subareas like student's clubs, literary and science activities, internship projects, visits and any other innovative method.

- *Co-curricular Activities:* Curriculum and pedagogy basically focus more on cognitive domain. Co-curricular activities shift the focus on the affective domain and include subactivities like youth parliaments, social volunteers (Responsible Business Forum, 2010) like National Cadet Corps and National Social Service, awareness campaigns, surveys, etc.
- *Skill Development:* It is one of the least focused area in school curricular framework but most focused area in CSR. It may include subareas like teacher training, personality development, soft skills, computer skills and much more.

This framework can coexist and cofunction in a larger community with all the stakeholders. The only need here is to identify areas of collaboration and develop corporate–institution linkages for larger impact of the work. Before implementing this type of model institutionalization of the processes may help in increasing the effectiveness of the program.

CHALLENGES OF INTEGRATION

There can be several challenges while implementing the model. The first challenge would be the basic curricular and HR policies of educational institutions.

The curricular framework should provide flexibility of functioning for the teachers, students and the administrators but with clearly defined roles. The HR should consider recruiting few additional manpower to support the programs whose salary can be worked out at the time of stakeholder linkages.

There will be challenges involved from policymakers, conservationists w.r.t. theoretical basis. Teachers may face tethering challenges. In spite of this implications will be far reaching.

It will be difficult to develop business model for educational institutions within the framework of dual mode of not-for-profit venture and salaried people who may be consciously motivated to work for social upbringing.

Since education is generally a philanthropic vocation, it is mostly looked upon as charity and developing a professional behaviorism is still a long way to go. It would be difficult to unite a social framework so as to develop a unique CESR framework having clearly framed outcomes subjugated with careful planning and administrative transparency but except of the initial hurdles the task may not be impossible if taken upon.

CONCLUSION

The chapter has presented a vision for comprehensively uniting the varied efforts that are being put up by various entities in doing the similar kind of work. Most of the works in almost every field today are directed toward a broader cause that is the sustainable development of the society. This goal still seems to be a far of objective because efforts though enormous are scattered and fail to produce a snowball effect. There is a need of comprehensive efforts on the same footing where the organizations need to work in parallel rather than opposite to each other.

Present chapter discusses historical perspective on social responsibility, concept of CSR and ESR, importance of ESR, need for CESR, planning and strategizing CESR, process for developing CESR, areas of integration for CESR, approaches for integrating socially responsible curriculum, embedded model for ESR and finally the challenges of integration. The CESR model if envisioned in the right manner can go a long way in not only building a sustainable society but also developing socially responsible people.

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