

**Socio-Economic Development Through Education: A Study of the Role
of CSR with Special Reference to the Commercial Banks.**

Ph.D Dissertation

By

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**Department of Anthropology, University of Dhaka
Dhaka-1000, Bangladesh**

February, 2023

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CSR with Special Reference to the Commercial Banks.**

**A Thesis Submitted to the University of Dhaka in
Fulfillment of the Requirements for the Degree of
Doctor of Philosophy**

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Reg. No. 110

Session: 2017-2018

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The materials embodied in the thesis are original and have not been submitted partly or fully for any other degree of any university.

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Acknowledgement

I would like to express my sincere gratitude to all those who have contributed to the completion of this dissertation. Firstly, I would like to extend my heartfelt thanks to my honorable supervisor, Dr. Zahidul Islam, Professor, Department of Anthropology, University of Dhaka, for his invaluable guidance, sincere advice, cooperation, and encouragement throughout the study. Dr. Islam spent a significant amount of his time in preparing the research design and procedures of the study, reading and commenting on every word, and addressing obstacles. He provided me with relevant papers, articles, journals, books, and other related materials whenever required. As my guide, philosopher, and most importantly, as an anthropologist, his insight critiques, understanding, and experience in this field are highly appreciated.

I would also like to express my profound gratitude and sincere respect to Professor Dr. Mohammad Ahsan Ali, Department of Anthropology, University of Dhaka, who served as the co-supervisor for my research, for his continuous inspiration and restless effort to guide and supervise throughout the study. He also provided me with necessary papers, articles, journals, books, and other related materials whenever required.

I also express my sincere appreciation to my teachers who initiated my 'rite of passage' into Anthropology, Professor Dr. Anwarullah Chowdhury, founding Chairman, Department of Anthropology, University of Dhaka; Dr. Shaila Sharmeen, Chairman and Professor, Department of Anthropology; Dr. Saifur Rashid, Professor, Department of Anthropology; Professor Nasima Sultana, Department of Anthropology, University of Dhaka; Professor Dr. Hasan A. Shafie, Department of Anthropology, University of Dhaka; and Professor Dr. Farhana Begum, Department of Anthropology, University of Dhaka. I am also grateful for the valuable ideas and suggestions from other faculty members of the Department of Anthropology, University of Dhaka: Professor Dr. Rafiul Islam, Professor Dr. S.M. Arif Mahmud, Professor Dr. Zobaida Nasreen, Dr. Sumayia Habib, Fahmid Al Zaid, Assistant Professor, Dr. Rasheda Rawnak Khan, Assistant Professor, Dr. Mohammad Tareq Hasan, Assistant Professor, Department of Anthropology, University of Dhaka.

My sincere thanks also go to my fellow colleagues and friends who have inspired me to complete this work. Among them, I would like to thank Mahmud Bin Sayeed, Ph.D. Fellow, University of Warwick, UK; Md. Mahbub Alom, Ph.D. Fellow, Bangladesh University of Professionals; Dr. S. M. Sohel Rana, Associate Professor, Department of Marketing, Independent University Bangladesh; Mohammad Mahbubur Rahman, Associate Professor, Faculty of Business Administration, International Standard University; Dr. Mohammad Ala-Uddin, Lecturer of Communications Studies, James Madison University, USA; and Muhammad Salah Uddin, Ph.D. Fellow in Economics, Sakarya University, Turkey.

I would also like to acknowledge the help and assistance of the staff and librarians of the Department of Anthropology, University of Dhaka, Central Library of Dhaka University, Library of Bangladesh Bank; Library of Bureau of Statistics, Information Desk of CSR Center, Dhaka, Information Desk and Website of the Ministry of Planning, Information Desk and Website of Bangladesh Bank, and office staff, among others.

I am grateful to Suraiya Sultana, Joint Director and Tarikur Rahman, Deputy Director, Sustainable Finance Department (CSR Wing), Bangladesh Bank; A.T.M Shahidul Haque, Executive Vice President; Md. Mostaque Ahmed, Senior Vice President & Head of Corporate Social Responsibility Department, and Habibur Rahman of CSRD, Islami Bank Bangladesh Limited; Mr. Ekram Kabir, Head of Communication, BRAC Bank; Mr. Jahangir Alam, Head of Education Support Programme, Prime Bank Foundation Ltd.; Hasanuzzaman & Rezowan Uddin Bhuiyan, Dutch Bangla Bank Ltd. for providing information on scholarship recipients from their bank.

I extend my sincere gratitude to the following individuals from the Department of Anthropology, University of Dhaka: Shaheen Chowdhury, Shahidul Islam, Monzurul Islam, and Md. Habib for their valuable cooperation and assistance. Additionally, I express my appreciation to my brother-in-law Maudud Hasan and Md. Fayzar Rahman for their unwavering support in collecting study materials, typing, and proofreading this thesis.

My heartfelt thanks go out to my parents, father- and mother-in-law, as well as my five brothers and three sisters, and all other family members and relatives for their continuous support and encouragement throughout the completion of this challenging work. I am deeply indebted to my beloved wife, Sumaya Hossain, a teacher at Manarat Dhaka International College, Dhaka, for her unwavering motivation, encouragement, and emotional support.

I would also like to thank my elder daughter, Mahdia Binte Riaz, a student of standard-VI, for her assistance in presenting research through diagrams, charts, and boxes, as well as my little daughter, Rushdania Ruhani, for helping me overcome the challenges of the study.

Finally, I offer my respectful and heartfelt thanks to all the respondents associated with this study. Without their valuable data and information, this thesis would not have been possible. I am deeply grateful for their assistance and cooperation, without which organizing and presenting this thesis in an orderly manner would have been a difficult and impossible task.

Riaz Bin Sayeed

Dhaka

February, 2023

Abstract

The study examines the impact of education on underprivileged students who have been awarded scholarships under corporate social responsibility (CSR) interventions for higher education by banks in Bangladesh. This study aims to explore the dynamics and purpose of CSR activities of banks, the relationships between banks and scholarship awardees, the employment and unemployment conditions of stipend holders after completion of higher education, and the social and economic impact of education among scholarship awardees.

The study has been guided by the gift theories of Marcel Mauss (1924), Katy Gardner (2016), and Marshall Shahlins (1974), as well as works by Schuller et al. (2004), Bag, D.C (1984), Fong & Sung (2011), and Erickson, F (2009) on education as human, social, and identity capital, the impact of education on backward communities, education in migration and upward mobility, and learning as a means of acquiring culture. An integrated methodology combining qualitative and quantitative research methods were used, including various tools and techniques for data collection, data analysis, sampling, and case study, in-depth interview, key informant interviews, and survey methods.

The study covered 100 scholarship awardees for graduation with an equal ratio of male and female through purposive sampling, covering all eight divisions, including 40 districts in Bangladesh. Of the 100 respondents, 51% were from the divisions of Rajshahi and Rangpur, known as north Bengal, which have historically faced financial backwardness known as "*monga*" for a variety of reasons.

The field of corporate social responsibility (CSR) has become significant issue of discussion in social sciences and business literatures in account of growing contribution of CSR interventions since last few decades. As a result, globally corporate bodies and international development organization has attempted to define 'CSR' and incorporate it into business practices more pragmatic way.

Bangladesh Bank, a central bank of the country has formulated guidelines and policies for mainstreaming of CSR activities of banks since 2008 including targeting vulnerable and undernourished men, women, and children living in poverty and underprivileged students and street children. The policy of Bangladesh Bank emphasized CSR interventions in education, health, income-generating activities, and infrastructure development to achieve sustainable development goals such as no poverty, zero hunger, good health and well-being, quality education, and women's empowerment.

The study found that the allocation of CSR funds and the activities of banks have gradually increased since its inception, and the education sector gained momentum in CSR fund allocation, reaching 42% in 2018 out of total expenditures. Financial assistance through scholarship is the major way of fund deployment towards underprivileged students for the accomplishment of higher education.

The study found that most of the respondents expressed their deep gratitude, acknowledged the contribution of CSR efforts, and maintained banking relations with scholarship-awarded banks for a long time as a sign of loyalty, gratitude, and acknowledgment for extended financial assistance at a critical time. The study observed that the majority of respondents have kept their accounts with scholarship-giving banks for a long time.

The study found that education provides students with opportunities for social mobility and enhances their social and economic status. The research further revealed that scholarship awardees have a better chance of employment after completing higher education, which, in turn, contributes to poverty alleviation, healthy lives and well-being, easy affordability of education for other members of family, changes of housing pattern, increasing ownership of land, enhance capacity to spend in social ceremonies and participation in community development activities, repayment of loan and savings, increase per capita income and GDP of respondents, their family and country as a whole.

The study also explored the significant impact of education on the social development of the scholarship recipients, their families, and society in the form of human capital, social capital, identity capital, cultural diversity, social status, social awareness, women's empowerment, beliefs and practices of religion, kinship relations, migration etc.

In conclusion, this study is unique in exploring the dynamics of CSR interventions of banks and the impact of education on social and economic advancement of underprivileged students in Bangladesh. The study provides insights into the allocation of CSR funds and the activities of banks and emphasizes the importance of education as a tool for bringing socio-economic and socio-political inclusion of mass people and improving personal well-being. The findings of the study can be useful for policymakers, researchers, and practitioners in the field of corporate social responsibility, education, and social development

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Abbreviations

AC	: Account
BANBEIS	: Bangladesh Bureau of Educational Information and Statistics
BB	: Bangladesh Bank
BBS	: Bangladesh Bureau of Statics
BCS	: Bangladesh Civil Service
BJS	: Bangladesh Judicial Service
CSR	: Corporate Social Responsibility
DPE	: Directorate of Primary Education
DBBL	: Dutch Bangla Bank Limited
DG	: Director General
DOS	: Department Off-site Supervision
EFA	: Education for All
GBCSRD	: Green Banking and CSR Department
GDP	: Gross Domestic Product
GER	: Gross Enrolment Ratio
GNI	: Gross National Income
GNP	: Gross National Product
GoB	: Government of Bangladesh
HHH	: Household Head
HIES	: Household Income and Expenditure Survey
IBBL	: Islami Bank Bangladesh Limited
MIS	: Management and Information System
MDG	: Millennium Development Goal
MoE	: Ministry of Education

MoPME	: Ministry of Primary and Mass Education
NAEM	: National Academy for Educational Management
NBFI	: Non-Bank Financial Institute
NGO	: Non-Government Organisation
NEP	: National Education Policy
NER	: Net Enrolment Rate
PBL	: Prime Bank Limited
SDG	: Sustainable Development Goal
SFD	: Sustainable Finance Department
UGC	: University Grants Commission
UK	: United Kingdom
UN	: United Nations
UNDP	: United Nations Development Programme
UNESCO	: United Nations Educational Scientific and Cultural Organization
UNICEF	: United Nations Educational and Cultural
USA	: United States of America
WBCSD	: World Business Council for Sustainable Development

Glossary

- Bhadraloks* : Elite, respectable men of power, position, and wealth
- Bhadraization* : Elitization
- Bhogoban* : God
- Chhotoloks* : service masses with all duties and no rights
- Joutuk* : Dowry
- Katth* : wooden
- Kathure* : searching wood from jungle for subsistence
- kutchra* : Mud floor, sides with mud or bamboo, roof either tin or thatched
- Monga* : Financial backwardness
- Para* : Village
- Pucca* : Brick house with concrete floor and roof
- shahajjo* : Financial help

Chapter-1

Introduction

- 1.1 Introduction**
- 1.2 Background of the Study**
- 1.3 Objectives of the Study**
- 1.4 Theoretical Framework of the Study**
- 1.5 Conceptual Framework of the Study**
- 1.6 Rationale of the Study**
- 1.7 Limitations of the Study**

1.1 Introduction

Bangladesh, after independence, has been facing several social problems like poverty, illiteracy, an unproductive education system, lack of nutrition, lack of sound health, natural disasters, lack of women unemployment and empowerment, etc. Besides these, to overcome the social and financial problems, Bangladesh has been experiencing significant gradual development in different fields i.e. social, economic, and environmental areas through public and private initiatives.

In relation to this, the newly independent Government has implemented a number of short- and long-term strategies, with a focus on ensuring that everyone has access to education through boosting and confirming literacy. The government has periodically evaluated the educational system and provided free primary education for everyone as well as further secondary education for females.

Due to both the excessive population and the poverty, it is exceedingly difficult for the government to guarantee education for everyone. As academics go for suggest that businesses need to advance as part of Corporate Social Responsibility i.e CSR where governments fail to give and remedy this shortcoming (Hopkins 2012). The study discovered authors who applaud the development of CSR and support programs like the Global Compact as the foundation for voluntary engagement in environmental issues and human rights (Cetindamar and Husoy, 2007).

Education is a significant tool for to bring out different aspects like social, economic and political insertion educating personal well-being. Underprivileged people are marching their life with financial weakness and poverty which are root causes of backwardness in achieving their higher education. This segment of people is facing inequality, lack of women empowerment, hardcore poverty, unhealthy lives, lack of quality education, absence of talents and skills, unemployment, etc.

To get rid of the social and economic problems and achieve sustainable development goals, Banks to compliance the guidelines and policies of Bangladesh Bank, have allocated CSR funds in different sectors like education, health, humanitarian and disaster relief, environment, income-generating functions, art, and culture, etc. (Habib et al., 2015). Generally, underprivileged people

are the actual beneficiaries of CSR interventions by banks which includes disabled, disaster or socioeconomic victims, minority, or other disadvantaged people where about half of the beneficiaries were female, and the ratio increased from 42% to 47% in 2012 and 2014 respectively (Habib et al., 2015).

The education sector is the highest priority area of CSR intervention of banks to improve the financial condition and social progress of underprivileged people through providing financial assistance in achieving higher education. Banks in Bangladesh are providing stipends or scholarships to poor but meritorious students of undergraduate, graduate, and post-graduate levels for achieving higher education under CSR initiatives from their annual profit in accordance with the policy of Bangladesh Bank.

CSR in education of underprivileged students has a significant impact on social, cultural, and economic expansion, contributing to sustainable development goals. Furthermore, the study looked at CSR as a development gift and its role in long-term social and economic relationships as a form of "generalized reciprocity" between scholarship recipients and banks (Mauss, 1924; Shahlins,1974; Gardner,2016).

The study's findings are expected to provide policymakers from the government, Bangladesh Bank, and commercial banks, as well as anthropologists, educators, and other social scientists, with more applied guidelines, policies, and strategies for expanding the banking sector's scholarship program under CSR initiatives for the long-term social, cultural, and economic development of underprivileged people in society.

1.2: Background of the Study

Education being a person's most basic needs, we have been acquiring education from the primitive age to the modern age. Though knowledge was acquired informally in the primitive age, a formal education system gradually emerged through the process of civilization. Bangladesh, a developing country, has made significant progress in its education system and policies since its independence in 1971. To achieve sustainable development, a new education commission was formed to change policies to align with global standards and to place a greater

emphasis on including marginalized, poor, and female students in the mainstream education system.

The study found that the national enrolment ratio in different levels of education in Bangladesh was increasing for both males and females. In 1972, the enrolment ratio at the primary level was female 34.62% and male 65.38% out of 6.42 million; at the university level, female enrolment was 13.81% and male 85.19% out of a total of 23731 students. Besides, as a result of various government policies and private intervention, the student enrolment ratio has gradually improved. In 2020, the enrolment ratio at the primary level was female 51.0% and male 49.0% out of 21.55 million students; at the high school level, female enrolment was 54.86% and male 45.14% out of 10.25 million students; at the college level, female enrolment was 50.55% and male 49.45% out of 4.63 million students; and at the university level, female enrolment was 35.21% and male 64.79% out of a total of 116,590 students. The study discovered that the proportion of female students enrolled at various levels is rapidly increasing, rising from 13.81% in 1972 to 24.79% in 2000 and 35.21% in 2020 (BANBEIS, 2021).

The completion rate of different levels of education has increased in Bangladesh significantly. At primary level 79.5 percent students have passed in 2012-2013 which increased to 82.6 percent in 2019. However, at lower secondary and upper secondary level 64.7 percent and 29.4 percent students respectively have passed in 2019. IN the Global Gender Gap Index, Bangladesh is graded 50th out of 153 countries in 2019. Furthermore, in terms of women's political empowerment Bangladesh is the 7th-ranked country globally (Bangladesh Planning Commission, Ministry of Planning, June 2020)

Many distinguished scholars have reported incredible progress in education in Bangladesh during the past decades. Nobel laureate Professor Amartya Sen has proclaimed Bangladesh's progress in education and health in many of his writings (Nath, 2016). Social processes and education provisions together are the means of producing resourceful human beings, with education playing a significant role. It is the educational strength of a nation that plays a vital role in preparing its people to contribute to nation-building. The significance of education for ascending social mobility and building a meritocratic, democratic society has been

acknowledged for centuries by many prominent development scholars (Smith, 1776; Marshall, 1890; Dreze and Sen, 1995).

The present study is focused on the analysis of the impact of higher education on underprivileged people, who are the recipients of stipends from CSR interventions by the banks. In this connection, the researcher has attempted to analyze two pivotal aspects: the emergence of CSR in the world and Bangladesh, and the CSR interventions of banks in Bangladesh.

Corporate social responsibility (CSR) is the continuing commitment by businesses to behave ethically and contribute to economic development while improving the quality of life for the workforce and their families, as well as for the local community and society at large (WBCSD, 1998).

Corporate social responsibility (CSR) has emerged as a major topic of debate in the social sciences and business literature in recent decades. To realize the great contribution of CSR interventions by business corporations to the well-being of society and their progressive impact on business economic performance, corporate bodies, and global organizations have attempted to define and incorporate "CSR" into all aspects of their business.

CSR interventions and practices have been implemented in diverse ways in different parts of the world. On every continent, CSR has been practiced historically for several decades. Before the emergence of the concept of CSR by multinational corporations, philanthropic endeavors had been taking place in different regions. Large corporations have incorporated CSR into their production units in various parts of the world to free themselves from the negative effects of this process on society while also playing an important role in societal welfare. Large corporations' CSR intervention goes beyond traditional charitable actions.

Historically, CSR emerged in Europe from two points of view. One is the historic paternalist view of large corporations since the 19th century, and another is the influence of the Anglo-Saxon view on companies in the 1980s. In Asia, the concept of CSR is relatively new, and in social structures, the existence of an affiliation between companies and society has great significance. When Western corporations began doing business in Asia in the 1990s, CSR practice began to emerge.

Bangladesh is a developing country in the world, where the study observed constant growth and socio-economic development in multiple aspects. Many initiatives are currently underway to align the SDGs' policy with global standards. The financial system and banking sectors are growing tremendously in the country. Banking in Bangladesh is divided into two types: state-owned and private entrepreneurship. Since the 1980s, all banks have made some sort of CSR contribution from their annual profits to benefit humanity.

Driven by the new focus on CSR, organizations such as the EU and UN have suggested and developed worldwide CSR standards, norms, corporate codes of conduct, and guidelines on a variety of CSR concerns based on social, environmental, and economic performance. As a result, Bangladesh Bank has taken steps to formalize CSR in the banking sector of Bangladesh, issuing a detailed instruction to banks and financial institutions on June 8, 2008.

This guideline stated the strategic purpose for CSR activities, identified some key areas for promoting CSR in their client organizations, and suggested building a CSR program with some plausible action plans. Bangladesh Bank recommended banks and NBFIs to establish their own dedicated CSR desk or through specialized institution i.e foundation. Out of total CSR interventions, Bangladesh Bank directed the banking industry to use around 30% for scholarships for students from low-income families.

Under the direction of Bangladesh Bank, the banking industry is playing a significant role in socio-economic development in the country through CSR efforts. Although CSR is a relatively new phenomenon in practice, it has become a crucial topic among development economists, sociologists, and anthropologists in recent years. They, moreover, are more concerned about the role of CSR in socio-economic development, which includes education, health services, housing, food supply, employment generation, humanitarian, and disaster relief, poverty reduction, the environment, sports, and culture, etc.

More importantly, all banks have made it a priority of their CSR interventions to provide financial assistance through the "scholarship program" at the higher secondary and university levels to assist underprivileged members of society in achieving higher education. The present study has selected four banks as a sample through purposive sampling, considering the highest

contributing point in CSR efforts among commercial banks based on data available in secondary sources like annual reports of concerned banks and a half-yearly review of CSR published by Bangladesh Bank. Besides this, the sample population of the study has also been selected through purposive sampling, and 100 awardees of scholarships from four banks have been selected as respondents to the study. The study found all the respondents have completed their higher education from a reputed university with a stipend from the sample banks, and the majority of respondents are occupied in different professions like doctor, magistrate, police, lawyer, banker, and teacher at different levels including university, business, etc.

Against the above backdrop, the present study, using anthropological research methods, would analyze the impact of education on socio-economic development among underprivileged students who received scholarships from CSR initiatives of banks. To explore research objectives, the study focused on three main research questions: How do commercial banking sectors provide financial support for underprivileged students in society? How do banks' CSR efforts contribute to the attainment of higher education for underprivileged students in society? How does education impact socio-economic development through higher education in society?

1.3: Objectives of the Study

The objectives of the study have been formulated based on three research questions: How do commercial banking sectors provide financial support for underprivileged students in society? How do banks' CSR efforts contribute to the attainment of higher education for underprivileged students in society? How does education impact socio-economic development through higher education in society? To fully scrutinize these research questions, the study pursues to discover the following broad and specific research objectives:

Broad Objective:

The study is focused on exploring and analyzing the influence of education on the socio-economic development of scholarship recipients from CSR initiatives of commercial banks in Bangladesh.

Specific Objectives:

1. To investigate the dynamics and purpose of CSR activities of commercial banks.
2. To explore the dynamics of the relationship as giver and receiver between banks and scholarship awardees.
3. To assess the employment and unemployment conditions of scholarship awardees after the completion of higher education.
4. To analyze the social and economic impact of education among scholarship awardees from CSR initiatives.

This study will contribute to the facts basis on the contemporary national and international business environment and practices. It will further create a counterpart to the prevailing notion of CSR and thus provide a wider perspective for discussion in the field.

1.4 Theoretical Framework of the Study

In addition to studying the nature, development, and paradigm shift of CSR, some anthropologists have also looked at the exchange or reciprocal relationship of gifts from the perspective of development. For instance, British anthropologist Katy Gardener is curious to investigate how anthropology and development are related. She created the notion of corporate giving and development gifts based on her studies in Bangladesh, as well as the moral economies of connection and disconnection. Those who receive charity are expected to repay it with thanks, political backing, and acts of subservience. The donation is primarily understood as a component of an ongoing social connection.

Anthropologists Dolan and Rajak have studied how CSR reconstitutes social interactions between corporate actors and their consumers, producers, and "stakeholders" and how CSR politics create new arenas for corporate power. At the same time, corporate rhetoric has adopted anthropological concepts to "humanize" the corporate machine, defining the company as culture, personhood, and kinship and CSR as gift, social order, and reciprocal.

The role of CSR and the impact of education on socioeconomic development were examined using two theories: the theory of development gifts and their reciprocity and the theory of education. The research centered on the theory of development gift and corporate giving, as well

as the moral economies of connection and disconnection (Katy Gardner) and the exercise of corporate power with their clients in terms of culture, personhood, and kinship with the notions of gift, reciprocity, and the social contract (Dolan & Rajak), and reciprocity of gift (Shahlins). Besides these, to examine the dynamics of education and explore its social and economic impact, the study focused on some other theories directly related to education and its impact. Education is human, social, and identity capital (Schuller, Presto et al.); role of education in upward mobility and migration (Fong and Sung); learning is a means of acquiring culture (Frederick Erickson); the emergence of "*bhadralok*": an impact of education on some backward communities of West Bengal (Bag, D.C.).

Table: 1.1 Major Theories applied in the study

Base line of the theories	Theory	Developed by	Focus point
Gift: : Forms and Functions	The gift theory	Marcel Mauss,1924	The exchange of stuffs or things as a gift between a person or group of persons builds relationship.
	Reciprocity of gift	Marshal Sahlins,1974	The reciprocity of gift exchange are: generalized, balanced, and negative
	The moral economy of connection	Katy Gardner, 2016	Social and political relations under development initiative through charity works of Londoni family to their own poor and exchange of corporate gifts in Bibiyana of Chevron.
	CSR, a tool of social acceptance	Dolan & Rajak, 2016	Corporations have a powerful capacity to overcome new social and environmental challenges and to ensure financial profit through offering social good under CSR efforts within the localities where they operate.
Education: a social & cultural process	Acquisition of culture	Frederick Erickson, 2009	Education is a means of acquisition of culture with a view to Tylor's definition. He includes both formal and informal educational settings as a site of cultural acquisition. And anthropology of education focused on both formal and informal fields of learning.
	The emergence of " <i>bhadralok</i> "	Bag, D.C,1984	Education is a directive process of socialization that emerges an elite category of people. This view is developed through study in some backward communities of West Bengal.
	Migration and upward mobility	Fong and Sung, 2011	Education has a direct effect on migration from rural to urban and upward mobility, especially for women in family & society.
	Forms of capital	Schuller, Presto et al, 2004	Education develops human, social, and identity capital for people through the learning process.

The study followed Clifford Geertz's famous anthropological method, "Thick Description," to examine the impact of education on social, cultural, and economic development from respondents' own experiences and also from the experiences of family members. The central theme of this theory is to highlight culture from the perspective of how people looked at and experienced life.

1. **The Gift Theory by Marcel Mauss**

A key and unique book for comprehending gift exchange in both ancient and contemporary communities is *The Gift: Forms and Uses of Exchange in Archaic Societies*, published in 1925. Social theories of reciprocity and gift exchange are built on Mauss's gift theory. It focuses on how human relationships are formed via the exchange of objects across groups. He demonstrates how early exchange systems were based on the obligations to give, receive, and—most significantly—reciprocate. They take place between groups, not just people, and are a vital component of the "whole phenomenon" that works to create social solidarity in addition to money and alliances based on economic desires since "the gift" permeates all facets of society. According to Mauss, gift exchange between individuals or group of individuals contributes to form social connection.

2. **Three forms of reciprocity in gifting: Marshal Sahlins**

Marshal Sahlins is an economic anthropologist who has written a book titled *Stone Age Economics*, a pioneering book in economic anthropology. Under the influence of Mauss's thought, Sahlins interpreted gift exchange based on the sociopolitical complexity of reciprocity, and his basic framework defined three types of reciprocity: generalized, balanced, and negative. Sahlins first used his classification of different kinds of exchange to build an evolutionary typology of different societies based on the "complexity" of their economic systems (Sahlins and Service 1960).

“Generalized reciprocity” is a reciprocity system in which something is given without regard for the amount and with the expectation that something will be given back in the indefinite future. Parents' expenses for their children, such as food, clothing, and education, are not measurable at

the time, but parents may have hopes for love and affection and taking care of their children later in life after a long time away, which is not measurable. Food distribution among the Kung/San is the most often cited example of generalized reciprocity.

According to Sahlins, "balanced reciprocity" is where something is given to get an equal or greater return within a certain stipulated period. It happens on a social level with people who know each other but are not family, such as friends or extended family. The gift-exchange Kula ring, potlatch, or marriage payments in many non-Western societies fall into this category. Trobriand Islanders participating in the Kula exchange "gifted" the decorated armbands and necklaces, but on the same expeditions, they bartered large amounts of trade goods, including food and utilitarian items they carried in their boats.

The third type is "negative reciprocity", which "is an attempt to get something for nothing" (Sahlins 1972, 195). Gambling is a good example of negative reciprocity. Here both buyers and sellers are trying to get more than they give—in a real sense, they are opponents. It is more impersonal, and people either know each other or have no trust.

3. **Theory of development gifts and corporate giving: Katy Gardner**

The development gifts idea of Katy Gardner, a British anthropologist, presented was influenced by Mauss, Stirrat and Henkel. The focus of this theory is on the morality and ethics of corporate giving, specifically how development gifts reinforce market morality, extend capitalist authority, and place recipients in uneven exchange hierarchies.

Mauss, Stirrat and Henkel-inspired development gift theory was put forth by British anthropologist Katy Gardner. In this theory, the ethics and morality of corporate giving are examined, along with the ways in which development gifts reinforce market morality, expand capitalist power, and place their receivers in uneven exchange hierarchies.

The "the development gift" theory by Stirrat and Henkel (1997), which maintains that the concept of "development gifts" implies hierarchy and distinction between persons, was a source of information for Gardner's study. The cultural and social changes brought about by international migration and globalization in Bangladesh was the subject of Katy Gardner's PhD

work (1980). (Global Migrants, Local Lives: Travel and Transformation in Rural Bangladesh, 1995). Her doctoral research was the basis for several articles she published, including. *Chevron's Gift of CSR: Moral Economies of Connection and Disconnection in a transnational Bangladeshi village*, January 2016; *Our Own Poor: Transnational Charity, Development Gifts, and the Politics of Suffering in Sylhet and the U.K.* in October 2016 and The Oil Company, "Partnership" and the Moralities of Giving and Receiving: *Corporate Community Engagement Comes to Bangladesh*, June 2010.

4. **Financial profit with social good in the localities: Dolan and Rajak**

Catherine Dolan and Dinah Rajak, both British anthropologists, are editors of *Anthropology of Corporate Social Responsibility*, a reference book on studying CSR and anthropology comprised of several articles. In the book, they have outlined the concept of CSR, its emergence, paradigmatic shift, and ethnographic aspect from corporate, NGO, and multinational and transnational perspectives.

The corporate social responsibility (CSR) drive has proved a powerful capacity for a corporation to overcome new social and environmental challenges, including labor movements, community resistance, climate change, and drenched markets. Global branded corporations such as Coca-Cola, Nike, WalMart, and L'Oréal have a history of providing social welfare, combining financial profit with environmental stewardship, to the communities in which they operate around the world.

5. **Culture: Acquisition utilizing Learning by Frederick Erickson**

In his article "Culture," Frederick Erickson, a Professor of Anthropology of Education and Applied Linguistics at the University of California, Los Angeles, reviews culture theory developments since the 1950s and discusses how the subfield of anthropology of education has focused on culture learning and teaching.

The idea of culture, that customary patterns of action were transferred across generations among humans by learning rather than biological inheritance, was that humans learned to be human by absorbing the life ways directly around them (Ericson).

In 1871, English anthropologist E.B. Tylor defined culture as "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (Tylor, 1871: 1).

"The study of culture was considered as entire; that is, it touched and moulded the full person, impacting the development of personality, intellect, and physical talents" (ibid.).

Ericson believed Tylor's "acquired" meant humans learned to be human and developed distinct habits in different life situations. "Learning and teaching were purposeful and non-deliberate, in families, communities, and workplaces, in traditional pre-modern and modern societies." Tylor's broad definition encompassed formal schooling and informal educational settings" (Ericson).

Anthropologists investigated cultural acquisition through informal schooling. Anthropology of education has studied informal and formal education. In the latter case, education anthropologists have studied implicit and explicit teaching of values, beliefs, communication styles, and subject matter. Anthropologists of education investigate schooling from many angles, including subject content, the "manifest curriculum," Tylor's "other talents and habits," the "hidden curriculum," and unintended repercussions. Cultural learning "touched and formed the complete individual, impacting personality as well as intellect and physical skills" (ibid.).

6. The emergence of "*bhadralok*": Impact of Education on Some Backward Communities of West Bengal

Through an ethnographic study, the researcher summarized the impact of education among backward communities in West Bengal, finding that it is an elitist and urban-oriented education that inspires a sense of distinction and differentiation between the beneficiaries and the rest of the population. In their respective organizational patterns, the different stages of education, from primary school to the highest level of university degrees, are commensurate with the social hierarchy. Formal education guarantees the *bhadraloks*, the elite, entry into society's periphery. "As a result, the school is a *bhadraizing* institution, that is, a mode of improving on the used pattern of life" (Bag D.C., 1977).

Through her study among backward communities, the researcher has depicted a strong interrelationship between formal education and the course of social development. He searched for the motives for achieving education in these backward communities and observed a correlation between changes in the social and economic conditions of society and the growth and spread of education in different strata of a society comprised of several ethnic groups. He examined the impact of education on backward communities by taking into account various socioeconomic factors such as social habits and practices, leisure time use, participation in sports and games, cultural activities, use of information and media for communication, trend and impact of female education, and finally poverty reduction.

The emerging social pattern in Bengal followed the bourgeois laws of social division into elites and rustics. With the consolidation of bourgeois economic gains, the social dichotomy in Bengal, the site of the Indian subcontinent's first industrial breakthrough, became palpable in terms such as *bhadraloks*, or respectable men of power, position, and wealth, and *chhotoloks*, or service masses with all duties and no rights. In these dichotomous social attributes, the economic aspects began to gain prominence over traditional ascriptions, for the correlation between formal education and economy is an inherent feature of a class-divided society.

The bourgeois social relations that persist in the present structural position of society at large have been considered to be in the process of consolidation through the economic-educational laws of "*bhadraization*," or "elitization, which conform to the economic divisions of society into conflicting classes at this stage of economic development in the country.

The concept of *bhadraization* is the only successful social indicator that can explain such social groups as the petitbourgeois and brain-workers in the changing economic conditions of our society. The various stages by which an *abhadra* or *chhotolok* can attain the status of a *bhadralok* through birth or economic deprivation will be accommodated in our concept of *bhadraization* (ibid).

7. Theory of migration and upward mobility through education by Fong and Sung

In their study on Chinese children, youth, and education, Chinese anthropologists Fong and Sung created an anthropological theory on migration and upward mobility through education. They

examined how scholarships for girls affect their schooling. So, education's impact on gender disparity, women's ability to care for aging parents, and rural-urban migration all matter.

"Children and teenagers born in mainland China after birth planning procedures that began in the 1970s stand at the vanguard of the enormous demographic and economic transformations that have changed mainland China," argue Fong and Sung. Due to these transitions' relevance, anthropologists have investigated this generation's unique qualities and role in mainland China's shift.

Even while cultural, economic, and social discrimination against women persists and worsens, young Chinese women are more empowered than ever (ibid.). "Novel educational opportunities, such as scholarships targeting girls and educational techniques and policies that foster the skills of attention, obedience, patience, and memorization that Chinese girls are more likely than their male counterparts to have been schooled to exercise" (Fong et al,2002, 2007).

These characteristics have allowed women to work outside the home more and direct family resources toward their parents' long-term care. Most rural kids, male and female, moved to cities to care for their aging parents. As migrants send remittances or bring their parents to the city, the whole family often rises.

8. **Education builds up human, social, and identity capital: Schuller et al.**

They discussed human, social, and identity capital in a triangle to evaluate education's benefits. They view learning as a process in which people intentionally or unconsciously build up human, social, or identity capital and subsequently reap the rewards in the form of greater health, stronger social networks, improved family life, and so on (Tom Schuller, John Preston, et al. 2004).

They interviewed 145 Londoners to determine how education affects family, health, and community participation. The book highlighted how education helps people cope with daily stress. Without education, culture, morals, and economy would suffer. Learning's effects on humans are unknown. Individual education, income, and occupation are connected (Carnoy

2000). Qualified persons are promoted. Health, community participation, social integration, and economic performance improve with education, according to the authors.

Education influences most areas of societal prosperity: educated people live longer, healthier, pass on more physical and cultural capital to their progeny, etc. (McMahon, 1999; Ferri et al., 2003).

Human, social, and identity capital were used to evaluate education's benefits. They consider learning as a process in which people purposefully or unintentionally build up human, social, or identity capital and reap the benefits in better health, stronger social networks, better family life, and so on (Tom Schuller, John Preston, et al. 2004).

1.5: Conceptual Framework of the Study

The current research focuses on the influence of education on the social and economic lives of underprivileged people who received financial assistance through a scholarship program funded by commercial banks' CSR initiatives. In this regard, the study makes an effort to analyze socioeconomic development through the outcome of higher education opportunity and its consequential impact on social and economic status in the study universe. Against the above backdrop, the study has presented a conceptual idea of the basic terminologies applied in the title of the study.

Definition of education:

Education is defined by different scholars from different points of view. To focus on the term "education," at first, the study presented some of them here to understand the objective of the study.

According to the *Oxford Advanced Learner's Dictionary*, "education is a process of teaching, training, and learning, especially in schools or colleges, to improve knowledge and develop skills."

“Education is the process of enabling learning or the achievement of knowledge, skills, values, morals, beliefs, habits, and individual development” (UNESCO). If we look at the definition of

culture given by British anthropologist E.B. Tylor, then we may find some similarities between the concepts of education and culture. According to Tylor, culture is "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (Tylor E.B., *Primitive Culture*, 1871: 1).

In view of the above, the present research work has considered the notion of education to examine its impact of it on the lives of people and the formation of new social structures, including social class and changes in cultural and economic life. In this study, we consider an education at the secondary and tertiary levels, which are classified as higher education in this research. The banking sector is offering stipends to students at this level of education.

Definition of development:

Development's byproducts include expansion, improvement, positive change, and the addition of physical, economic, environmental, social, and demographic elements. Development is generally seen to be a process that progresses upward and is marked by increasing levels of vigor, effectiveness, quality, productivity, complexity, comprehension, creativity, mastery, enjoyment, and accomplishment (Jacobs, Garry, and Asokan N, 1999).

What does "development" mean in the context of anthropology? Gardner & Lewis define "development" as social and economic change processes that have been spurred by economic growth and/or particular policies and plans, whether at the level of the state, donor organizations, or indigenous social movements. They may have positive or negative effects on persons who are exposed to them (Gardner and Lewis, 2015).

The current study looked at the social and economic progress of higher-educated respondents who were fortunate enough to receive scholarships from banks as part of CSR interventions. Based on various research works related to studies on the impact of education in various countries conducted by anthropologists, other social scientists, and educators, we have included social and economic aspects to examine the impact of education among bank stipend recipients. In this regard, the study took into consideration some issues like the status of income generation, financial soundness, poverty reduction, and increase in property ownership, as well as the status

of human development, the acquisition of culture, social status, personal and social attributes, etc.

Commercial banks:

Commercial bank acts as a financial institution which works like a medium of accept deposit from mass people and provides them loan for investment for further development. In Bangladesh, there are two types of banking ownership systems: state-owned and private entrepreneurs. In this study, we examined the CSR initiatives of private commercial banks to determine their impact on the social and economic development in society.

Underprivileged people:

The term ‘underprivileged people’ has more widely used in the present study. “A privilege is a right or an advantage, and people who are underprivileged lack such rights and advantages” (Collins Dictionary). Many scholars opined that this word ‘underprivileged people’ is a synonym word for poor. Underprivileged people have a smaller amount of money and scarcer properties or wealth and have minimum opportunities like others in the society” This present study also included physically challenged or disabled people under this category.

Definition of CSR:

The term "CSR" has been defined by many scholars in different ways, which differ from its emergence on account of changes and evolutions in corporate and business policies and strategies. The study gathered some more relevant definitions here from a socio-economic and business perspective:

Dolan and Rajak explored the anthropological viewpoint on the method of CSR practices in their book "Anthropology of Corporate Social Responsibility (2016)" in the following ways: "In order to analyze how CSR restructures social relations between corporate actors and their consumers, producers, and wider "stakeholders" (to borrow from c), anthropologists have turned their attention to this emerging field of inquiry. At the same time, a corporate discourse has appropriated anthropological concepts in an effort to "humanize" the corporate machine: it is

now common to hear corporate actors refer to their consumers, producers, and wider "stakeholders" (Dolan & Rajak, 2016).

"CSR stands for corporate social responsibility, and it is an ongoing commitment. Carroll B.A.'s definition of CSR from the late 1970s is one of the most well-known and widely cited definitions. According to Carroll, corporate social responsibility incorporates four dimensions: economic, legal, ethical, and philanthropic expectations. As stated by Carroll, *"corporate responsibility" involves the conduct of a business that is economically profitable, ethical, and socially supportive. "To be socially responsible" then means that profitability and obedience to the law are the foremost conditions when discussing the firm's ethics and the extent to which it supports the society in which it exists with contributions of money, time, and talent (Carroll, A.B., 1979).*

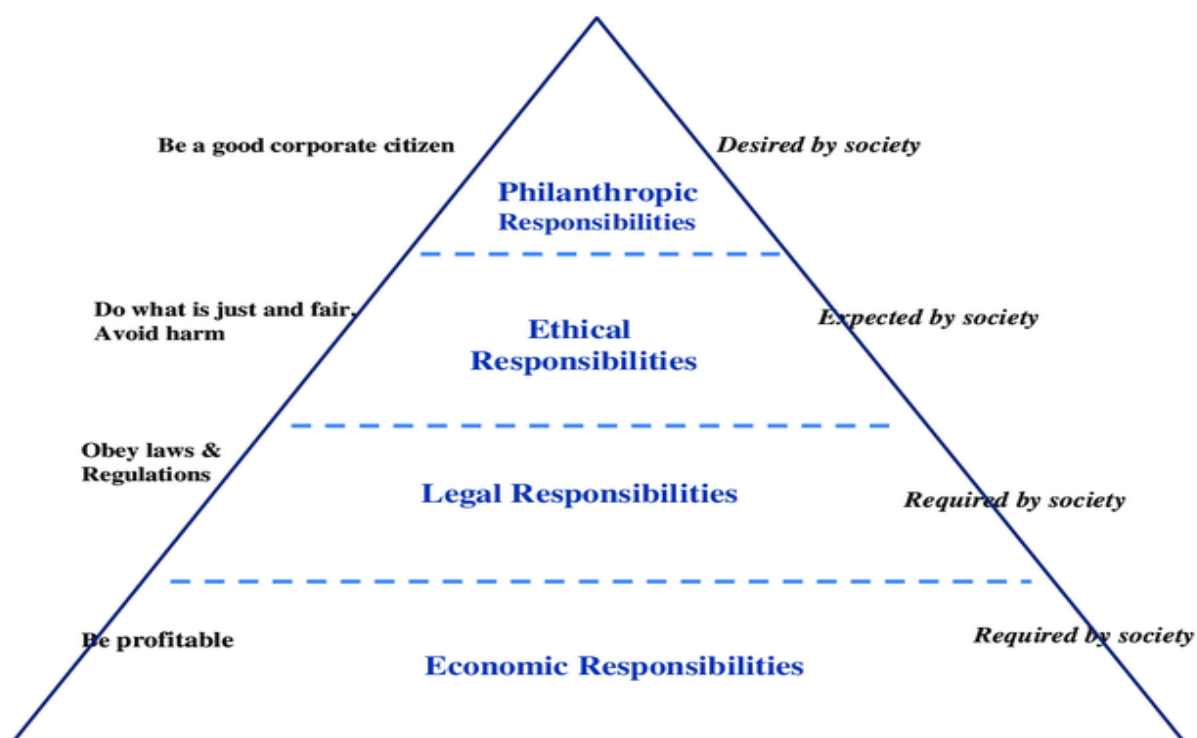
During the 1980s and 1990s, Carroll's CSR model was refined and introduced as the 3P model (principles, policies, and processes). In the 1990s, outcomes of CSR activities got more attention when Carroll's four approaches to CSR (economic, legal, ethical, and philanthropic) were associated with three institutional levels: legal, organizational, and individual (Carroll, 1991). This new approach assists in clearly describing the outcomes of CSR activities in line with societal expectations of business, including business behavior and social cause. In the 20th century, Carroll's approaches to CSR were reduced to three: economic, legal, and ethical (Carroll, 2008).

The European Commission (2011) defined CSR in a very simple way: *"CSR is the responsibility of enterprises for their impacts on society."* This definition indicates that enterprises should have a process in place to integrate the CSR agenda into their operations and core strategies in close cooperation with stakeholders, with the aim of maximizing value for their shareholders, stakeholders, and society at large, -identifying, preventing, and mitigating their possible adverse impacts.

Dr. Salehuddin Ahmed (the former Governor of Bangladesh Bank) has defined CSR as:

"CSR is not a notion of philanthropy or voluntary charity; rather, it is an expression of concern for how business enterprises or corporate bodies should respond to the agenda for corporate citizenship as they need to strike a delicate balance between sustaining a profitable position with a good reputation and addressing social issues to fulfill the needs of various stakeholders. "It is the promotion of a symbolic relationship of business with other stakeholders in the organization, society, and environment as a corporate citizen to unlock its synergy and potential for a sustainable and profitable position" (CSR Review, Vol. 1, June 2009).

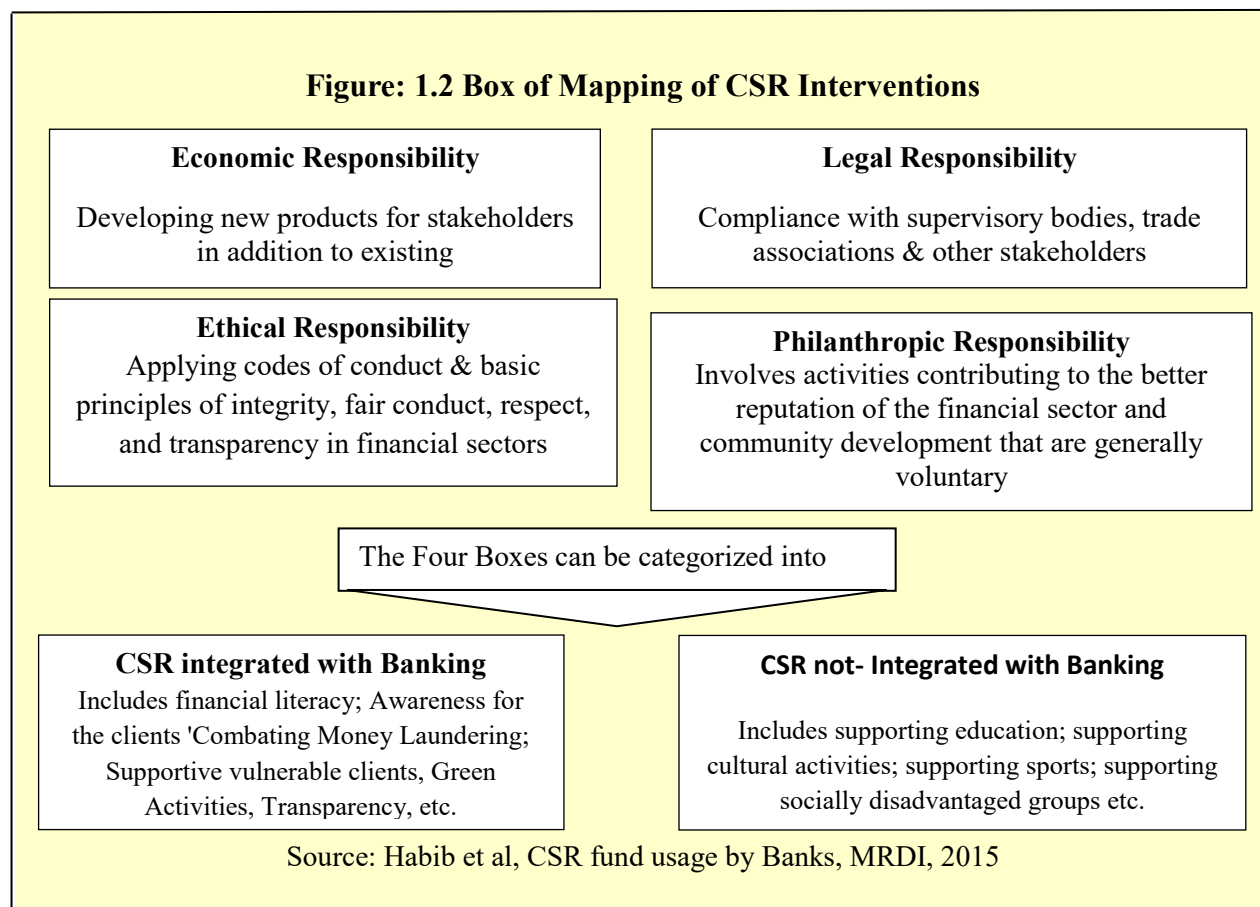
Figure: 1.1 Pyramid of Corporate Social Responsibility



Source: Carroll, Archie B. 2008

Pyramid Model in Bank's Perspective

In line with Carroll's CSR model, Banks CRS is categorized into major four boxes by Habib et al. (2015), which are presented here to comprehend the characteristics of CSR activities of banks in Bangladesh:



Evolution of Social Responsibility

The notion of social accountability has emerged in the world through a paradigmatic shift in the social and business academic fields. The emergence of social responsibility was dependent on many social, business, and environmental factors. The government, international development agencies, and corporate bodies have implemented numerous policy reforms and developed various applied strategies in response to changing conditions. The study gathered information

about the evolution history of social responsibility from various sources (*Carroll, A.B., 1979, 2008; Nasrullah & Rahim, 2013*). and discovered that it developed in three stages:

- The concept of social responsibility first emerged in the late nineteenth century, when absolute economic power was concentrated in the hands of a few men as a result of the government's "laissez-faire" philosophy and entrepreneurial spirit. In line with this philosophy, in the USA, J.P. Morgan and John D. Rockefeller's empires dominated the American economy, and in Europe, Alfred Krupp's company dominated European markets. This extraordinary power has led to poor working conditions in their factories, and it has caused the government and individuals to be concerned about improper business practices and handling. As a result, laws on the fundamental rights of workers developed during that time.
- The great depression, rapid price increases, bank and business failures, and mass population job losses caused the world economic crisis in the 1930s, and the second stage of social responsibility emerged. Many people blamed the current crisis on the consequences of corporate greed. The severe economic failure necessitated new business laws and policies to protect the masses from economic hardship and to ensure the welfare of society.
- In the 1960s and 1970s, unethical business practices such as unexpected profits and drug scandals put pressure on their companies through global social activism led by world intellectuals and celebrities. During the 1960s and 1970s, German philosopher Karl Marx stated that "there is no crime business will not commit for a profit of 300 percent". The social activism movement created pressure on the government to formulate regulations for social and environmental concerns such as basic consumer rights, health warnings on cigarettes, and protection of the environment for living. As a result, consumers became more conscious of their rights and power, and consequently, businesses became more concerned about consumers' demands to respect their rights. Businesses develop their strategies and policies with the welfare of society and the interests of the company in mind, as both are interdependent. Businesses were thus eager to contribute to a brighter future, which included funding for education, research, the environment, health care, and the well-being of local communities.

Emergence of CSR

CSR interventions and practices have been implemented in diverse ways in diverse parts of the world. On every continent, CSR has been practiced historically for several decades. Before the emergence of the concept of CSR by multinational corporations, philanthropic endeavors had been taking place in different regions. Large corporations have integrated CSR into their units of production in various parts of the world to free themselves from the negative effects of this process on society while also playing an important role in societal welfare. Large corporations' CSR intervention goes beyond traditional charitable actions.

The 1920s are the dawn of corporate social responsibility as viewed by scholars generally (Walton 1967; Heald 1970; Lawrence and Weber 2022). However, some scholars outlined the origins of CSR in the nineteenth and early twentieth centuries, and profit maximization was the prime goal of CSR among others (Hay and Gray 1977). They stated the corporation's goal was only economic growth and the accumulation of wealth. However, beginning in the 1920s, American businesses began to contribute to the well-being of their employees as well as the well-being of the community. The unemployment issue was of great concern to the business leaders, who had a responsibility to provide workers with sufficient wages and salaries. They were motivated and influenced by their religious beliefs to engage in social responsibility for the cause.

Personal responsibility for business leaders emerged in the 1930s, and a push toward assuming responsibility for the repercussions of a company's operation and societal responsibilities strengthened in the 1960s. The notion of CSR is very new in Asia, and in social structures, the existence of a connection between companies and society is quite important. CSR practice emerged when Western firms began doing business in Asia in the 1990s.

In Bangladesh, the practice of CSR interventions was started by the corporate business in the 1990s to comply with the terms and conditions of transnational corporations (TNCs), though as a part of corporate practice, CSR had a traditional existence from a philanthropic point of view for a long time. Local manufacturing companies abide by the guidelines of international counterpart companies to adopt CSR strategies for labor rights and environmental protection. Meanwhile, corporate sectors in Bangladesh have a great deal of involvement in social development

initiatives motivated by the policies and strategies of international development agencies and subsidiaries of multinational corporations. In response to this motivation, over the last decade, the corporate sectors, including export-oriented garment sectors and service sectors like banks and telecommunications, have welcomed the CSR interventions in Bangladesh with great emphasis on their ability to contribute to social development (Nasrullah & Rahim, 2013). However, the policies and guidelines for CSR activities are still in the development stage, in line with global standards.

The study found that before 2008, there were no explicit policies on CSR activities in the banking sector. Bangladesh Bank, the apex body of the banking sector, has taken initiatives in respect of formalizing CSR in the banking sector of Bangladesh in 2008, 2010, and 2012 and adopted different policies and guidelines to take account of the CSR program in their mainstream banking activities instead of short-term social works like providing grants, aid, and donations. BB issued another significant indicative guideline in 2014 for expenditure allocations and end-use oversight for banks and NBFIs (Habib et al, 2015). In this directive, BB specified the CSR expenditures in direct and indirect ways, specifying administrative setup, the budgetary allocation process, the expected range and coverage of allocations for CSR initiatives, and the end use of monitoring CSR expenditure. Besides all guidelines issued through circulars from 2008 to 2014, Bangladesh Bank 2022 formulated a pragmatic policy for CSR activities focusing on recent financial development and changes in the global economy. The policy emphasized CSR activities to generalize and organize for the social, equitable, and sustainable development of the country.

1.6: Rationale of the Study

The study, using anthropological research methods, would analyze the impact of education on socio-economic development among underprivileged students who received scholarships from CSR initiatives of banks. To explore research objectives, the study focused on three main research questions: How do commercial banking sectors provide financial support for underprivileged students in society? How do banks' CSR efforts contribute to the attainment of higher education for underprivileged students in society? How does education impact socio-economic development through higher education in society? The present study has analyzed on

descriptive-cum exploratory as well as explorative nature which made it as significant as a whole.

The objectives of the study are to examine the dynamics and purpose of CSR activities of commercial banks; to explore the dynamics of relationships as giver and receiver between banks and scholarship holders; to assess employment and unemployment conditions of stipend holders after completion of higher education; and to analyze the social and economic impact of education among scholarship awardees from CSR initiatives.

To explore the above objectives, the study focused on two types of studies. One is a study on education and its impact on social and economic progress, especially for underprivileged people in society, and another is a study on the dynamics of gifting and the reciprocal relationship between the giver and the receiver.

D.C. Bag (1984) discovered a significant impact of education among backward communities in an ethnographic study in West Bengal, India, and stated that education is the key to all avenues of change and is a process of socialization that emerges an elite category of people and plays a role in changing the attitude of people of several categories in the caste hierarchy to cope with the course of modernization. He also discovered that eradicating ignorance and poverty, the twin curses of backward communities, has been a top priority for planners. He also found a positive correlation between viable economic conditions and higher education.

Frederick Erickson (2009) stated in his article that education is a means of acquiring culture with a view to Tylor's definition, which includes formal schooling as a site of cultural acquisition in addition to including informal educational settings. Fong and Sung (2011) observed in mainland China that education has a direct effect on migration from rural to urban and upward mobility, especially for women in family and society. Schuller & Preston, et al (2004) have found in their ethnographic study in the UK that education develops human, social, and identity capital for people through the learning process. Furthermore, the study looked at CSR as a development gift and its role in long-term social and economic relationships as a form of "generalized reciprocity" between scholarship recipients and banks (Mauss,1924; Shahlins,1974; Gardner, 2016).

The study, based on the above works and theories, attempted to explore the idea that education is a significant tool for bringing about social, economic, and political inclusion and improving personal well-being. Underprivileged people are marching through life with financial weakness and poverty, which are root causes of backwardness in achieving their higher education. This segment of the population is facing inequality, lack of women's empowerment, hard-core poverty, unhealthy lives, a lack of quality education, an absence of knowledge and skills, unemployment, etc.

To overcome the social and economic problems and achieve sustainable development goals, banks, to comply with the guidelines and policies of Bangladesh Bank, have allocated CSR funds in different sectors like education, health, humanitarian and disaster relief, environment, income-generating functions, art, and culture, etc. (Habib et al., 2015). Generally, underprivileged people are the actual beneficiaries of CSR interventions by banks, which include disabled, disaster or socioeconomic victims, minorities, or other disadvantaged people; about half of the beneficiaries were female, and the ratio increased from 42% to 47% in 2012 and 2014, respectively (Habib et al., 2015).

The education sector is the highest priority area of CSR intervention by banks to improve the financial condition and social progress of underprivileged people through providing financial assistance in achieving higher education. Banks in Bangladesh provide stipends or scholarships to poor but meritorious students at the undergraduate, graduate, and postgraduate levels for achievement in their higher education as part of their corporate social responsibility (CSR) policy.

The researcher was unable to locate any empirical research on the role of bank CSR interventions in the education sector and their impact on the socioeconomic development of underprivileged people. Using anthropological theories and methodologies, the current study attempted to investigate the role of CSR in the education of underprivileged students and its impact on social, cultural, and economic development. Moreover, the study observed that this education of underprivileged students has a significant contribution to many sustainable development goals, such as inclusive and equitable quality education, the end of poverty and

hunger, healthy lives and well-being, gender equality, and women's empowerment, etc., with a view to human, social, and identity capital.

Besides, the study also explored CSR as a development gift and its role in long-term social and economic relationships as "generalized reciprocity" between scholarship recipients and the banks, which are very similar to the findings of Mauss, 1924; Shahlins, 1974 and Gardner, 2016.

In a nutshell, on account of the following unique and significant features, the present study is more rational:

- There was no study directly related to the role of CSR in education and its impact on the socioeconomic development of underprivileged people.
- No ethnographic study was found on the specific problem of the outcome of CSR efforts in socio-economic development after the completion of higher education.
- Responding banks were chosen from among all banks based on their greatest contribution to the scholarship program.
- Respondents to the study were selected using a statistical method like purposive sampling.
- Respondents represented both direct scholarship recipients and scholarship givers who are directly associated with banks' CSR activities.
- The study collected data from primary sources through observation.
- The study used both quantitative and qualitative methods for data collection.
- The use of interview and case study methods was the most significant feature of the study.

1.7: Limitations of the Study

Validity and reliability are more significant factors for good research in any area of study. Proper measurement of the variables and finding the relevant answer to particular questions are the prime conditions for the validity and reliability of any research. But, on account of some inherent limitations in data, all research is not able to confirm the same validity and reliability. Considering all the aspects, the researcher has tried to overcome those limitations as much as possible in this study. Moreover, despite the above precautions, the study has the following limitations:

1. Despite their extensive involvement in CSR activities, some banks did not provide sufficient information about scholarship awardees responding to verbal and written applications. Even though some banks responded after multiple communications and Bangladesh Bank intervention, which resulted in a lengthy delay in beginning fieldwork.
2. Ample time is required for any research to collect all necessary information accurately. More money was required to conduct research over a long period. In this regard, the current study could not continue for an extended period due to the high cost. As a result, it seemed to the researcher that if the duration of the study was increased, more findings might be derived.
3. Respondents were a more reliable source of information through interviews and observation. However, due to distance and job location, multiple meetings with respondents were not possible. Moreover, it was attempted by the researcher to meet with the respondents according to their availability (national holidays, weekends, etc.).
4. In some cases, respondents to the study failed to answer exactly or were unwilling to reply to what was desired or asked. As a result, reliable results may not be obtained in those cases.
5. In research, it was widely assumed that the larger the sample size, the more reliable the data. In this study, only 100 respondents and their families were selected through purposive sampling. As a result, it appears that the study's findings are not more reliable or representative. Moreover, as the study selected the respondents exactly through sampling procedures, it does not matter what the sample size is.
6. As the respondents are highly educated, in some cases they have not provided full information regarding their scholarship, occupational category, level of income, etc.
7. No government statistics are available relating to the problem.
8. There is no previous record of the study being directly related to this problem in Bangladesh.
9. No study or record was found on the after-education status of the scholarship awardees by the Bangladesh Bank or respective banks.
10. The published and unpublished information related to the problem is not sufficient.

Despite the above limitations, the study has attempted to collect the required data and necessary information, which is valuable for exploring the impact of education on socio-economic development among the poor and meritorious students who receive scholarships from banks under CSR initiatives.

Chapter-2

Methods and its Techniques

- 2.1 Research Methodology**
- 2.2 Research, Research Methods & Methodology**
- 2.3 Scientific Research Method**
- 2.4 Research Methods in Anthropology**
- 2.5 Research Design of the study**
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Chapter-2

Methods and its Techniques

This chapter contains the research methodology of the study which includes a brief on the concept of research methods, research design, sources of data collection, sampling procedure and survey design. The study also identified the research methods and its techniques for data collection which includes observation, in-depth interview, case study, key informant interview, etc. Integrated method containing qualitative and quantitative methods has applied in the study to examine the theoretical model empirically and thus examine the research objective and answer the research questions. In analysis of collected data the study used statistical methods which include central tendency and regression analysis through SPSS (Statistical Package for Social Science).

This study is applied data collection proceedings, which was conducted through one year fieldwork among the 100 respondents who had awarded scholarship in student life. Fieldwork was conducted in two phases from September 01, 2021 to October 31, 2021 and December 01, 2021 to September 30, 2022. The fieldwork was started through the sampling of the respondents and survey of their households for which two months were spent. Then the rapport building efforts were taken gradually from December 01, 2021 and intensive fieldwork started which continued September 30, 2022. During these days, more intensive methods of data collection such as case study, in-depth interview were applied among the respondents, which range all together ten months.

2.1 Research Methodology

The processes of research across different branches of knowledge vary significantly. Disciplines in natural science emphasize on accurate prediction of events and how to control them on the other hand, research in social science focus on describing, understanding and interpreting social aspects explicitly; as such, social researchers applied many approaches of methods as compared with natural scientists.

In anthropological study theory or methods are very significant to examine any social, economic or cultural behavior after selecting research problem. The research work starts with the setting of research design, a theory or a model and a specific data collection technique or methodology (Fetterman, 1989, p. 11). As such, research methodology helps the researcher to find a new solution of the problem.

2.2 Research, Research Methods & Methodology

In a research work, different research methods and methodologies used to depict the real scenario, explore origin of the problem and find a better solution with alignment of relevant theories therein. Therefore, the before selecting a research methods and methodologies it is very indispensable to have a clear understanding about the concept of research, methods and methodologies.

Literally, research (re-search) means "to search again". The term connotes patient study and scientific investigation wherein the research takes another, more careful look at the data to discover all that is known about the subject. Ultimately, all findings are tied back to the underlying theory (Zikmund et al, 2010).

"Research is a careful investigation or inquiry especially through search for new facts in any branch of knowledge"(The advanced learner's Dictionary of Current English, Oxford,1952, p. 1069).

"Research refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions either in the form of solution(s) towards the concerned problem or in certain generalizations for some theoretical formulation. Research includes scientific and indicative thinking and it promotes the development of logical habits of thinking and organization"(Kothari, C.R. 2006,p.5). Examining replies of different problems and discovering social causes of various problems, research is significant equally to social scientists and both knowledge and practical aspects are more widely being considered (ibid).

2.3 Scientific Research Method

The word "Science" is originated from Latin word *scientia* and is imitated from the verb *scire* (to know). The actual meaning of the word was "the state on fact of knowing". The contemporary use of the word science is to indicate a body of systematic knowledge and a method of analysis conducted by inquiry, solving the problem and emerged the analysis methods.

Research is the production of knowledge which is closely associated with human behavior where behavior of an individual is a function of a person in interaction with situation. It is goal-oriented, action-oriented and an environmental determinant. Therefore, the scientific research method is based on and consists with the documentary evidence, objective considerations and data even in the field of anthropological research.

2.4 Research Methods in Anthropology

The research methods that are used in anthropology for long time had greater view and application to the study of rural societies. Beside this, in studying urban societies different research methods are used due to complex and heterogeneous nature of the cities, whereas rural societies are quite simple and homogenous in nature (Basham, 1978, p. 9). The sample population of present study is inhabitant in both rural and urban (due to migration) area, since all respondents' native area is located at rural area. Therefore, the study applied the research methods in consideration of homogeneous and heterogeneous nature of the respondent's previous and current location of residence.

The hallmark of anthropological research method is participant observation as proposed by Malinowski and holism in life of community which demands the researcher to live among the people he studies and participate as fully as possible in their daily lives (Basham, 1978, p. 25). By its very nature the city makes the holistic tradition of participant-observation impossible because the size and diversity of even the smallest city makes it impossible for the anthropologists to know each inhabitant except in the most superficial manner (ibid, 1978, pp. 299-300).

It's a great revolution in the field of study recently to use qualitative research methods in research of anthropological, other social sciences and in the development oriented issues. "A qualitative research method of inquiry is that where initial questions for research often come from real-world observations, dilemmas, and questions and have emerged from the interplay of the researcher's direct experience, tacit theories, and growing scholarly interests" (Marshall, C & G.B.Rossman,1995, pp. 1-16).

In the field of development research as well as urban anthropological research a significant change is seen where both qualitative and quantitative research methods are widely used. Therefore, in present days both the qualitative and quantitative research methods are integrated in the research work because today anthropologists are more flexible in the collection of data and in the implication of data collection technique or research methods which is both -these methods are collaboratively used in field practice.

However, according to Pelto, J. (1970) in his book "Anthropological Research: The Structure of Inquiry", the techniques of data collection in anthropological research are: i. Participant observation, ii. Key informant interviewing, iii. Collection of life history, iv. Structural interviews, v. Questionnaires, vi. Rating and ranking, viii. The Semantic differential technique, viiii. Project measures, xi. Other psychological instrument, x. Unobtrusive measures, xi. Technical equipment in fieldwork, xii. Multi instrument research.

2.5 Research Design of the study

Research design is the framework of a study and general guidance for data gathering and analysis. According to Saunders et al.,(2016), "A research design is an overall plan for how a researcher will respond to research questions that includes clear objectives derived from research questions, specifying the sources from which data will be collected, how data will be analyzed, and finally, discussing various issues and constraints in terms of data access, time, location, and money(Saunders, et al 2016)."

Generally any research is formulated based on some specific objectives and to experiment the outcome of any study. The research revolves around three key issues that researchers must examine, such as "What to research?" "Why to research?" and "How to research?" (Holden &

Lynch, 2004; Remenyi et al. 1998). Out of three questions, ‘How to research’ is a central questions and research design is related to the central questions. The present study defined a research design based on the different thoughts of research methods, incorporating following aspects:

2.6 Sources of Data Collection

The collection of data is very significant for any anthropological research. The present research collected data from various sources which are categorized into two main sources; Primary Sources; ii. Secondary Sources:

i) Primary Sources: Primary sources of data collection for this are those that will be directly obtained from the field and through the close contact with, the responding people during the fieldwork. According to Kothari, "Primary data are those which are collected afresh and for the first time, and thus happen to be original in character"(Kothari, C.R. 2006). Data was collected from 100 households where 100 respondent selected those have awarded scholarship under CSR funds from banking sector for their education. The study area and households will be selected based on sampling method. These data from the primary sources collected through survey, observation, interview both in-depth and key informant interview, case study and. In addition, life history and oral history approaches will also be used.

ii) Secondary Sources: The secondary data, on the other hand, are those “which have already been collected by someone else and which have already been passed through statistical process”(Kothari, C.R. 2006)). The present study largely focused on various books, journals, articles, statistical information, daily newspapers, magazines, internet etc. for the secondary sources of information to support the research work. Annual reports of the concerned banks and Half-yearly CSR Review of Bangladesh Bank were significant secondary sources for this study. Moreover, Central Library of Dhaka University, Public Library, Bureau of Statistics, Information Desk and Website of the Ministry of Finance & Ministry of Planning, Library and Website of Bangladesh Bank etc. were important secondary sources. These secondary sources would be helpful in the formulation of some of the concepts and basic notes or background information

about trends of CSR efforts of banking sector and its impact in socio-economic development of Bangladesh through helping the underprivileged segments of population to their education.

2.7: Methods Used in Data Collection

The methods have been applied to represent the insight and realization of the studied population and to draw their social scenario in a way how they construct the internal world in the response of the external factors. The method is based on three assumptions; (a) “that reality is 'out there' to be discovered; (b) that direct observation is the way to discover it; (c) that material explanations for observable phenomena are always sufficient” (Bernard, 1988).

However, the present study is based and conducted on the phenomenon of impact of education in socio-economic development and hence applied integrated methods and techniques in the collection and analysis of data for proper manifestation. In the collection of data and analysis there against from the field in the research orientation of anthropology flexibility is now one of the aspects of core consideration. In terms of collecting data from the field in development projects and also in other social science researches the researchers are now combining both the quantitative and qualitative methods. Today the application of integrated quantitative and qualitative research methods is extensively recognized as well as a multi method approach is of great importance among the scholars.

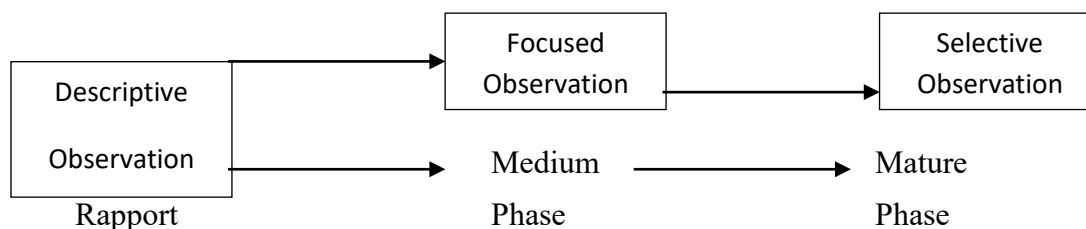
Different methods for data collection have been used in the study focusing the objectives. Most of the techniques have been depended on the situation and social environment of the studied population and field. Though the methods have been applied in a systematic and organized way, an informal and cordial condition has been attempted to ensure during the fieldwork. For this reason, intimacy with the respondents and friendliness with the young population have been attempted to develop for gathering the data in highest possible manners.

1. Observation

The beginning of the fieldwork was a bit formal; it is a sense that it was started with conducting a household survey. Thus, an introduction was complete with the respondents. Under the

observation method, the information sought by way of investigator's own direct observation without asking from respondent (Kothari, 2006).

From the very beginning, the purpose of fieldwork was informed among the respondents several times. An introduction by a researcher is the best ticket into any community (Fetterman, 1989). Afterwards, the initial entry as the researcher into each household was warmly accepted. Gradually it stepped forward through gossiping, nodding, exchanging greetings, ordinary discussions, etc. All these activities were geared as rapport building mechanism. Side by side, as a part of serious research endeavor, observation of lifestyles of the studied population, their educational level and occupational status, nature of family relationship, material aspects of the everyday life, etc. were also undergoing.



2. Case Study Method

Details background analysis of a certain number of events or conditions and their relationships is called case study method. “A case study involves the in-depth study of a single example of whatever it is that the researcher wishes to investigate” (Mc Neill, 1990, p.87). To examine real life scenario the researchers are using case study method widely. As such, the study used the case method more extensively to search the respondent's progress in social and economic point of view. Some steps to be followed for conducting a case study, such as maintain checklist, selecting the case, setting techniques for gathering and analyzing data, preparing to collect data and analyzing data and reporting writing.

The present study used the case study method depending on checklist in which important factors have been included. This helped the research work to be conducted in a more symmetrical and systematic way.

3. Key Informant Interview

“Culturally some people are sensitive than others and some are more articulated (Fetterman, 1989). The extents of relationship with all the family members were not equal; some people were delighted to interact more and some people as key informant for discussions and interview. Key informant technique was applied due to the following reasons:

- Key actors are excellent sources of information.
- To collect historical data, knowledge about contemporary interpersonal relationships and a wealth of information about the activities of everyday life.
- To be familiar with other members of the household.
- All types of questions are not possible to ask all the household members.
- To gather in-depth information within a short period.
- To acquire a clear idea about the household members.
- Key informants are effective and efficient sources of data and analysis.
- Key informant technique was used as a part of multiple sources of data.

Several key information were selected as each of the household selected for the study were isolated from other households. The following criteria were followed for the selection of the key informant:

- Among the respondents who were more interested to talk.
- Persons with whom a bond of trust was built up.
- People who were more articulate for providing information.
- Persons who usually spent more time among the household members.
- People who are old and experienced, and can provide historical information.
- Household members who have a clear idea about other members.

Such a method has been used in this research to obtain information about various dimensions of the problem and which helped to get data on issues like impact of education on socio-cultural behavior of the respondents with others, their way of thought, everyday life and the role of education in socio-economic development among the respondents, their society and country in general.

4. Survey:

According to Kothari, survey refers the method of securing information concerning phenomena under study from all or a selected number of respondents of the concerned universe (Kothari, 2006). In a survey, a researcher analyzes those issues that exist in the universe independent of his action. In survey a set of open ended and close ended questionnaires has been used to collect data directly through interviews.

5. In-depth Interviewing

Both structured and unstructured questionnaires were applied in this research. In social science research the method of questionnaire is important which develops by listing a number of questions to the information to know and identify various dimensions (Mc Neill, 1990, p.40).

Structured interviewing involves exposing every information in a sample to the same stimuli which may be a set of questions; and unstructured interviewing means involving people informally during their course of an ordinary day of participant observation (Bernard, 1988, pp.203, 225). However, in this case the researcher has used a questionnaire with some selected questions to interview the samples and also used the unstructured interviewing by mixing with the interviewers with formal discussion and set of questions which helped him to get more underlying information about the problem.

Interview protocols and strategies

Interacting with the people is always a sensitive issue; it is more evident when it is directed for an explicit and implicit aim. For the present research, some general strategies and protocols were maintained, those are as followed:

- respect the cultural norms and respondents,
- purpose of the study was mentioned
- formal permission was obtained
- maintained neutrality
- Target was to learn from respondents

- A checklist and set of questionnaires prepared.

Emic and Etic Perspectives

The method of emic perspective or thick description, that is the insiders or natives perspective of reality and the etic perspective that is the researchers external or outsiders social science perspective of reality in terms of examining the nature and integrating aspects of impact of education on socio-economic development are being used in this anthropological research Work. These helped the researcher to understand reality and to describe the situations accurately of the people involved.

Unobtrusive Method

A variety of measure, which did not require formal interaction or conversation with the studied people for data collection were also adopted in the fieldwork of the research. The unobtrusive measures which are used in the fieldwork included outcroppings and kinesics.

1. Outcroppings. It was used to understand the wealth of the household without any interaction. It was adopted as an initial strategy to achieve an idea and estimate about the presence of the modern conveniences and luxuries in the household. Each outcropping was placed and seen in the large context, which assisted to trace out a large scenario and step forward.
2. Kinesics. It was taken into consideration for the study to understand the body languages of the studied people within household members and the attitude of the people.

2.8 Instruments used in Data Collection

The help of some instruments were taken in data collection especially from primary sources and some cases from secondary sources, which are as follows:

i. Fieldwork Diary

An ethnographic fieldwork diary has also been used in the study to note every of the credentials, mistakes as well as information and notes done or collected during field work in the field. The

researcher felt this ethnographic diary during his field work as a living partner right from the beginning to the end of the fieldwork to overcome from sever loneliness, fear and emotion.

ii. Photograph

In this visual and technological world of communications the use of camera in collecting photographs on several subjects of respondent's and its related issues is a live presentation of information and data in this study.

iii. Video recorder

Video recorder was used during the interview with the permission of the respondent. It assisted a lot for gathering data because all the information was not possible to write down during conversation. Video recorder helped for smooth continuation of conversation and interview. As the researcher conducted his fieldwork in a modern technological setup, and the studied people were very much familiar with varieties of technological innovations and they also use many electronic types of equipment in their everyday life, for this reason tape recorder did not arise any problem during interview. Rather they felt that their statements were important, that is why it was recorded.

iv. Cell Phone

The researcher also used cell phone, to talk and communicate with some people under study in case of necessity and difficulty to reach them physically. As the respondents are highly educated, they are connected to internet through smart phone which enabled researcher to communicate with respondents directly by audio call, video call, live chatting and SMS through whatsApp, messenger, imo etc. The researcher used different data collection techniques such as cell phone also one of them.

v. Internet:

Up-to-date data and information regarding different issues of impact of education among underprivileged in socio-economic development were collected during the study both form

Bangladesh and from around the globe through Internet browsing which helped to enrich the study.

2.9 Sampling Procedure of Respondents

To select and formulate a research problem as well as to collect primary data it is important to find out and include the specific subject of study i.e. the sample of the study. Appropriate sampling procedure must be maintained by the researcher in the ethnographic study to make the research well-organized and successful.

A definite sampling procedure is also maintained in this study out of many sampling techniques. In the study the purposive or judgment sampling has been used which is non-probable in nature. In purposive or judgment sampling one decide the purpose he wants an informant (or a community) to serve and he goes out to find one (Bernard, 1988, p.97). Therefore, the purposive sampling has been taken into consideration as this satisfies the need of the study quite successfully. In a general sense, the purposive sampling is supportive to attain practical goals where quick as well as basic results are obtained satisfactorily.

The present study have selected four sample banks through purposive sampling considering highest contributing point in CSR efforts among commercial banks based on data available in secondary sources like Annual Reports of concerned Banks and half-yearly Review of CSR published by Bangladesh Bank. Beside this, the sample population of the study also has been selected through purposive sampling and 100 awardees of scholarship have selected as respondents of the study. All the respondents have completed their higher education from reputed university with a stipend from sample/concerned banks and majority of respondents are occupied in different professions.

Study Method, Sample Size and Techniques of Data Collection						
Sample population	Study methods and Sample size				Sample Selection Method	Method of Data Collection
Scholarship awardees from BRAC, DBBL, IBBL & Prime Bank who completed higher study in different years.	Survey	Case study	In- depth interview	KII	Purposive sampling	Integrated method
	100	14	10	14		

2.10 Criteria for Selection of Respondents

The most rationale and significant aspects have considered for the selection of the respondents. In this regard, sample population of the study selected keeping in the mind the objectives carefully. As such, the criteria for the selection of the study area can be mentioned in following terms:

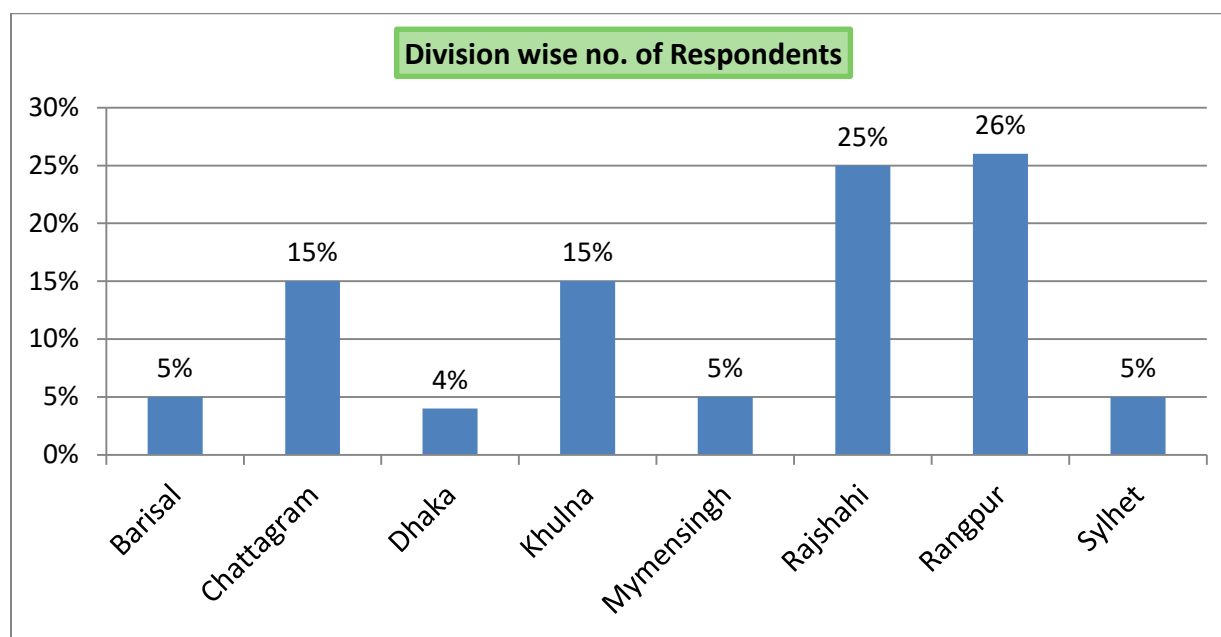
1. In selecting sample population it is maintained that the respondents for the study must support the objectives of the study taken into account.
2. Easy accessibility and reachable to the sample population is also kept in mind.
3. Time and money (budgets) are the two vital factors in selecting the sample population. Because the researcher has to conduct the research work with limited self-budget (no money is paid from the institutions) and within a specific period of time (all together one year of fieldwork). So, easy accessibility helped the researcher to conduct the study more easily with convenient within a designed time frame.

2.11 Selection of the Study Area

The selection of the study area for the present study is virtually based on higher trends of scholarship recipients from the banks. The study selected the respondents based on two major considering points; original locality/residence and present residence of the respondents. The respondents have been selected by the researcher through purposive sampling that covered different districts or localities, including urban and rural areas of the country, which is significant to analyze social, economic, and cultural conditions as well as understand migration status from rural to urban areas. Geographical location is a very important factor to explore the economic and social status of the population under study. People in north Bengal, Bangladesh, such as Rangpur and Rajshai division, have historically faced financial backwardness known as "*monga*" for a variety of reasons. Aside from that, people in other parts of the country face poverty and financial difficulties to varying degrees. The banking sector used to select underprivileged students from the whole country, especially from rural areas, for financial support through awarding scholarships for graduation. The study has taken a sample population through purposive sampling, covering all eight divisions, including 40 districts. 51 of the 100 respondents

were from the divisions of Rajshahi and Rangpur. The figure-2.1 is representing that the respondents are from 40 districts where some districts have 3-5 respondents.

Figure- 2.1: Geographical location of sample population of the study:



Source: Fieldwork, 2022

The Figure-2.1 shows that among 100 Respondents the 26%, the highest number of Respondents were from Rangpur division, second highest- 25% from Rajshahi division, 15% respondents each from Chattagram and Khulna division respectively. 5% respondents each from Barisal, Mymensingh, Sylhet respectively and only 4% respondents from Dhaka division.

The objective of the study is to examine the impact of education in socio-economic development of underprivileged students who received scholarship from banks under CSR scheme. The study selected the respondents from the scholarship recipients of the banks through purposive sampling and found that out 100 respondents, majority are living in Dhaka city for their occupational existence. The reasons behind selection these areas are; the area is also close to researcher's residence. This would help to communicate with the respondents and study intensive. As far as his concern, there is no study conducted about respondent's life style, family and economic and social status especially impact of education on human, social and identity capital. This aspect encouraged him to study this sample population.

2.12 Unit of the Study

The unit of a study refers to any individual, group, household, farms, market places, institutions or any other group or sub-group of people of the society upon whom the study is based on and this is very important for any land of research. This unit of study has different strategies in both urban and rural areas. The range of social units in which urban anthropologies have worked are; 1) units based on common residence such as neighborhood or a cluster of blocks in a city; 2) groups based on common culture of origin such as ethnic or minority; 3) group based on common work notably occupational groups; 4) units based upon primary relationships such as households, kinship unit and social networks.

The unit of the present study is basically the respondents and their household. Scholarship recipient comprises the basic unit of the study. All these people are taken as a single household unit (including all the members of their family) to understand, conceptualize and make an in-depth anthropological study about the role of CSR towards education in socio-economic development in Bangladesh.

Detailed Feature of Sampling Procedure (Bank wise Respondents)

Respondent s' Banks	Starting year to offer scholarship	No. of Survey (Respondents are awardees before 2012)	No. of case studies	No. of in-depth interview	No. of KII
BRAC	2009	23	3	2	2
DBBL	2001	25	4	2	2
IBBL	2001	27	4	2	2
PRIME	2007	25	3	2	2
Other		-	-	2 BB officials	6 parents
Total		100	14	10	14

Source: Fieldwork, 2022

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residence. This would help to communicate with the respondents and study intensive. As far as his concern, there is no study conducted about respondent's life style, family and economic and social status especially impact of education on human, social and identity capital. This aspect encouraged him to study this sample population.

2.13 Technique of Data Processing

The data, after collection, has to be processed and analyses in accordance with the outline laid down for the purpose at the time of developing the research plan (Kothari, C.R, 2006). To make the findings of the research more fruitful one of the most important task of the researcher is to configure out and processing the new data collected from the field and then to analyze them in a more definite and figurative way. According to Kothari, the data processing implies editing, coding, classification and tabulation of collected data so that they are amenable to analysis data through the following steps:

- i. Editing: To identify errors and omissions of the collected data and rectify those errors when possible.
- ii. Coding: the process of assigning numerals or other symbols to answers so that responses can be put into a limited number of categories or classes.
- iii. Classification: Huge amount of raw data to be reduced into homogenous groups based on common features to get meaningful relationships.
- iv. Tabulation: Summarizing raw data in concise and logical order through columns and rows.

2.14 Analysis of the Collected Data

Since selecting the problem, the analysis of the study began and continued till the last word of the final presentation. Data was collected from both the primary and secondary sources. Collected data was qualitative and quantitative as the study required. The main aim of the study was to experiment the role of CSR towards education in socio-economic development. For the present study, quantitative data has been used with the aim to increase the effectiveness of the qualitative data by increasing reliability and comparability.

In the study an attempt has been made to reduce and manage the massive and diverse and relevant and irrelevant data into sizeable forms, based on their relevance in line with objectives

of the study. Thinking process was important to manipulate data in a meaningful and useful manner. The initial stage in analysis of data involved simple and selective perception.

2.14.1: Analysis of Interview

In the case of the informal interviews, the data was grouped according to the topic of the information. Cross interview analysis for each question was followed to see the similarities and differences of the data provided by the interviewees. Data grouping helped to conceptualize and contextualize the data. In the case of semi-structured interview, data was in the more precise form. It was grouped according to the questions and the cross analysis of data was done which helped to construct meaningful and useful information.

2.14.2: Analysis of Observation

Analyses of observation were dependent on some points, which were relevant to the fieldwork, field and the people. The important aspects of the observation were noted down and some descriptions were also written according to its significance.

Social Situation: The social situation was taken into consideration of the observation; it included the people who were studied, their relationships, their material culture, assets, and cultural domains.

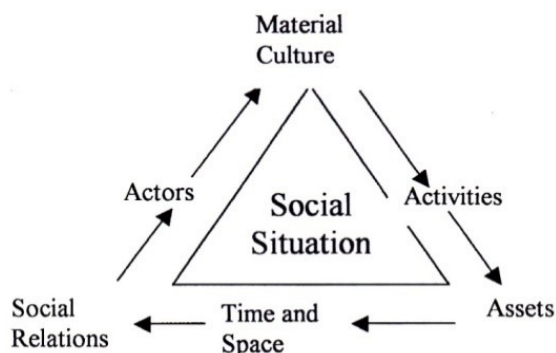


Figure-2.1: Situation Analysis and Considering Socio-economic Factors.

Chronology: The timeframe of observation, which was from the beginning to the end of the fieldwork, was vividly important with the facts and events and were emphasized for the analysis.

Key events: Major observations were analyzed according to the key events or facts happened in the field. Observation of key events helped understanding the relationship of the people and their material culture.

Focused Observation: It helped to conceptualize relevant factors more specifically and intensively as a part of strategy to analyze the observation.

Studied People: An observation has made on the activities of the persons, with whom interaction occurred among the studied people. Thus, the observations of people were analyzed.

Selected Issues: selected issues were noted down and grouped together. The key issues were analyzed according to the behavior and preferences for the material culture of the participants.

2.14.3: Analysis and Construction of Case Studies

The data of the case study interview was grouped according to the different cases. Then, the data were categorized and analyzed to the following steps:

Step 1: All the data of a particular case was categorized and followed a systematic way.

Step 2: The relevant data for case was selected and irrelevant data was reduced.

Step 3: The data was organized and edited for the case study.

Step 4: The case was arranged and represented according to the understanding of narrative.

2.1.4: Content Analysis

For the analysis of some secondary data like, written and published data, graphic image and events of electronic media were considered important for the study. Some magazines, TV /programs, Newspapers etc. were grouped according to the issue. The patterns of the texts and messages to the reader were analyzed like the observed behavior. The content analysis process followed some steps such as: sorting, comparing, aggregating and synthesizing.

2.14.5: Triangulation

It was adopted to assess the raw data for its validity. Triangulation of the data was followed to test one source of data against another source for its validity and reliability. It helped for the accuracy of collected data. During the data collection, various information was crosschecked among the household members, which also assisted for overcoming the misunderstanding of the facts.

2.15: Presentation of Data

After the analysis of the collected data, the most important task was to place the data in the appropriate order of the sequence from where it could reflect on the research problem. Thus data has been presented in a systematic procedure. The presentation of primary and secondary data

was considered important for grounding the empirical findings of the role of education in socio-economic development in Bangladesh.

The data, presentation in the several chapters is basically the combination of qualitative and quantitative data. The numerical representation of quantitative information has been considered important to support the qualitative statements and findings. The descriptive analysis has been provided under heading and sub-heading. The social, economic, historical and cultural flows and processes have been presented in diagrams where it was necessary.

Along with this, "some graphs and table have been included to present the narrative in the summarized form to provide more insight into the study. Some case studies have been included with the description of the findings. These case studies are considered as the supporting example of the descriptive analysis. It has been intended to provide case studies with the analysis part because it helps to understand the finding, analysis and research issues more lively.

2.16 Time Framework of the Study

The research question and the conceptual understanding for the research were developed in January 2020. Afterwards researcher intended to focus on a set of issues, which tried to address the research question. This study is relied on data collection proceedings, which was conducted through one year fieldwork among the 100 respondents who had awarded scholarship in student life. Fieldwork was conducted in two phases from September 01, 2021 to October 31, 2021 and December 01, 2021 to September 30, 2022. The fieldwork was started through the sampling of the respondents and survey of their households for which two months were spent. Then the rapport building efforts were taken gradually from December 01, 2021 and intensive fieldwork started which continued September 30, 2022. During these days, more intensive methods of data collection such as case study, in-depth interview were applied among the respondents, which range all together nine months. The researcher tried to spend more time with the respondents and develop cordial relationship, which helped to utilize the best within this time framework. There were also field re-visits which all together took one month, which were occurred, outside their home in the congenial places around the areas.

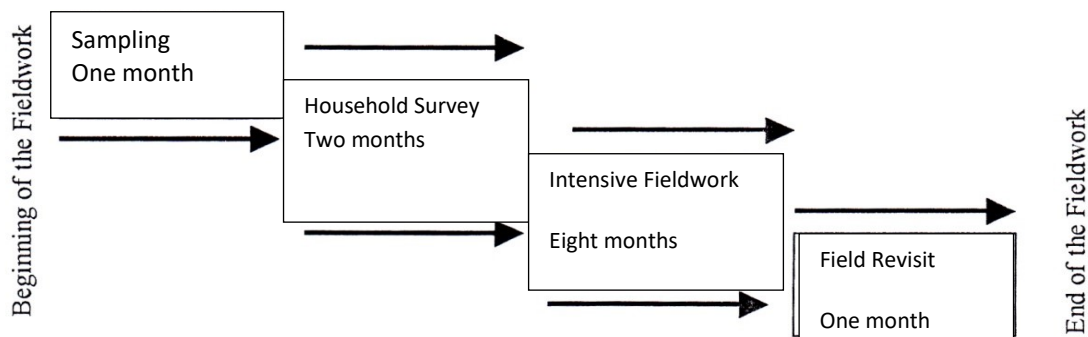


Figure-2.2: Time Allocation of the Fieldwork

2.17 Pains and Pleasures of the Fieldwork

In anthropological research conducting fieldwork is one of the most significant features to complete the study. “The most important element of fieldwork is being there to observe, to ask seeming stupid yet insightful questions, and to write down what is seen and heard” (Fetterman 1989, p-19). As a result, fieldwork of social anthropology helps in understanding the human social, economic and culture more effectively.

But it obvious that all sort anthropological fieldwork does bear some problems, constraints as well as success. At the same time field w9rk makes the research work spontaneous, enjoyable, unforgettable as well as memorable. The pleasures of field are immense but the pains are no less (Chowdhury, 1985, p-108). In the present study after getting the primary preparations of collecting materials and several other issues in regard to the problem of study at hand the researcher went on to work in the field to conduct research successfully. The researcher of the present study, in a similar sequence also had some pains and pleasures during the field work which are described in the following sections:

i) Pains

The beginning of the fieldwork brought much excitement for researcher that he was going to discover impact of education on socio-economic development of underprivileged people who completed their higher education through banks’ scholarship empirically. But soon he realized that it was not that easy and exciting as he was romanticized about the whole process. The initial excitement washed away when he was failed for several times to get researcher entry into the banks and the households. The information of scholarship awardees was not found in any publications of the bank and required to collect from the bank physically though formal

application submitted to the concerned authority. As such, after several time visits to the respective banks and advice from Bangladesh Bank, some banks responded and some not responded to the researcher's request.

The entrance at Bangladesh Bank is always restricted and need to take gate pass from a known official. In this case it took few terms to collect gate pass from a known source and took several times to collect their views physically and had to depend on their interview processes through telephones in several cases.

The researcher started communication with the respondents once getting information of stipend holders from banks, but some of them not willing to share any information about his scholarship and its outcome. Moreover, some of them raised question about the source of information and also complained to the respective bank as why the bank provided their information to the researcher?

The entrance to the household in urban area was so restricted that the household members initially were not interested to allow such an unknown person to inter into their house premises. But the researcher overcame this barrier by taking some strategies. As researcher introduced his identity to them as an Ph.D Researcher of Anthropology at University of Dhaka, which also assisted him to communicate with some of the family members who were also university level student.

In most regards, researcher had to take different strategies to get entry into different households and to share ideas, gather their experience and observe the scenario. Some households were very formal, they did not believe researcher's words, and in those cases he showed his acknowledgement letter from university and the official request letter from supervisor for assistance in fieldwork, which in some respect achieved their trust.

The respondent's employment location is different from their permanent address in most cases which caused to meet them on holidays and it was easy for communication with them. As a result, more time required for conducting fieldwork to complete the present research successfully.

Some parents and spouses of respondents were taken for interview. But it appeared quite problematic for the researcher almost everyday during fieldwork to get close to them because of their unwillingness to speak or giving information, which sometimes put the researcher in disgrace.

Some senior officials of commercial banks were taken for interview but it was difficult to get their schedule and as such the researcher has to visit bank's offices many times. Some of the parents thought that the researcher is the official of bank and he can arrange fund from CSR scheme for their other relatives.

The beginning work of data collection with a household survey brought serious impression about researcher work; it was a more precise and convenient way to draw their attention. Though the researcher found afterwards that the data provided that time on issues such as income, assets, etc. were not at the exact figure and amount what he came to know about through the informal discussion later on. Most of the households have idea about these survey procedures or census, but young members accompanying by old male respondents were observing the researcher with curiosity. They asked him what he was doing and what should be done with this. The respondents thought the researcher is a source to collect information for tax when the researcher asked about their income level, land ownership and flat etc.

It was rather easy to discuss the impact of education towards their social and economic progress. But when the researcher asked questions in the more personalized form that focusing on employment status, income level, nature of relationship between husband-wife, parent-children and between other members of family, it became difficult to get answer. Then the answers provided were more sketchy and skeptical. It also raised same problem when he asked someone about his or her personal income, saving and individual expenditure. They were more interested to tell about their financial contribution in various sectors of household expenditure. Some of them reacted by asking researcher what is the academic purpose of asking this unusual question. The researcher overcame these obstacles by following two strategies. One is that he searched out key informant among the family members because some respondents were more informative and delighted to talk to him. The key informant technique helped him to overcome many of the sensitive issues and provided with vast data than other sources. The second strategy was to ask repeatedly one-another about each other's information. Though at always, but in many respects this strategy became successful to get information

Very few initial entries into the households were through the female members. While the researcher's entries were succeeded by male members and afterward, when the researcher made good rapport with their family members and get introduced with female members, they allowed him to talk to them. When he could attend in a sort of informal family discussion, it was the female respondents who always kept the floor under their control. Female respondents were very

reliable source of information for outcome of education, relationship among the family members, financial contribution of family members and also about family expenditures.

Another problem faced by researcher was that in most of the cases the respondents asked different kinds of questions such as what is the intention of this research, what will be the outcome, what is the benefit of the researcher, does the researcher work for any Bank or NGO, how this can be an academic study etc. All these questions got the researcher into more interest and attention to the study.

ii) Pleasures

Alongside these painful experiences the researcher also gained some pleasuring and encouraging field experiences. Some respondents were very willing to talk about social and economic status before awarding scholarship of bank, necessities of scholarship for higher education, employment experiences, migration experience and personal development through knowledge, skills and success stories etc.

The respondents also enjoyed face-to-face conversation about new situation. Household head gave huge amount of time and described their historical and eventful life openly. Children at first had felt boring, but when researcher was trying to make the situation as free as was need then they gave different information and also talked with the researcher cordially.

Both in case of definite questionnaire, formal interview and informal interview or gathering they communicated and behaved well and talked very lively about their background, journey in education with scholarship, employment and progress in socio-economic status for higher education and different aspects of familial matter.

The respondents were very cordial and cooperative in maximum cases when researcher introduced himself showing formal letter of the university. This response from the respondents helped the researcher in conducting the research with more ease. Their live and joyful participations helped the researcher a lot to understand the facts and to realize impact of education on their family and social needs.

However, this is a unique anthropological study centered on the issue of the analysis of impact of education in socio-economic development of underprivileged people and both pains and pleasures in the field gave researcher some in-depth analytical capability and helped him to acquire knowledge from the field, to learn about the credentials and mistakes and to make research work more rich.

Chapter-3
Review of Literature

Chapter-3

Review of Literature

In any research one of the most significant aspects is literature review which is vital to the success of any research project to examine the research objective. The relevant literature provides conceptual and theoretical background for a new research and helps to experiment a research problem theoretically based on the previous findings. There are three documentation resources to gather information as what already been written on a particular topic: i) asking people ii) review articles and bibliographies, and iii) a host of online databases (Bernard 2006, p 96). In line with this direction, some of the books, journals, annual publications of banks, writings as well as articles or papers have been searched and then reviewed which are concerned about conceptual ideas of CSR, CSR towards education of underprivileged people, impact of education in socio-economic development and role of CSR initiatives of commercial banks in Bangladesh. The study reviewed relevant literatures in relation with objectives of the study with a view to enrich this study.

The anthropology of Corporate Social Responsibility edited by Dolan, C & Rajak, D. Routledge:London

Anthropologists and sociologists wrote CSR articles in this pioneering book. This book examines corporate social and environmental responsibility in transnational firms and different countries (Bangladesh, Cameroon, Chile, the Democratic Republic of the Congo, Ghana, India, Peru, South Africa, the UK, and the USA). The contributors examine the expectations, frictions, and contradictions the CSR movement is creating and address key issues like the introduction of new forms of management, control, and discipline through ethical and environmental governance or whether corporate responsibility challenges existing patterns of inequality rather than creating new geographies of inclusion and exclusion.

Anthropologists have studied CSR's apparatus and architecture and its local consequences, contestations, and responses. This is why we considered CSR's local effects.

Anthropologists have studied how CSR reconstitutes social ties between corporate actors and their consumers, producers, and other "stakeholders" and how CSR politics generate new arenas for corporate power. At the same time, corporate rhetoric has adopted anthropological concepts to "humanize" the corporate machine, presenting the company as culture, personhood, and kinship and CSR as the gift, social contract, and reciprocity.

Economies and Cultures, Foundations of Economic Anthropology, Second Edition by Richard R. Wilk & Lisa Cliggett

This pioneering economic anthropology book explains economics and culture. The editors added a "gifts and exchange" chapter to this version for several reasons. For one point, gift giving may be seen as rational transaction, political and social relations, and moral and cultural expressions, so it's a terrific way to observe all of human nature at once.

This chapter examines presents as an economic phenomenon from an anthropological perspective because Western economists tend to ignore gifting and focus solely on monetary exchange. Anthropologists recognize that economic activity affects more than simply money, including gift-giving.

Economic anthropologists believe "yes, a gift is more than the present itself." Gifts can hurt, give power, show obedience, or make a promise that may not be kept. Marshal Shahlins' Stone Age Economics describes generalized, balanced, and negative reciprocity, which the editors discussed. Giving away significant amounts of wealth can establish and maintain a social order, including hierarchies and social solidarity.

The Gift: The Form and Reason for Exchange in Archaic Societies, by Marcel Mauss 1924

This book is the most influential exploration of gifts and gift exchange in social science written by Marcel Mauss's (1924-1950), an ethnologist and sociologist, who inspired researchers from many disciplines to study gift and exchange systems. In this pioneer manuscript, Maus examined the gift system and its nature of feedback based on his research in different ancient societies. According to Marshall Sahlins, The Gift theory of Mauss is gift for social researchers as he

narrated 'Marcel Mauss's famous Essay on the Gift becomes his own gift to the ages. At the beginning of the book the author raised a question: Why a man feels to reciprocate when got a gift? It indicates that there is no gift without the obligation of return. With the example of Melanesian, Maori, and Kwakiutl cases, Mauss concluded that offering and reciprocating a gift binds both giver and receiver which forms relationship between them.

Mauss underlined three features of the process of Kula exchange system: the giving, the receiving and the reciprocation of a gift. The final experience is to build social relationship between giver and receiver through reciprocity.

Stone Age Economics: Three forms of Reciprocity by Marshal Sahlins, 1974

Marshal Sahlins is an economic anthropologist and his classic study of anthropological economics is *Stone Age Economics* (first published 1974). It comprised six studies on hunter & gatherer societies (addressed as primitive societies) on dynamics of their economic life and ways to study it. The author narrated this society as affluent society. The book studied concepts of production, distribution and exchange in early communities and examines the link between economics and cultural and social factors.

In influence of Mauss's thought, Sahlins interpreted gift exchange based on sociopolitical complexity of reciprocity and his basic framework defined three types of reciprocity: generalized, balanced, and negative. Sahlins first used his classification of different kinds of exchange to build an evolutionary typology of different societies based on the "complexity" of their economic systems.

Generalized reciprocity is a system of reciprocity where giving something without considering amount and with an assumption that something will be given back at indefinite future. Parents expenses for children like giving foods, clothing and paying for education etc. where parents have no expectation in tangible at that time but may have hope for love and affection and take care in later life after a long time away and which is not measurable. Food distribution among the Kung!/San is the most often cited example of generalized reciprocity.

Balanced reciprocity where something is given with a view to get equal or more return within certain stipulated time period. It occurs at social level than family who knows each other such as friends or extended kin. The gift-exchange Kula ring, potlatch or marriage payments in many non-Western societies fall into this category. Third type is Negative reciprocity “expectation of something to receive without giving anything” (Sahlins 1972, 195). A practical instance is gambling to understand the negative reciprocity Gambling.

Educational Anthropology: A theoretical exploration, Sassi . A, 2008

This article is a unique literature on educational anthropology to understand its theoretical orientation, approaches and emergence of educational anthropology. The researcher reviewed the educational anthropology is a way of exploring educational systems from a cultural anthropologist point of view (Spindler,1987). George Spindler, an American anthropologist was a forerunner to use ethnographic research methodology to the do research of education and considered the formal and informal learning as area of study. The author have described that anthropologists can play role to education in an unlimited ways in studying of acquisition of culture and its transmission in their culture-centric research.

The paper presented that there are three approaches in anthropological inquiry to education:

1. An educational phenomenon is to be studied in a cross-cultural context.
2. Methodology to education research is the use of unique method “participant observation”, which blended of integrated methods,
3. Education in anthropological direction is not fixed with school learning only but also informal learning which spans lifelong,

The Benefits of Learning: The impact of education on health, family life and social capital by Schuller & Preston et al 2004,London

This book is a all-inclusive, organized and ironic description of the effects of education on human life. The authors of the book are all fellows of the Research Centre, University of London. Thorough in-depth interview of 145 respondents in London the researchers have

presented that how learning affects their family life, health and participation in community life with detail analysis of advantages and disadvantages of education. The authors termed advantages of education as the benefits of learning in their literature.

Generally education is regarded as a tool of economic growth narrowly; but the researchers widened their analysis into multidimensional aspect which includes: impact of education in family life, communication, physical and psychological well-being and motivating in social development.

They discussed human, social, and identity capital in a triangle to evaluate education's benefits. They view learning as a process in which people intentionally or unconsciously build up human, social, or identity capital and subsequently reap the rewards in the form of greater health, stronger social networks, improved family life, and so on (Tom Schuller, John Preston, et al. 2004).

The book highlighted how education helps people cope with daily stress. Without education, culture, morals, and economy would suffer. Learning's effects on humans are unknown. Individual education, income, and occupation are connected (Carnoy, 2000). Qualified persons are promoted. Health, community participation, social integration, and economic performance improve with education, according to the authors.

Education influences most areas of societal prosperity: educated people live longer, healthier, pass on more physical and cultural capital to their progeny, etc. (McMahon, 1999; Ferri et al., 2003).

The author viewed that benefits of education is not only about economic performance but also social which includes health or personal well-being, community participation, social integration.

The Cultural Production of the Educated Person, Critical Ethnographies of Schooling and Local Practice edited by Levinson et al, 1996, New York Press

The editors of the book inserted some articles based on ethnographic works on impact of education in Nepal and stated that there was a remarkable progress of education in cultural production of educated person in family, society and country. Through ethnographic study among 32 students (aged 8-17) over a thirteen months period in 1985-86, Skinner & Broudy explained that Nepalese children reported that being a student was a very significant part of their

(future) lives and self-understanding in their article titled “schools and the cultural production of the educated person in Nepalese Hill Community”. After revisiting the students three more times over the next seven years and reported their ongoing life stories: hardship, accounts of marriage, raising children, continuing education, seeking employment, participating in political meetings or other events”. From students’ lives, songs, home, school and community, the researcher observed that the notions of “educated persons” and “uneducated persons” among them and the ways they (re)produced educated identities.

Being a student (*bidyarthi*) was a very significant part of their future lives and self-understanding reported by the children who were in school in 1986 in Nepal. Central objectives of education were to achieve knowledge, nice career, work for the society and become an obedient citizen etc.

Female students reported they also emphasized on service to the country. Most of them hoped to become doctors, teachers, or office workers. In case study they mentioned that one female student hoped to become a doctor and “serve the sick people”. She also was determined to follow what she learned from “family planning” that two children and no more make a “happy family”.

Benefits of Higher Education for Individuals and Society by Baum, Sandy and Payea, Kathleen Trends in Higher Education Series Revised Edition, 2005

The report presented an outstanding benefits of education and highlighted the contribution both private and public interventions. They reported benefits of education in individual level and social level. At individual level the report found that “there is a correlation between education and income for all citizen both male and female”. The benefits of education for society is includes both monetary and non-monetary, such as higher more education impact on higher employment and poverty eradication, more tax revenue contribution, less dependency on social safety-net programs and many other benefits like non-smoking health conscious, blood donations etc.

Social capital, microfinance and the politics of development By Rankin, K. N. 2002, Feminist Economics, 8 (1).

The writer of the article presented in his article the concept of social capital which “indicates that relationship between and within societies and participation social development works”. He stated that different development agencies have adopted social capital approach as an Empowerment Approach. The writer also mentioned that Anthropologists and other social scientists studied the different forms of social capital as local level self-help relations (Bourdieu, 1987; Putman, 1993).

In community development and empowerment, social capital is very significant as emphasized by the writer. In Nepal, after 1990s nationalized banking system and rural credit have restructured and developed which focused specialized banking for rural poor. In such way many development agencies also adopted social capital approach for rural development. The writer viewed that Reciprocity and civic participation are significant part of social capital.

CSR Fund Usage by Banks, Impact Assessment by, Habib et al, MRDI, 2015

A team of researchers, headed by Dr. Shah Md. Ahsan Habib under initiative of an NGO named “Management & Resource Development Initiative (MRDI)” have conducted a research on CSR interventions of banks in Bangladesh. They have collected data from secondary sources as well as primary sources through qualitative and quantitative method. They developed 14 CSR case studies and analyzed that to understand the impact of CSR in social and economic development.

They stated that CSR expenditure of banks has increased in manifold since 2011. Underprivileged people including marginalized and vulnerable people are the actual beneficiaries of CSR interventions by banks. The beneficiaries of CSR efforts have been categorized into males, females, and children. They also classified people as disabled, disaster or socioeconomic victims, minority, or other disadvantaged. The majority of recipients were men, though this was on the decline, falling from 56% in 2012 to 50% in 2014. On the other hand, about half of beneficiaries were female, and the ratio increased from 42% to 47% in 2012 and 2014, respectively (Habib et al., 2015). In the corporate sector and banking sector the awareness on impact of CSR has been increased. Significance and scope of CSR in poverty alleviation and

social development has been realized and recognized by the beneficiaries and stakeholders.

Considering the assessment, they have some important views for ensuring greater effectiveness of CS funds of the banks, such as develop a consolidated fund for specific needs, specific strategy for CSR operations, identification of right kind of intervention in right areas etc.

Role of Higher education to raise economic productivity: the Case on Bangladesh by Ali, Mahboob.M 2014

This paper placed at a conference on “Rethinking Political Economy of Development”, which organized by Bangladesh Economic Association in 2014. The writer of the paper attempted to examine the impact of higher education in the process of nurturing economic productivity of a country found that it is an important tools in economic development of the country. He also stated that higher education is closely related to the formation of knowledge based resource society and play role to transform a man to a good human being. Through conducting a survey on impact of higher education on socio-economic advancement, the writer conducted a survey and found that self-employment is a direct outcome of higher education was strongly supported by 16% and moderately agreed 21%. Declines social unrest was strongly agreed 21% and moderately agreed 32%.Economic well-being increased were strongly agreed by 22% and moderately agreed 29%.

Realising Potential: Bangladesh's Experiences in Education by Nath, Samir R, Academic Press and Publishers Library, 2016

This is a unique book based on the research on journey of education of Bangladesh which covered time period from 1971 to 2015. The author also described the education structure in Bangladesh and categorized into four broad levels, viz., pre-primary, primary, secondary and tertiary. The writer highlights the role of education in social, economic and political development as he stated that “Education is the key to development”. The author also mentioned that during the last few decades a remarkable progress of education of Bangladesh has been acknowledged by many famous scholars like Amartya Sen. In this book, the writer mentioned different issues including trends and differentials in access, continuation, internal efficiency and quality, nature of enrolment and effects of poverty etc. The author of the book addressed the importance of education with a views of many development thinkers like Smith 1776; Marshal 1890; Dreze and

Sen,1995) who recognized that education is very important “for upward social mobility and building a meritocratic, democratic society and polity”. He emphasized on the education as it is a significant tool to achieve sustainable development goal. The writer mentioned that both the government and private interventions have substantial role in expansion of education for citizens to realize their potential for development.

Impact of education on poverty reduction, Awan & Malik et al, MPRA Paper No. 31826, 2011

The researchers have evaluated the effect of education in poverty reduction experiencing from their study in Pakistan. They used the data national data conducted by the country’s Bureau of Statistics. As the determinants of poverty, the researchers have assessed the effect of various educational levels, skills and sex categories of the employed persons.

In the way of achieving economic development poverty is an obstacle. Education is propagated as the key defense against poverty prevalence, in view MDGs and ‘Education for All’ program. They have shown the association between education and poverty generally in two ways: investment in education upsurses the skills, productivity of poor family and earning as well as the life standard (human development). Secondly, poverty is also a large hindrance in educational accomplishment”.

They stated that for economic growth education and human capital are very significant and it’s gained much attention in the mid-1990s globally especially in Pakistan.

Education and Cultural Process: Anthropological Approaches, by Spindler, George D, ed. (3rd edition), Prospect heights, IL: Waveland Press

George Splinder, a forerunner of Anthropology of education had contributed to develop the concept of education in the discipline of anthropology for alignment of ideas, concepts and theories and research approaches of anthropology. He emphasized on cultural transmission which is an outcome of education and cultural transmission requires learning. As the author stated that “Education is a cultural transmission, which requires education, so learning and transmission are never separated, except convention (Spindlier & spindler1982a).

The author outlined in his research that both anthropology and education are closely related for mutual benefit and influence each other. The writer also stated that, the view of education as a whole process of growth and adaptation, that leads to share skills, values, ideas, thoughts, beliefs etc.

Anthropological Perspectives on Chinese Children, Youth, and Education by Fong & Kim, in *A companion to the Anthropology of Education*, Levinson, B. & Pollock, M, eds. Blackwell Publishing Ltd. UK

In their study on Chinese children, youth, and education, Chinese anthropologists Fong and Sung created an anthropological theory on migration and upward mobility through education. They examined how scholarships for girls affect their schooling. So, education's impact on gender disparity, women's ability to care for aging parents, and rural-urban migration all matter.

These characteristics have allowed women to work outside the home more and direct family resources toward their parents' long-term care. Most rural kids, male and female, moved to cities to care for their aging parents. As migrants send remittances or bring their parents to the city, the whole family often rises.

"Children and teenagers born in mainland China after birth planning procedures that began in the 1970s stand at the vanguard of the enormous demographic and economic transformations that have changed mainland China," argue Fong and Sung. Due to these transitions' relevance, anthropologists have investigated this generation's unique qualities and role in mainland China's shift.

Even while cultural, economic, and social discrimination against women persists and worsens, young Chinese women are more empowered than ever (ibid.). "Novel educational opportunities, such as scholarships targeting girls and educational techniques and policies that foster the skills of attention, obedience, patience, and memorization that Chinese girls are more likely than their male counterparts to have been schooled to exercise" (Fong et al, 2002).

These traits have allowed women to work outside the home and use family resources for their parents' long-term care. To care for their aging parents, most rural youth went to cities. The whole family rises when migrants send remittances or bring their parents to the city.

“Culture” by Frederick Erickson, in *A companion to the Anthropology of Education*, Levinson, B. & Pollock, M, eds. Pp.25-33 Blackwell Publishing Ltd. UK

In his article "Culture," Frederick Erickson, a Professor of Anthropology of Education and Applied Linguistics at the University of California, Los Angeles, reviews culture theory developments since the 1950s and discusses how the subfield of anthropology of education has focused on culture learning and teaching.

The idea of culture, that customary patterns of action were transferred across generations among humans by learning rather than biological inheritance, was that humans learned to be human by absorbing the life ways directly around them (Ericson). In 1871, English anthropologist E.B. Tylor defined culture as "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (Tylor, 1871: 1).

"The study of culture was considered as entire; that is, it touched the full person, impacting the development of personality, intellect, and physical talents" (ibid.).

Ericson believed Tylor's "acquired" meant humans learned to be human and developed distinct habits in different life situations. "Learning and teaching were purposeful and non-deliberate, in families, communities, and workplaces, in traditional pre-modern and modern societies." "Tylor's broad definition encompassed formal schooling and informal educational settings" (Ericson).

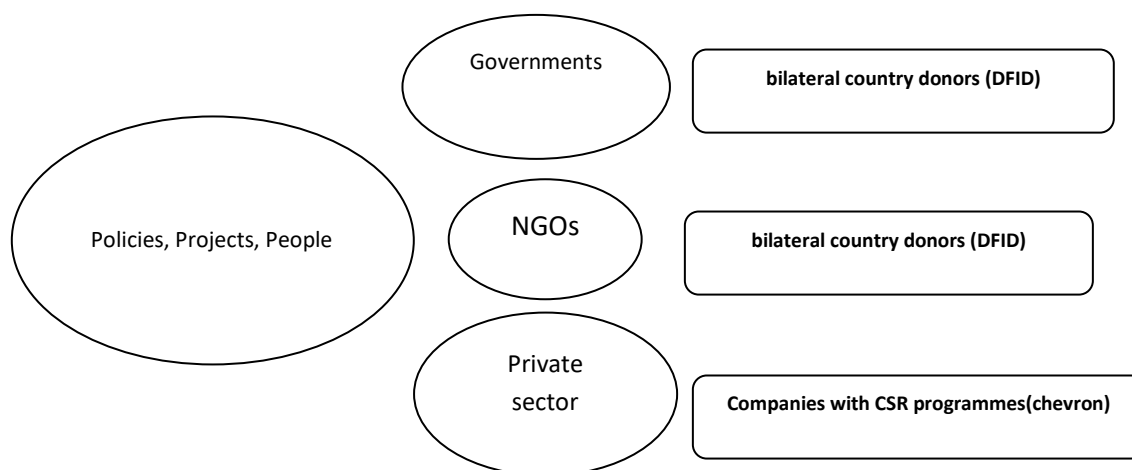
Anthropology and Development; Challenges for the twenty-first century, Gardner, K & David, L, 2015, London

The authors stated the background of Anthropology and development. They showed a paradigm shift of concept of development. Generally, development suggests positive change or progress. It also reduces natural symbols of organic growth and evolution. "Development involved the construction not only of particular ideas, but also of a set of specific practices and institutions (Gardner, K & David,L).”

The authors focused their discussion on anthropology of development (and by this they meant both social and economic change whatever it planned and unplanned) covering following themes or areas: economic change due to socio-cultural traits and its impact in project performance and all aspect of aid industry etc.

The authors have outlined the idea of development in anthropological views and reported that development occurred in different point of view, which differs from country to country. They mentioned that aid or donation was based on the colonial relations between the countries. The idea of aid transfers appeared first in 1930s for the sake of development. Moreover, main process of aid transfer started after world war-ii, when the major multilateral agencies like IMF, World Bank, USAID, DFID, OXFAM, Chevron, Ford Foundation etc. were established. The authors stated that the aid transfer interventions of Governments, NGOs and Private sectors as part of development initiatives where there is exist relationship between countries as giver and receiver.

Figure 3.1: Agencies in the aid system



Source: Anthropology and Development, Gardner, K & David, L, 2015, London

Setting new agendas: Critical perspectives on corporate social responsibility in the developing world. Bloweld, M., & Frynas, J. G. (2005). *International Affairs*, 81, 499–513.

The authors in their editorial, has presented a new path in CSR study to define concept of CSR and could direct for the underprivileged, poor and marginalized people in developing nations. They focused on the claim of contributions of CSR in achieving development

goals and poverty alleviation is unwarranted. Moreover, the authors based on a number of theories and practices addressed CSR as umbrella term for following reasons:

- i. that company has responsibility towards society, natural environment, beyond legal bindings sometimes & individual liability.
- ii. that company has a responsibility towards supply chains with whom they do business in account of behavior with others.
- iii. that company required to maintain its bondage with broader society, in account of either cost-effective or to increase value in the society.

The authors, furthermore, have raised criticisms of CSR from two analytical points: “CSR is bad capitalism” & “weak CSR is bad development.” They also expressed their concern regarding the use of term “CSR” in developing nations, applicability of global rules for its compliance, its analytical shortcomings and consequence of business aspect of CSR practices.

- i. ***Chevron’s Gift of CSR: Moral Economies of Connection and Disconnection in a transnational Bangladeshi village &***
- ii. ***Our own poor: transnational charity, development gifts and the politics of suffering in Sylhet and the U.K. by Katy Gardner Jan, 2016:***
- iii.

Katy Gardner, a British anthropologist have conducted an ethnographic research in Bangladeshi villages located in Sylhet division which is surrounded by the Bibiyana gas field functioned by Chevron. The writer explained the nature of development activities of Chevron in the localities and responses of local people there against. She noticed the development activities of Chevron was not up to the expectation level of local people and they mentioned that the company ‘should do more’ for their well-being.

The writer examined corporate giving of Chevron in light with theories of development gift emphasize on moralities and ethics of corporate giving. In view of Cross’s observation, Gardner stated that how corporate giving offered “*capitalist power, re-embedding morality in the market and binding recipients into hierarchical positions of unequal exchange*”.

The author outlined two significant aspect of development gift under CSR which are:

- i. it resulted hierarchical difference among the giver & receiver
- ii. it reciprocated in the form of gratitude

Central focus of Gardner in her ethnographic works is two areas of development in comparison to development of gift of Chevron and charity works of Londoni family in connection with kinship and residence in their *dehsh*(homeland)which are:

- i. moral economy of connection and
- ii. moral economy disconnection

The concept of moral economy of connection emerged through her observation of financial assistance of Londoni families either in the form of regular remittances or an irregular lump sum amount of money in time their crisis. She also found this transnational charity of Londoni families have extended their financial help (*shahajo*) for education of some unrelated and landless families in their villages. They also sent their 'Zakat' money and money for 'Qurbani (sacrifice)' at the locality to help their 'own poor' who are close relatives or connected through kinship, neighbors and servants. Gardner observed this charity works have direct impact on gratitude, political support and local power as part of reciprocity of the gift and finally it is found as part of on-going social relationship between them.

On the other hand, Gardner observed a paradigm shift in offering charity works or development gift distribution of Chevrons and Londoni families among their own poor or local people through NGOs instead of their direct involvement. Gardner addressed this type of distribution or involvement of charity works and development gifts as moral economy of disconnection

Theories and Practices of Development by Willis. Katie, 2nd Edition, 2011, New York

The author provides a clear concept of development issue out of much more debate on it around the world.

This book discussed development aspect from the socio-economic and socio-political aspects including its emergence. He also discussed that development is not a neutral idea but it has inequalities in local and national and international arena. The writer also discussed about different actors in development and their activities such as individual, household, community, Government, NGO's, private companies and multilateral organizations etc.

Corporate Social Responsibility: A Theory of the firm perspective by McWilliam S.A. & Siegel, D. Academy of management review, 2001

CSR was first used as a word in the early 1960s. McWilliam et. Al (2000) published a researchful writings about the Corporate Social Responsibility. The organizations earn a huge amount of money by providing the products and goods. There is no control often about the prices of the products or services of these goods and the organizations charge the price according to their will. So, the negative effects of this phenomenon may fall in the organizations (Harris-2013). McWilliam S,A, & Siegel,D found a positive correlation between the financial performance and the non-profit tasks done by the organizations. Those non-profit tasks are identified as CSR of the organizations (Trucher, 2009)

The Economic Development of Nations:Raffaele J.A Random House,Inc. (1971)

The author of the book stated that the major policy areas in economic development include employment, education, health, population control, community development, land reform, public administration, sources of capital, allocation of capital, and foreign trade.

A forceful argument can be made that the level of education in a developing nation has a profound influence on the efficiency with which that country uses capital as writer discussed it to make a relationship education and economic development. Productive use of capital implies a well-trained labor force. Developing nations labor under imprecise information as to what activities constitute education and the effect of education on early stages of growth. The growth of the developing country is linked to the ability of its educational outlays to produce human capabilities that are a pace ahead of capital formation. The writer assumed that an increase in human capabilities is the main objective of education that incentives exist to seek higher incomes out of the increase in those capabilities, and that jobs exist to utilize the higher level of capabilities.

The writer explained characteristics of underdeveloped human resources under his discussion on developing human capital. He stated that “economic growth is hindered if workers are illiterate, possesses little incentive to raise their productivity, and lack the critical skills needed for modernizing the economy”. The developing economy has to make the transition from agriculture

to industry and commit its laborers to an industrial work force. In modernizing nations, technology and low literacy tend more to shut out individuals from employment.

**“Report on CSR in Bangladesh: Practicing Responsible Business for Mutual Benefit”,
Published by CSR Centre, June 2012, Dhaka**

The CSR Centre established in 2007, is a non-profit organization with a primary objective to create a central place that provides information, resource and advisory services on CSR of Bangladesh. The CSR Centre has published a report on practice of CSR of the financial sectors including banks titled “*Report on CSR in Bangladesh: Practicing Responsible Business for Mutual Benefit*” in 2012. In this report, a detail elaboration of CSR from different dimensions has discussed which includes definition of CSR, its emergence in global and Bangladesh perspectives, CSR perceptions and practices and some case studies. The report explained that CSR is not just philanthropy but goes beyond it and it has many dimension related with environment, human rights and labour and welfare, good governance and sustainable social investment measures.

**Annual Review of CSR activities in the Banking Sector, published by Bangladesh Bank,
2010-2015**

Bangladesh Bank, central bank of the country, has reviews annually the activities of CSR of banking sector in Bangladesh based on data which is published by the banks in their annual report. The review includes various aspects including recent arrangements of banks in CSR performs. Most of the banks have engagement in CSR practices in some form and in terms of direct monetary expenditure, but involvement in CSR activities enhanced gradually. Though banks were particularly responsive to emergency support needs of populations groups affected in natural and manmade disasters but recently most of the banks now are more participated in sustainable finance development through contributing education and health sectors.

The annual review of Bangladesh Bank represents a comparative performance of CSR activities of the banking sector from 2007 to 2015. The review report described full area of concentration

of CSR initiatives of the banking industry and also priority sectors of these initiatives and education is get more momentum in their CSR activities.

Policy support and role of Bangladesh Bank in making the banking sector more proactive in CSR by Dr. Atiur Rahman, CSR Review, Vol 2, December 2009

In this study, former Bangladesh Bank Governor Dr. Atiur Rahman defined CSR as corporate self-regulation incorporated into a business strategy. CSR involves corporate decision-making that prioritizes people, planet, and profit. He defined CSR as (i) taking stock of a business's economic, social, and developmental impacts, (ii) mitigating the negative impacts and bolstering the positive impacts, and (iii) taking action programs and community investments to reduce social exclusion and inequality and address key sustainable development challenges. CSRs are ethical and public interest, therefore many social and environmental measures are regulated by law. Bangladesh Bank, the country's monetary regulator, actively promotes banks' social responsibility.

Inclusive Finance & Sustainable Development: Atiur Rahman, BIBM, Dhaka, 2013

The writer is a former Governor of Bangladesh Bank, the central bank of the country. This book is a treasure-chest for economists, for those who are associated with macro-economic management, practicing bankers, and researchers. Mr. Rahman has presented his ideas and arguments in a clear, crisp and stimulating style. In this book there is a special chapter on *CSR and Green Banking Issues*. Dr. Rahman has depicted a clear concept and emergence of CSR in banking industry. He also has given an outline of CSR practice and its impacts in development of the society. The author mentioned that historically, banks in Bangladesh contributing in social welfare through their participation in education, health, disaster, environment, beautification of city, tree plantation, art, sport, culture etc.

A voluntary Organization in Service of the Tribal Weak: A case study by Vidavarthi,L.P:

The paper aims to study the impact of voluntary organizations functioning the tribal belt of Chotanagpur in general and the working of Adimjati Seva Mandal in particular. The study focuses its attention to the role of this organization in the betterment of their (tribal) condition and in the generation of leadership to take the challenge of backwardness. The tribal boys and girls hailing from the pre-literate families needed additional incentive for education. In view of this a number of residential schools and hostels for them were established by the Mandal. The massive programme of bringing about social and economic changes through education evidently has been quite successful. With the inspiring guidance as well as educational facilities, the Mandal has been able to shape the career of a sizeable number of tribals, who later on occupied prominent place in the legislature, government service as well as in college service. Thus, the educational programme of the Mandal has provided the matrix of educational elite in the pre-literate non converted tribal communities of Chotanagpur and has been able to introduce diversification in jobs and economic enterprises.

"Education and Economic Development: An Untapped Alliance" by Williams, Serena E.(2014). University of Southern Mississippi Honors Theses. Paper 202

This is thesis paper presented by Williams, Serena E. where the writer attempted to discover the relationship between education and development. Through a field survey the writer found the alliance between education and economic development from different points of view such as relationship to be increased between education and economic development, education is weapon of advancement of the society etc. The researcher finally concluded that education and development is closely related for a country's development as well as personal development.

Chapter 4

Demographic Profile of the Respondents

- 4.1 Age & Gender of Respondents**
- 4.2 Geographical Locations of Respondents**
- 4.3 Family Structure**
- 4.4 Marital Status**
- 4.5 Religion of Respondents**
- 4.6 Level of Education**
- 4.7 Status of Employment & Occupation**
- 4.8 Source & Level of Income**
- 4.9 Housing pattern**
- 4.10 Migration Status**
- 4.11 Property Ownership**

Chapter - 4

Demographic Profile of the Respondents

In order to evaluate the socioeconomic effects of higher education on the disadvantaged in society, this chapter examines the profiles of bank scholarship recipients, who are referred to as "respondents" in the study, as well as their parents and relatives. The demographic profile of respondents includes data on gender, age distribution, religion, marital status, family size, level of education, employment status, occupation, income, housing condition, migration status, and ownership of properties, including land and apartments. It also includes information on the respondents' migration patterns.

As the study has been conducted in the context of the impact of education and the role of CSR efforts of banks in the education of underprivileged students, where age, education, income, profession, and social status reciprocate socio-economic conditions, which are reflected through the educational level and skills of the scholarship holders and other persons involved in income-generating activities,

The study has been conducted among the 100 respondents selected through the purposive random sampling method. These respondents had been awarded scholarships by the banks from CSR funds for completing higher education. All the household units are largely dependent on the income of the respondents, who already started working in different occupations after completing their higher education. There are some additional sources of income, like agriculture, small business, tailoring, etc.

The demographic profile of respondents who received bank scholarships and completed higher education is critical in assessing the role of banks' CSR initiatives in education and the impact of education on the socioeconomic development of the family, society, and the country as a whole.

4.1 Age and Gender of Respondents

Age and gender are important indicators for analyzing the socioeconomic development of a society. In viewing the analysis of the role of CSR efforts in the banking industry, especially through offering scholarships for higher education to disadvantaged and meritorious students, depicting a clear picture of the age level and gender category of the respondents is very necessary. In this regard, the researcher has collected information on the age and gender of the respondents.

4.1.1 Age of Respondents

The age mix of higher education recipients is crucial to understanding CSR's role in socio-economic development. Understanding CSR involves age composition dynamics. It affects skills, expertise, reproductive potential, manpower, and product and service needs. Births, deaths, and marriages depend on population age. It also affects occupation structure, education, village-to-city migration, and other population characteristics. Table-4.1 displays respondent ages. Most replies are 30–35. This age level is crucial for Bangladesh's emerging economy. The table below shows the respondents' ages.

Table -4.1: Distribution of Respondents by Age-group

Age Group	Frequency	Percentage
Below 25	-	-
25-30	22	22.0
30-35	67	67.0
35-40	7	7.0
40-45	3	3.0
45 -Above	1	1.0
Total (N) =	100	100.00

Source: Fieldwork, 2022

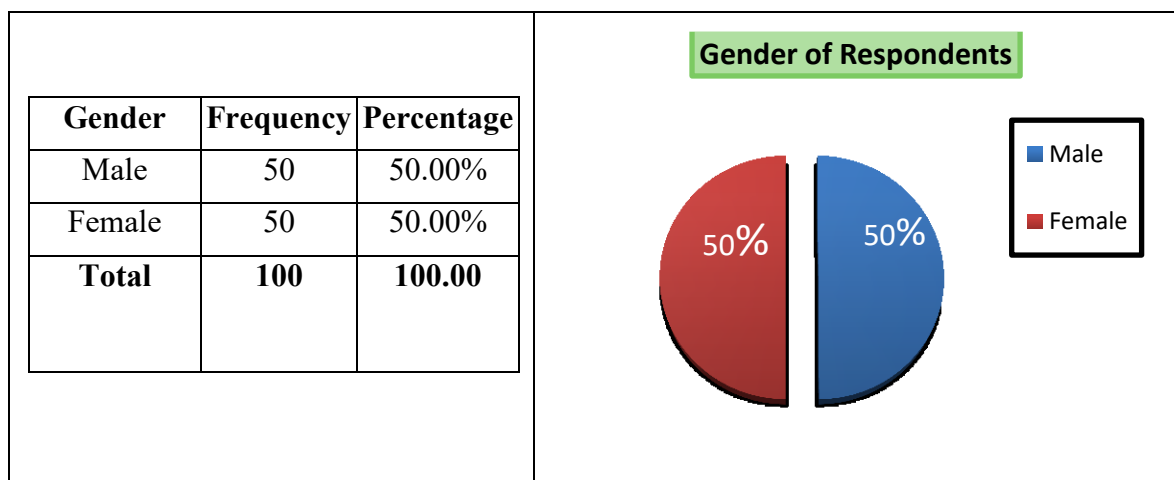
Table 4.1 depicts the respondent's age, where 67% being 30 to 35 years old, 20% being 25 to 30 years old, 7% being 35 to 40 years old, 3% being 40 to 45 years old, and 1% being 40 to 45 years old, respectively. No respondents were below 25 years of age or above 50 years of age.

Moreover, 85 percent of the respondents are in the age range of 25 to 40 years, which represents their high level of productivity, enthusiasm, and capacity to work.

4.1.2 Gender of Respondents

The gender category is also a significant aspect of understanding the socio-economic profile of the respondents. In this regard, the researcher gathered gender information from respondents in order to analyze the individual contributions of male and female in family and society. As a result, using the purposive sampling method, the study selected 50% male and 50% female respondents from the total, as shown in Figure 4.1.

Figure -4.1: Gender of Respondents



Source: Fieldwork, 2022

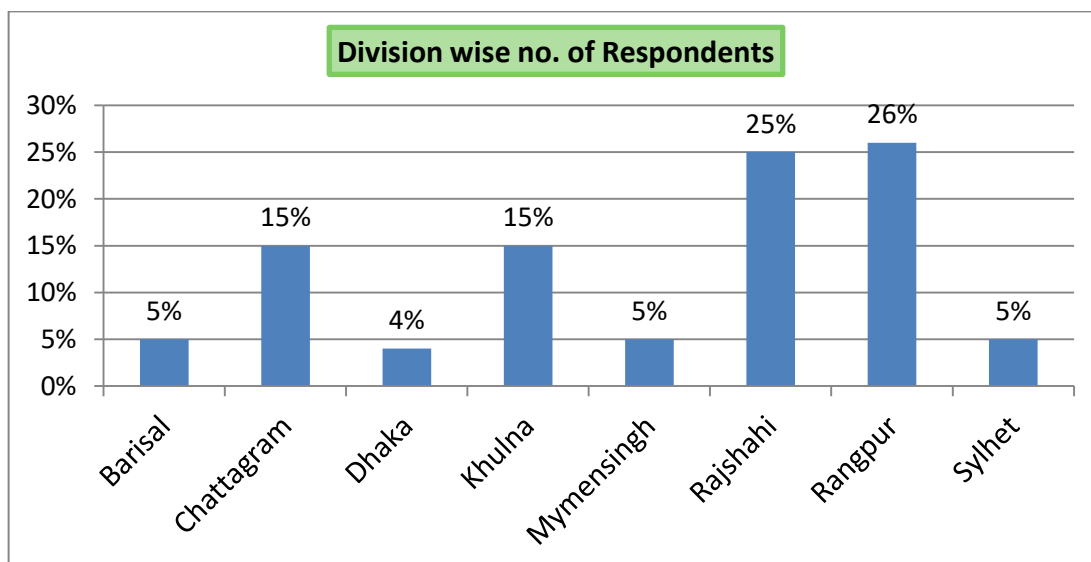
The figure-4.1 represents that out of 100 Respondents, 50% are male and 50% are female who have awarded scholarship of the banks from CSR funds for higher education.

4.2 Geographical Location of the Respondents

The respondents have been selected by the researcher through purposive sampling that covered different districts or localities, including urban and rural areas of the country, which is significant to analyze social, economic, and cultural conditions as well as understand migration status from rural to urban areas. Geographical location is a very important factor to explore the economic and social status of the population under study. People in north Bengal, Bangladesh, such as Rangpur and Rajshai division, have historically faced financial backwardness known as "monga" for a variety of reasons. Aside from that, people in other parts of the country face poverty and

financial difficulties to varying degrees. However, the scenarios have been improved for many development initiatives of the government, NGOs, and others. The banking sector used to select underprivileged students from the whole country, especially from rural areas, for financial support through awarding scholarships for graduation. The study has taken a sample population through purposive sampling, covering all eight divisions, including 40 districts. 51 of the 100 respondents were from the divisions of Rajshahi and Rangpur. The figure-4.2 is representing that the respondents are from 40 districts where some districts have 3-5 respondents.

Figure- 4.2: Geographical location of sample population of the study



Source: Fieldwork, 2022

The Figure-4.2 shows that among 100 Respondents the highest number (26%) of Respondents were from Rangpur division, second highest (25%) from Rajshahi division, 15% respondents each from Chattagram and Khulna division respectively. 5% respondents each from Barisal, Mymensingh, Sylhet respectively and only 4% respondents from Dhaka division.

Map : Map of Bangladesh



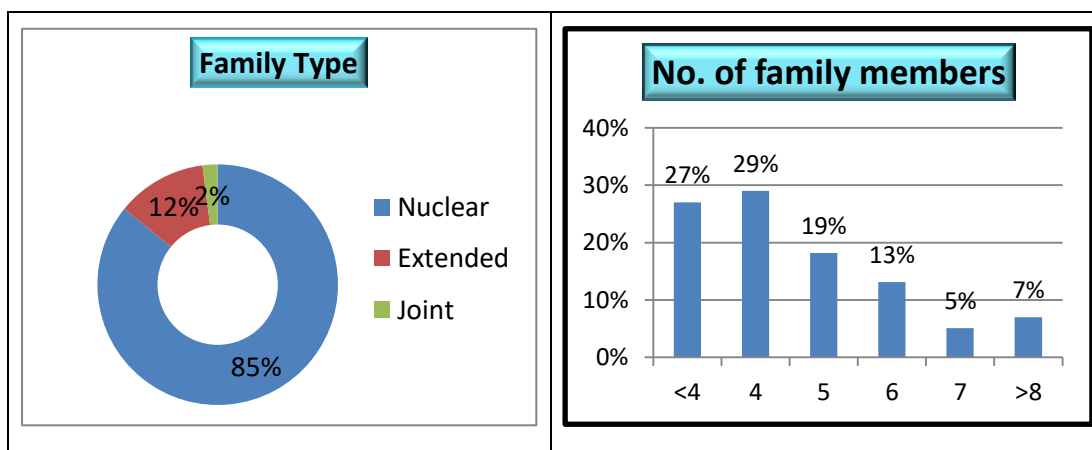
4.3 Family Structure

Family is a form of a group of individuals where they are connected with each other. Generally family is formed on the basis of blood relationship. Father and mother is prime factor of a family formation and they live with their children. Thus, family is extended gradually by a group of individuals and they become a part of larger kinship groups. “Family is a social and economic

unit consisting minimally of a parent and a child (Ember & Ember, 2015)”. There are some definite reciprocal rights and obligations between members of a family, predominantly economic one. Cultural traditions are transmitted through a family. “Family is the institution through which cultural traditions of society are handed over to new generation”(Bronislaw Malinowski, 1913).

Family form varies from one society to another and even within societies, but all societies have families (Ember & Ember, 2015)”. The nuclear family is a unit composed of a married couple and their young children. This is the predominant form in modern industrial societies. The majority (85%) of the respondents under this study is belongs in this type. Extended family consists of a married couple and/ or one or more of the married children, living in the same household. This type is found among the respondents is very low (12%) only. Another type is joint family, where more than two married couples including uncle or aunty are living together with their married children which found only 2% of the respondents. Beside this, the study also found that in 27% family has only below 4 members, 29% family has four members, 19% family has five members, 13% family has six members and 7% family has more than eight members.

Figure-4.3 Family type & number of family members



Source: Fieldwork, 2022

4.4 Marital Status

Marital status is an important determinant to analyze socio-economic status of a society. “*Marriage, a socially approved sexual and economic union, usually between a man and a woman, and that subsumes reciprocal rights and obligations between the two spouses and their future children* (Ember & Ember, 2015)”.

The marriage is an significant aspect of social system in the world which plays a significant role in the family life for making strong bond between the family members. There are many factors related with marital affairs such pattern of kinship, role of decision making, women empowerment, nature of earning and employment in the family. In view of the above, the marital status, however, is an important factor to analyze the objective of the present study.

Table -4.2: Marital Status of Respondents

Marital status	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Married	43	86.00	44	88.00
Single	7	14.00	6	12.00
Total	50	100.00	50	100.00

Source: Fieldwork, 2022

There is minor difference between male and female in marital status. As the Table-4.2 shows that 88% female Respondents are married whereas 86% male Respondents are get married. On the other hand, 14% male are not married whether only 12% female are not married who are still waiting to start better career.

4.5 Religion of Respondents

The religion of the respondents is also a significant aspect of analyzing the socio-cultural process of a society. From primitive to modern society, the status of religion and its practice in individual life and society is emphasized in anthropological study. The researcher has observed that, among 100 respondents, 84 percent are Muslims, 14 percent are Hindus, and 1 percent is Christians and 1 percent is Buddhist.

Table -4.3: Religion of Respondents

Religion	Frequency	Percentage
Muslim	84	84.00
Hindu	14	14.00
Christian	1	01.00
Buddist	1	01.00
Total	100	100.00

Source: Fieldwork, 2022

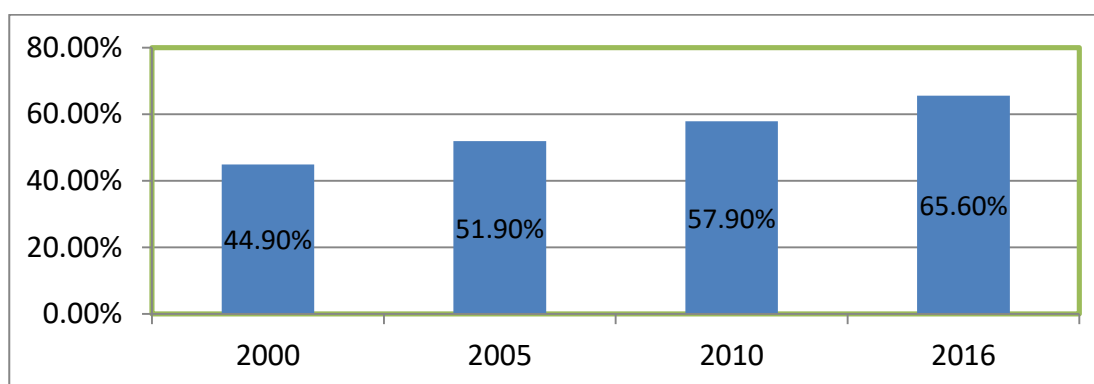
4.6 Level of Education

Education drives progress. Many notable figures have witnessed Bangladesh's education sector's remarkable growth. Many of Professor Amartya Sen's papers praise Bangladesh's education and health accomplishments (Nath, 2016). Education and social processes create resourceful people. Education prepares a nation's people to construct it. For decades, renowned development thinkers have acknowledged the need of education for upward social mobility and developing a meritocratic, democratic society and democracy (Smith, 1776; Marshall, 1890; Dreze and Sen, 1995).

One of the 17 UN Agenda 2030 Sustainable Development Goals (SDGs) is excellent education. This study examines how banks' CSR programs help impoverished students attend top public colleges. The researcher examined the respondents', spouses', and parents' national educational status and educational background to determine how education affects social and economic development in this section of the population and society as a whole.

The data on the national literacy rate and enrolment rate, considering both male and female students in different educational levels (primary, high school, college, and university), is very significant for this research. The study found that national literacy rate (7 years +) is in increasing trend such as 44.90% in 2000, 51.90% in 2005, 57.90% in 2010 and 65.60% in 2016 (Figure 4.4).

Figure- 4.4: National literacy rate (7 years+) in Bangladesh



Source: BBS, HIES (Household Income & Expenditure Survey, 2016)

The researcher also observed the national enrolment ratio in different levels of education in Bangladesh and found that it also showed an increasing trend for both male and female in different levels (Table 4.4 & Figures 4.5).

Table -4.4 National Enrolment ratio (%) in different Level of education

Year	Enrolment ratio (%) in different Level of education							
	Primary		High school		College		University	
	Female	Male	Female	Male	Female	Male	Female	Male
1972	34.62	65.38	21.33	78.67	25.57	74.43	13.81	85.19
1980	40.12	59.88	17.12	82.88	21.02	78.98	19.04	80.96
1990	44.94	55.04	33.93	60.07	24.55	74.45	22.81	77.19
2000	48.88	51.12	52.57	47.43	39.76	60.24	24.79	75.21
2010	50.50	49.50	53.31	46.69	44.90	55.10	27.56	72.56
2020	51	49.0	54.86	45.14	50.55	49.45	35.21	64.79

Source: BANBEIS, 2021

In 1972, the enrolment ratio at primary level was female 34.62% and male 65.38% out of 6.42 million; at university level, female enrolment was 13.81% and male 85.19% out of a total of 23731 students. In 1980, the enrolment ratio at primary level was female 40.12% and male 59.88% out of 8.22 million; at university level, female enrolment was 19.04% and male 80.96% out of a total of 36530 students.

In 1990, the enrolment ratio at the primary level was female 44.94% and male 55.04% out of 11.94 million students; at the high school level, female enrolment was 33.93% and male 66.07% out of 2.99 million total students; at the college level, female enrolment was 24.55% and male 74.45% out of 8.24 million total students; and at the university level, female enrolment was 22.81% and male 77.19% out of 47888 total students.

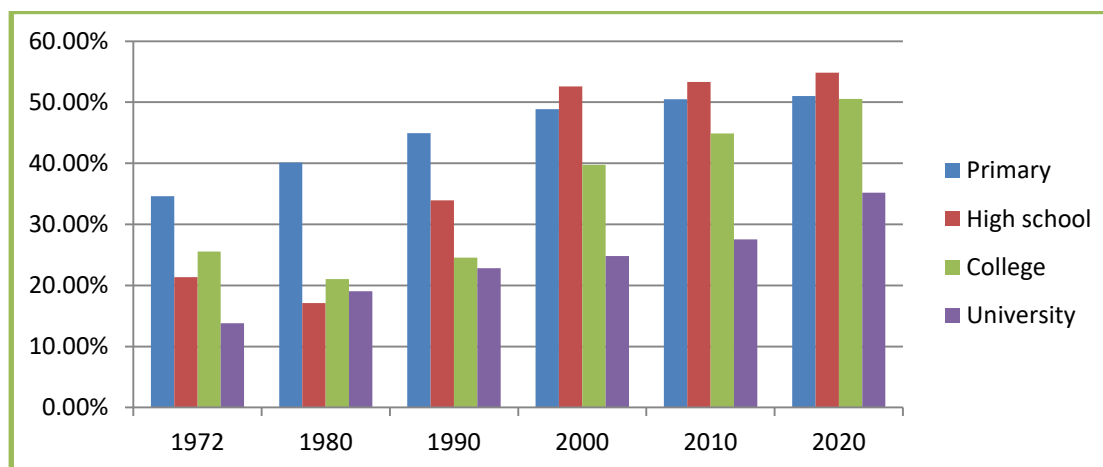
In 2000, the enrolment ratio at the primary level was female 48.88% and male 51.12% out of 17.67 million students; at the high school level, female enrolment was 52.57% and male 47.43%

out of 7.65 million total students; at the college level, female enrolment was 39.76% and male 60.24% out of 1.72 million total students; and at the university level, female enrolment was 24.79% and male 75.21% out of 110656 students.

In 2010, the enrolment ratio at the primary level was female 50.50% and male 49.50% out of 16.96 million; at the high school level, female enrolment was 53.31% and male 46.69% out of a total of 7.47 million students; at the college level, female enrolment was 44.90% and male 55.10% out of a total of 2.40 million students; and at the university level, female enrolment was 27.56% and male 72.56% out of a total of 456560 students.

In 2020, the enrolment ratio at the primary level was female 51.0% and male 49.0% out of 21.55 million students; at the high school level, female enrolment was 54.86% and male 45.14% out of 10.25 million students; at the college level, female enrolment was 50.55% and male 49.45% out of 4.63 million students; and at the university level, female enrolment was 35.21% and male 64.79% out of a total of 116,590 students

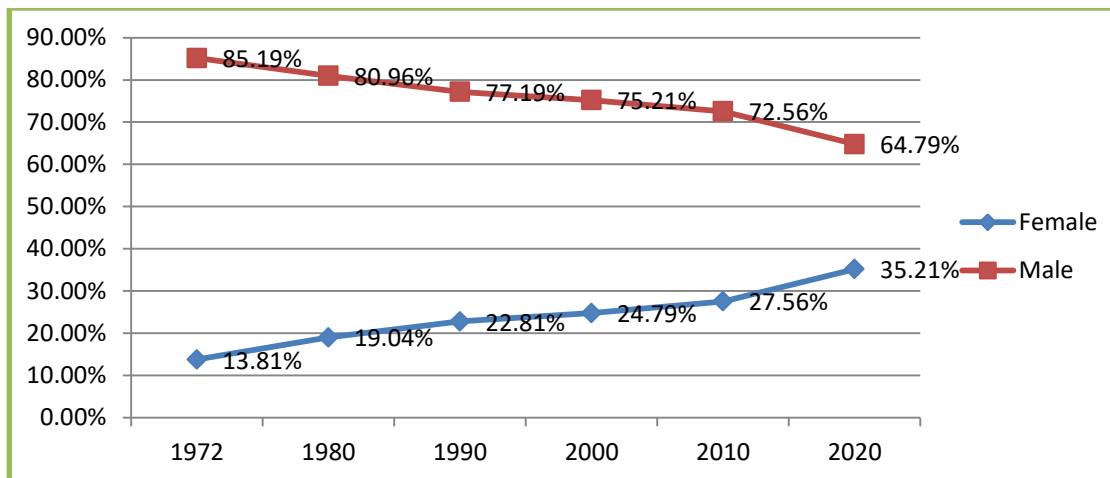
Figure-4.5: Female enrolment ratio in different level of education (1972-2020)



Source: BANBEIS, 2021

The study discovered that the proportion of female students enrolled at various levels is rapidly increasing, rising from 13.81% in 1972 to 24.79% in 2000 and 35.21% in 2020 (Figure-4.6).

Figure-4.6: Enrolment ratio in University both Male & Female (1972-2020)



Source: BANBEIS, 2021

Education of People under study

The study observed the literacy rate and educational level of parents to understand the role of parents in emphasizing education of children. In this regard the researcher have noticed the level of education of parents are in different

Table-4.5 Educational level of Parents

Education of Father			Education of Mother	
Level	Frequency	Percentage	Frequency	Percentage
Literate	4	8.0	3	6.0
Primary	20	40.0	17	34.0
S.S.C.	10	20.0	23	46.0
H.S.C.	9	18.0	5	10.0
Bachelor Degree	4	8.0	2	4.0
Master's Degree	3	6.0	-	-
Total	50	100.00	50	100

Source: Fieldwork, 2022

According to the Table (4.5), only 8% of the respondents' fathers and 6% of their mothers are literate. However, the majority of respondents' parents have a lower level of education, with 40% having completed the primary level and 20% having completed the SSC level. On the other hand, 34% of mothers have passed the primary level, and 46% have passed the S.S.C. level. Moreover, 18% of fathers passed H.S.C., 8% passed a bachelor's degree, and 6% passed a master's degree. On the other hand, 10% of fathers passed H.S.E., 4% passed a bachelor's degree, and no one passed a master's degree.

4.5.2 Education of respondents and their spouse

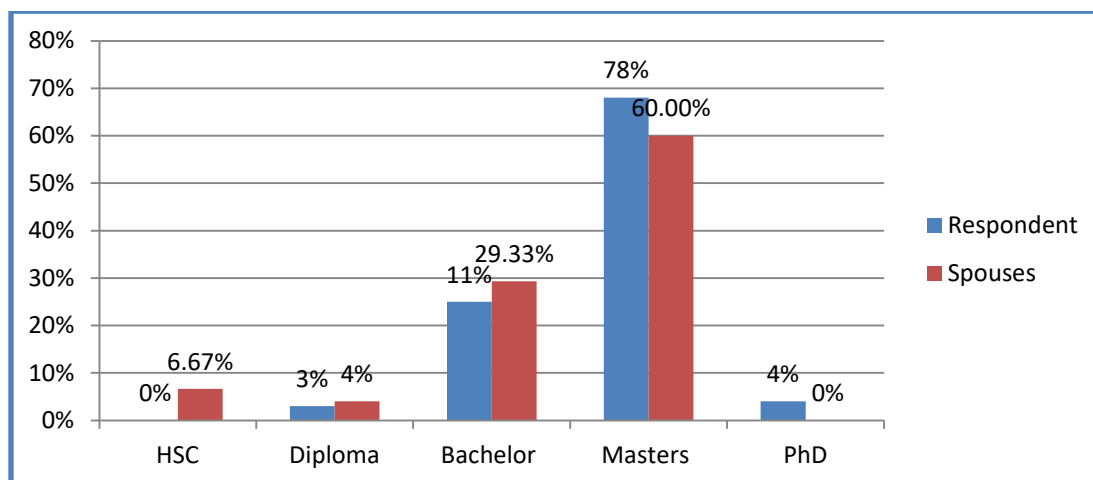
According to Figure 4.6, the majority of respondents (86%) have a master's degree, including MBBS graduates (28%), and PhD recipients (4%). 11% have completed a bachelor's degree, and 3% have achieved a diploma in nursing from a nursing college. On the other hand, among the spouses of respondents, 60% have attained a master's level degree, including 13.33% with an MBBS degree. 29.33% have completed a bachelor's degree, and 4% have achieved a diploma in nursing from a nursing college. 6.67% of the spouses found who completed only H.S.C. level are the wives of respondents.

Table 4.6: Education of respondents and their spouses

Education of Respondents			Respondent's wife or husband	
Level	Frequency	Percentage	Frequency	Percentage
HSC	-	-	5	6.67
Diploma	03	03.0	3	4.0
Bachelor Degree	11	11.0	22	29.33
MBBS	28	28.0	10	13.33
Master's Degree	58	54.0	35	46.67
PhD	04	04.0	-	100
Total	100	100.00	75	100

Source: Fieldwork, 2022

Figure 4.7: Education of respondents and their spouses

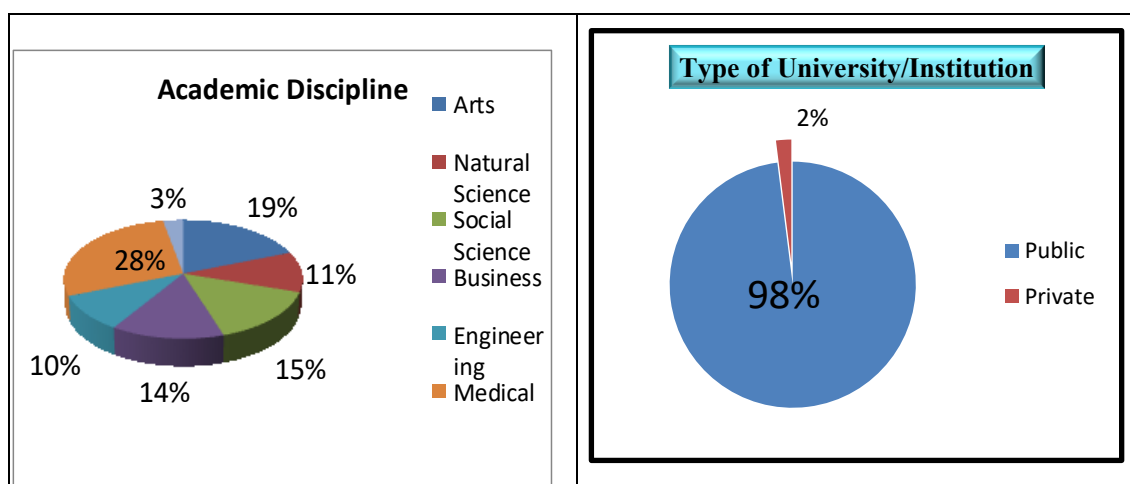


Source: Fieldwork, 2022

4.5.3 Academic Discipline of Respondents

Many academic disciplines have found among the respondents under study. The data of scholarship shows that nomination of awardees for scholarship have covers all areas of education such as Arts, Social Science, Natural Science, Business studies, Engineering, Medical and Nursing etc. The bank management expressed that they are giving emphasis on every areas of education in selection of poor and meritorious students and public university students to focus the outcome of education among the respondents and society and country as a whole.

Figure-4.8 Academic discipline & type of university of respondents



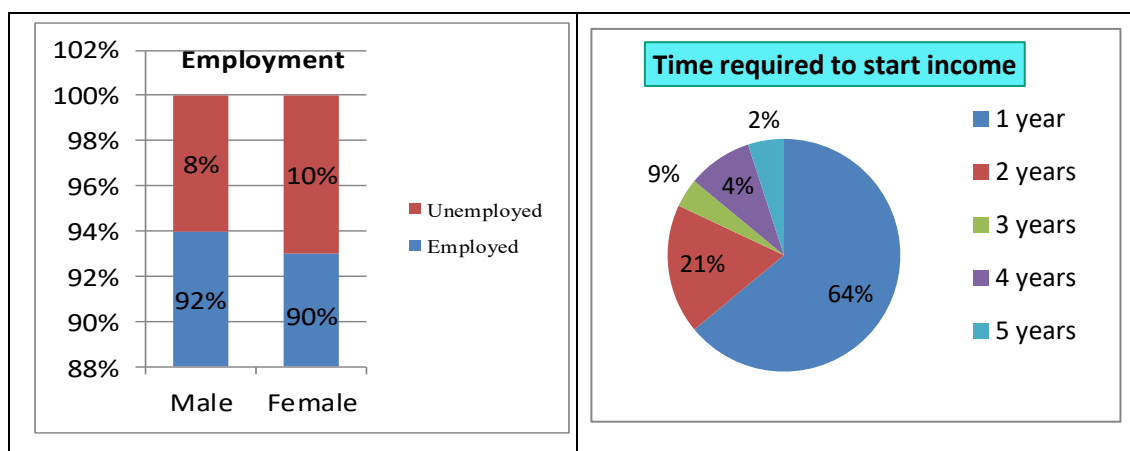
Source: Fieldwork, 2022

The figure 4.8 shows that the largest number of respondents (28%) have completed an MBBS and are serving humanity. The faculty of arts is the second-highest (19%) among the respondents. 11% have completed graduation from the natural sciences, 15% from the social sciences, 14% from business studies, 10% from engineering, and 3% have completed graduation from nursing. It is worth noting that 98% of 100 respondents completed their higher education at a public university, while only 2% completed it at a private university after enrolling at the public university first and being nominated for a scholarship by the bank. Finally, they were awarded scholarships from a private university alongside the bank's scholarships and completed their education from there.

4.7: Status of Employment and Occupation

The Status of Employment of the respondents is also an important determinant for understanding the impact of education on socio-economic development in the scholarship recipients' households and in their community. In this regard, the researcher gathered information about employment status and pattern of occupation of the respondents (Figure 4.9). Moreover, the study has discussed the status of employment of the respondents, which is a significant objective among other objectives of the study, and found that of the male respondents, 92% are employed and of the female respondents, 90% are employed, both in different occupations. Respondents reported that 64% of respondents began earning income within one year of completing their degree, 21% began earning income within two years, 9% began earning income within three years, 4% began earning income within four years, and 2% began earning income within five years. Respondents reported that the country's overall unemployment situation and COVID-19 played a role in not getting a job or starting an income on time.

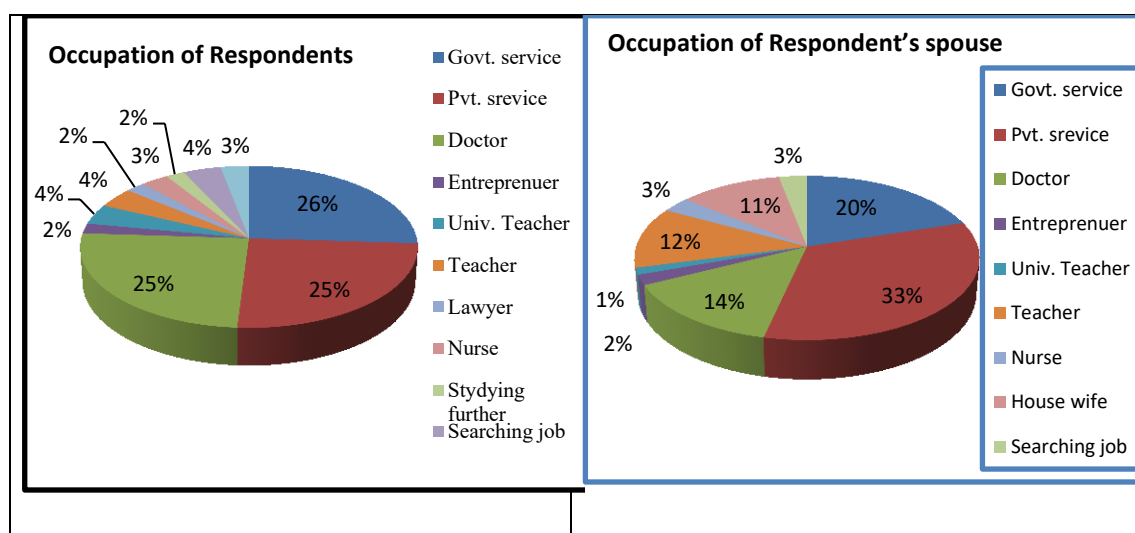
Figure-4.9 Status of Employment & income starting time of respondents



Source: Fieldwork, 2022

The study found that both respondents and their spouses are employed in different occupations. 26% are government employees, 25% are doctors, 25% are private company employees, 4% are university teachers, 4% are school and college teachers, 3% are nurses, 2% are entrepreneurs, 2% are practicing lawyers, 3% are housewives, 4% are looking for work (unemployed), and 2% are higher education researchers. In contrast, 33% of respondents' spouses work in private company services, 20% work for the government, 14% are doctors, 11% are housewives, 1.33% are university teachers, 12% are school and college teachers, 3% are nurses, 2% are entrepreneurs, and 2% are unemployed and looking for work.

Figure-4.10 Occupational pattern of respondents & their spouses



Source: Fieldwork, 2022

4.8: Source & Level of Income

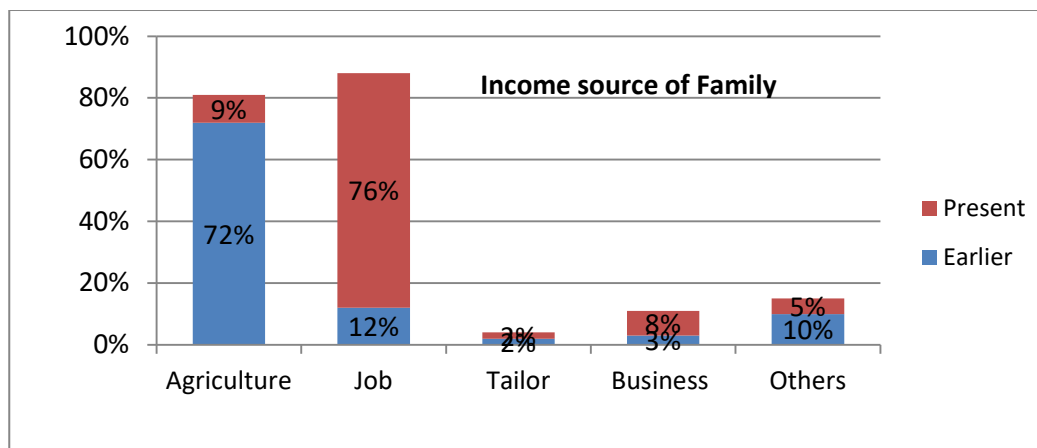
Income source and level are very vital factor to analyze the economic improvement of respondents for any research. In this view, the study searched and gathered information on source and level of income of the respondents. Level of income is depending on the nature of occupation and sources.

Income source of family

It is observed (Figure-4.11) that source of family income has been changed from agriculture to employment such as before higher education of the respondents, agriculture was a dominant (72%) source of income in family and whereas employment has become the principal source for 76% respondents after higher education. Beside this, different sources of income like tailoring

and business were also the sources of income of the family. Education has contributed around two-thirds of annual household income after higher education completed.

Figure-4.11 Sources of income of respondent's family



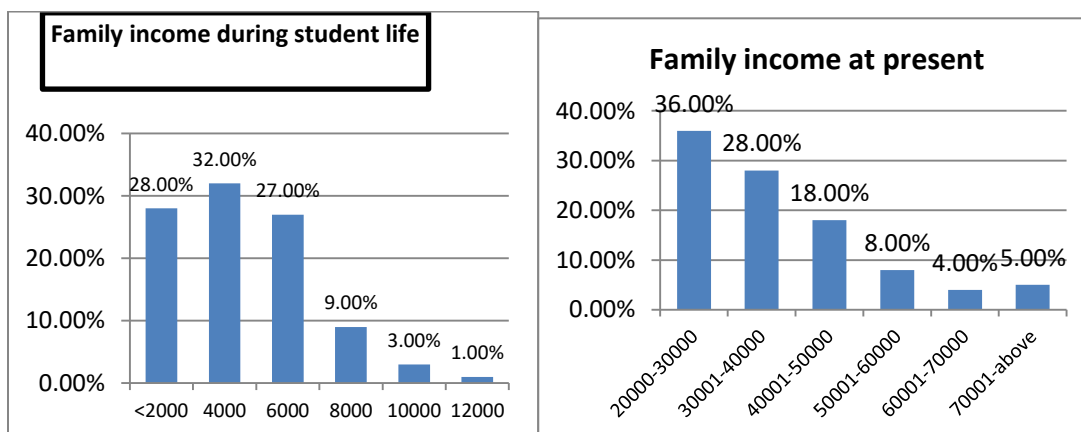
Source: Fieldwork, 2022

Income Level of Family

Level of income of the respondent's family increased significantly after completion of higher education through their employment, business and other professions. The study found that (Figure-4.12) there is huge difference between monthly income of before education and after education. Before education income level of family was very lower than income level of after completion higher education. Before completion of education, out of 100 household(HH), 28% HH income level below 2000, 32% HH income level was 2,000 to 4,000 and 27% HH income level was 4,000 to 6,000 and 9% HH income level was 6,000 to 8,000 and 3% HH income level was 8,000 to 10,000 and only 1% HH income was 12,000.

After completion of education the respondents got the job and occupied in different professions, such as out of 100 household, 36% HH income level is 20000-30000, 28% HH income level is 30001-40000 and 18% HH income level is 40,001 to 50,000 and 8% HH income level was 50,001 to 60,000 and 4% HH income level is 60,0001 to 70,000 and on 5% HH income is above 70,001 to 120,000.

Figure-4.12: Comparative Income of Respondents family (earlier & at present)

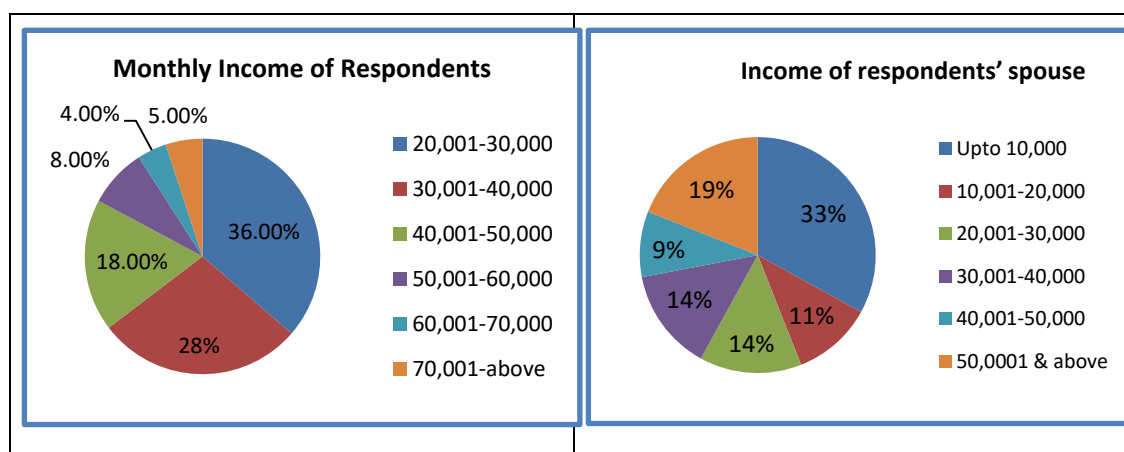


Source: Fieldwork, 2022

Income level of Respondents & their spouse

The study searched the information on income level of respondents and their spouses which is very significant to understand the paradigmatic shift of economic status of their family. As the income level of respondent's family was very insignificant but after completion of education they have got good employment opportunity which turn them to marry highly educated woman or man in a higher status family. Beside respondents income (figure-), their spouses are also got employment (figure-4.13) in different professions and generating income, such as out of 75 spouses 33% income level is upto 10,000, 11% income level is 10001-20000 and 14% income level is 20,001 to 30,000 and 14% income level was 30,001 to 40,000 and 9% income level is 40,0001 to 50,000 and 19% income is above 50,001.

Figure-4.13 Income level of respondents & their spouse



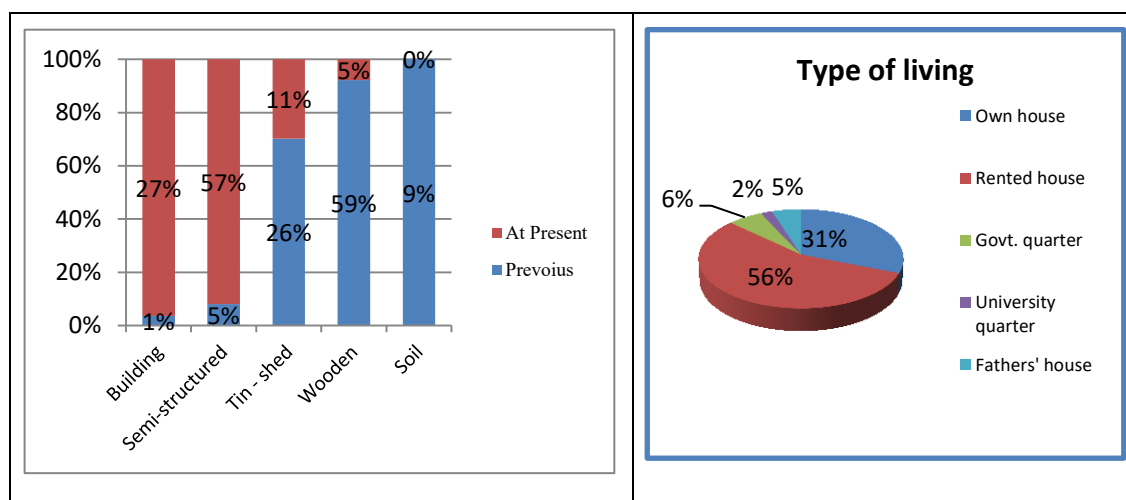
Source: Fieldwork, 2022

4.9 Housing pattern of respondents

House pattern boosts household social standing. Early research did not consider house construction productive. Because, such an investment was considered more as a means of improving economic status than a means of economic activity.

These households' homesteads exhibit construction and maintenance investments. These households possessed five types of houses: structured (brick house with concrete floor and roof), semi-structured (brick house with tin roof and concrete floor), tin (tin structure with concrete floor), wooden (earth floor, sides with tin and roof with tins or thatched), and soil (mud floor, sides with mud or bamboo, roof either tin or thatched).

Figure-4.14: Housing & living pattern of respondents



Source: Fieldwork, 2022

The Figure-4.14 shows housing and living pattern of respondents which a represents of social status of the respondents. For example before completion of higher education, only 1% of HH has building house, whether after completion of higher education 27% of HH have building house. Earlier only 5% of HH has semi-structured house, whether after completion of higher education 57% of HH has semi-structured house, 26% HH used to live in tin-shed houses; at present only 5% live in similar houses. 59% used to own *wooden* homestead, at present only 5% live in similar houses. 9% had *soil* house whether after education & higher income all these HH built up *structured* and *semi-structured* homestead for living.

The study found that due to occupational location, 56% of respondents are living at rented house nearby their job location, 6% at Govt. residential quarter, 2% university residential quarter. Moreover, only 31% are living at their own house and 5% at fathers' house.

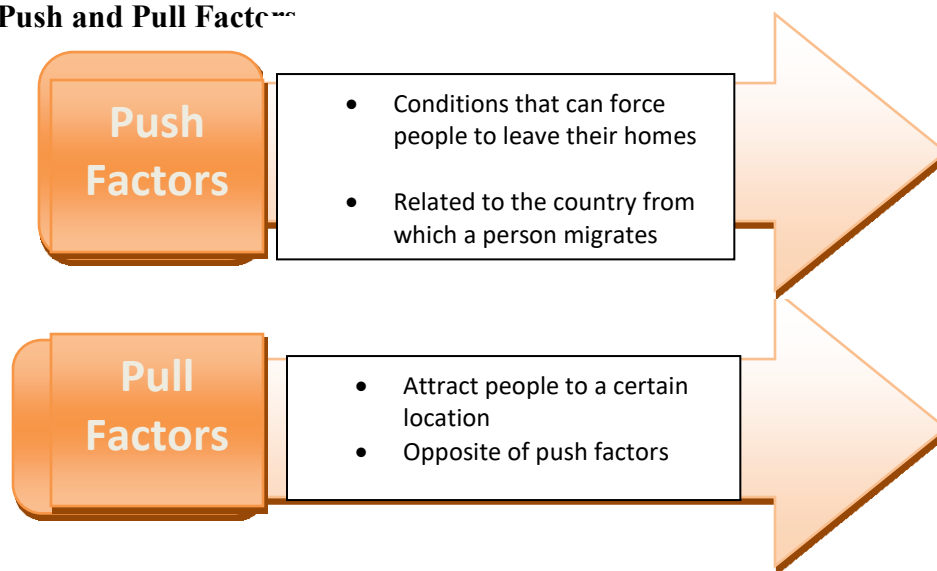
4.10 Migration Status

Humankind and its society have always migrated. From ancient times to the present, people migrated for food, safety, and protection. Modern transportation and communication, cultural mixing, globalization, and other factors have influenced people to migrate in quest of well education, work, and living conditions (Lee, E. Spurgeon, 1965).

Demographic change and social transformation begin with migration. Migration is a long-term move. Migration is permanent relocation distribution of people, ideas, innovations, and behaviors. Push and pull influences either encourage or force people to move. Economic, political, cultural, and environmental factors (Lee, E. Spurgeon, 1965).

Push factors can force people to leave their homes for different reasons such as, for better of living standard, poverty, high growth of population, "poor" living conditions, unavailability of modern health services, lack of standard education etc. On the other hand, Pull Factors motivated people to migrate the places where above opportunities and facilities are available.

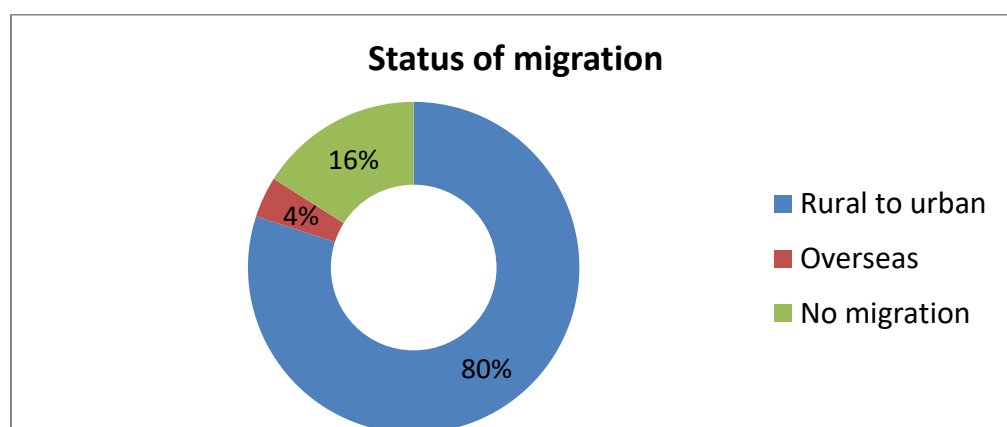
Figure 4.15: Push and Pull Factors



Source: Lee, E. (1966). A Theory of Migration

The present study focused on discussion of factors of migration to examine the impact of education in socio-economic development of underprivileged people in the society. The respondents reported that achieving higher education from public university worked as push factor for them to migrate from home to university campus or city located nearby campus. On the other hand, more job opportunities, better living conditions and modern health services attracted respondents to migrate from rural area to urban area. The figure 4.16 shows that majority of the respondents (80%) migrated from rural to urban area for their job location and 4% respondents migrated to overseas for further higher study and who already settled there. 16% respondents not migrated from home to urban area. Beside this, out of 96% respondents, 17% reported that they have planning to migrate abroad in future

Figure-4.16 : Status of migration of Respondents



Source: Fieldwork, 2022

4.11 Property Ownership

The study found that due to lower income and poverty, ownership of assets was very poor by the respondents. Once the higher education achieved through getting opportunity of scholarship and better employment and earnings, respondents have the increasing trend of different assets for family. Households strive to build up assets of different type with upward mobility along the income expansion path. One such trend among the households is the tendencies to increase land and flat holdings. Apart from giving a feeling of mobility increased land and flat ownership provide financial status, capital gains and return to the household.

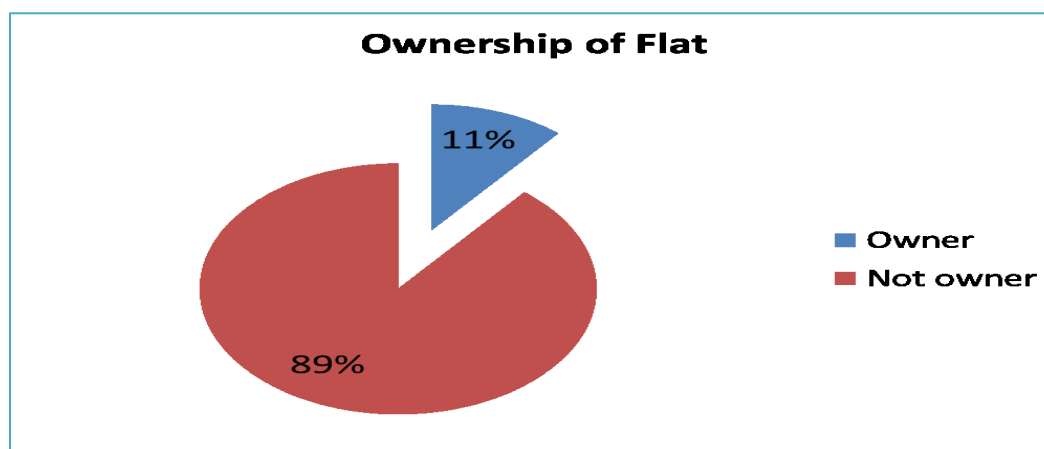
Table- 4.7: Land Ownership Mobility of the Respondents' Household

Decimal	No. of Respondents		Percentage
	Previous	At present	Change
0-3	12%	-	-12%
03-06	57%	34%	-46%
06-09	26%	36%	0
09-12	3%	18%	29%
12- above	2%	12%	10%
Total	100	100	

Source: Fieldwork, 2022

It is significant to mention that land ownership mobility is closely related with higher education, employment and income. The scenario of ownership of land had been changed to upward increasing trend among the respondents family after higher education and better employment opportunity. The study found that before completion of higher education 12 % respondents have up to 3 decimal lands but after getting job their ownership of land have increased. 3-6 decimal land ownership was for 57 % respondent's family and 26% respondents was 6-9 decimal land which increased to 36% of respondent after getting job, 3% respondents was 9-12 decimal land which increased to 18% of respondent after getting job and 2% respondents was more than 12 decimal land which increased to 12% of respondent after getting job.

Apart from land holdings, 11% respondents reported that they are living their own flat at city area and a number of respondents have the plan to purchase flat at city area for living who migrated from rural to urban area.

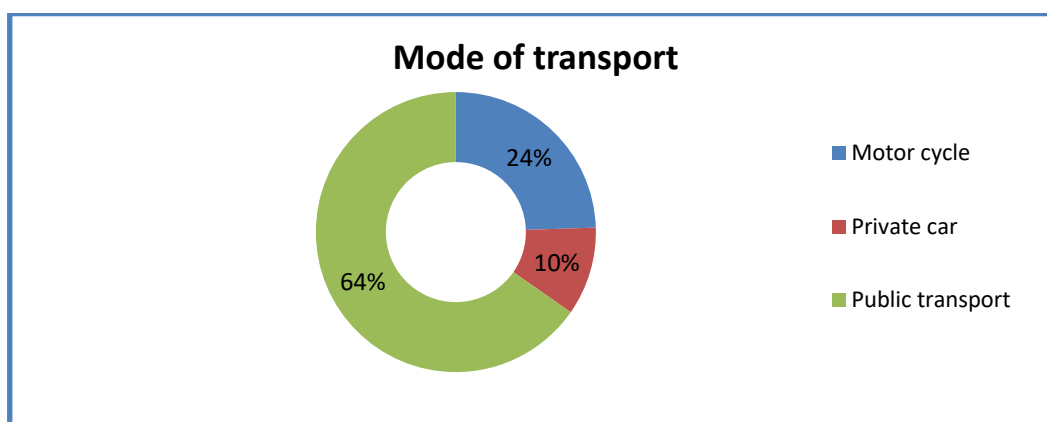
Figure-4.17: Ownership of flat of the respondents

Source: Fieldwork, 2022

Means of transport

The study found that respondents have the experience of using different modes of transport for communication including own and public transport. This indicates the economic as well as social status of the respondents.

Figure- 4.18: Mode of Transport of Household



Source: Fieldwork, 2022

The figure 4.18 shows that 24% of respondents use their own motor cycle as a mode of transport, 10% use a private car, and 66.00% use a bus or rickshaw as their mode of transport.

Movable Property Ownership

The majority of the respondents reported that due to modernization, they have purchased some modern technology-based equipment, such as refrigerators (deep and normal), internet access, ceiling fans, and mobile phones.

The following are the remaining moveable properties owned by households: colored TV (100.00%), wi-fi (70%) and internet (99%). Air conditioner (A.C.), books (100.00%), iron (84.00%), table fan (92.00%), telephone (50.00%), mobile (100.00%), computer (95.00%), radio (85.00%), sewing machine (24.00%), charger light (88.00%), electric/gas oven (70.00%), washing machine (25.00%), ornaments (90.00%), and sofa set (90.00%). Therefore, it shows that upward mobility of the status under process of in-transition as a whole.

Chapter -5

Dynamics and Process of CSR Activities of Banks

- 5.1 CSR Policies of Bangladesh Bank**
- 5.2 Development of CSR Strategic Framework in Banks**
- 5.3 Beneficiaries of CSR Interventions of Banks**
- 5.4 Trends of Sectoral Pattern of CSR Activities**
- 5.5 CSR Interventions in Education Sector**
- 5.6 Nature/Dynamics/Process of Scholarship from CSR**
- 5.7 Relationship between scholarship giver & receiver**

Chapter-5

Dynamics and Process of CSR Activities of Banks

This section deals with elaborate discussion of dynamics and nature of CSR activities of banks in Bangladesh. The study also attempted to explore the process and producers of scholarship program under CSR interventions. To explore the of dynamics and nature of CSR activities and criteria of scholarship program of banks the study attempted to analyze the progress of CSR strategic framework in Banks and beneficiaries of CSR interventions of Banks. Beside this, the study also focused on the gathering of data on trends of sectoral pattern of CSR activities generally and CSR interventions in education sector specially. The study also depicted a clear data of nomination and disbursement process of scholarship of banks through primary and secondary sources. Finally the study discussed about the nature of relationship between banks and students as scholarship giver & receiver.

5.1 CSR Policies of Bangladesh Bank

Prior to 2008, there were no explicit policies on CSR activities in the banking sector in Bangladesh. For sustainable and equitable development, it was required that Bangladesh Bank (BB) formulates practical guidelines and policies to formalize the CSR activities of banking and financial institutions.

BB instructed all commercial banks to incorporate the CSR program into their normal banking activities rather than short-term social work like grants, help, and donations. BB circulars required banks to create a CSR policy with an annual budget. BB told the GRI that the CSR annual report should incorporate the bank's economic, environmental, and social performance with a focus on both qualitative and quantitative operations. Bangladesh Bank monitors bank CSR adoption and performance.

Banks should report CSR activity consistently. BB directed that the report include a brief overview of sectors, investment and expenditure amounts, and recipients. In 2014, BB released

another key indicative guideline for bank and NBFIs expenditure allocations and end-use oversight. In this directive, BB outlined CSR expenditures directly and indirectly, including administrative setup, budgetary allocation method, desired range and coverage of CSR initiatives, and end use of CSR expenditure monitoring.

Bangladesh Bank announced a practical CSR policy for banks and financial organizations in 2022, combining all circulars from 2008 to 2014. The policy stressed CSR activities to generalize and organize for social, equitable, and sustainable development of the country, focusing on contemporary financial development and global economy developments. The policy recommended screening bank CSR activities by verifying and assessing the goal, identifying the target group, selecting a concern region, and estimating financial requirements and budgets. The policy also promotes women's empowerment through CSR activities that provide job-oriented education and training, financial assistance or stipends, skill development programs for unskilled women, and equipment to help them become financially independent. CSR funding was used to develop women's hostels and wash blocks on school and college campuses. The researcher summarized the Bangladesh Bank's CSR policy guidance for banks and financial institutions.

Table-5.1 CSR Policy guidance of Bangladesh Bank

Circular No. & date	Title of the circular	Banks Responsibilities towards CSR Activities
DOS Circular no.1 in June, 2008	Mainstreaming CSR in Banks	<ul style="list-style-type: none"> i. strategic objectives have identified ii. priority areas have declared iii. CSR program to be designed with action plans iv. Separate CSR policy to be formulated
DOS Circular no. 16 in June, 2010	“CSR desk” in banks	To set up own dedicated “CSR Desk”
GBCSRD Circular no. 7 in December, 2014	Expenditure allocations & end use oversight	<ul style="list-style-type: none"> i. Fund allocations from annual post tax net profit ii. No allocations to any entity directly/indirectly connected with directors or Senior Management of the bank iii. Committed educational scholarship for a student to be continued if no post-tax profits

		iv. Utmost care in financing of militancy and terrorism. v. Around 30% for underprivileged students under scholarship and 20% for health sector vi. Strict monitoring of end use and record keeping for BB audit
SFD circular No.1 in January 9, 2022	Policy guidelines on CSR for Banks & Financial Institutions	The policy focused on definition, objectives, Mission and Vision of CSR, CSR alignments with SDGs, scope of CSR, screening process of CSR activities, financial inclusion under CSR, women empowerment, prohibition in CSR activities, budgetary allocation process and administrative set up, monitoring and reporting etc.

Source: Bangladesh Bank

CSR Alignments with SDGs

Bangladesh has already paved the way for SDG localization and implementation. The progress already observed gradually due to multiple policy implications and pragmatic strategies like the CSR activities of banks has been formalized and mainstreamed for the well-being of people, society, and the country as a whole. The CSR policy of Bangladesh Bank has aligned SDGs with CSR activities by setting target beneficiaries to achieve sustainable development goals. The present study found that by offering financial assistance to poor and underprivileged students, both male and female students contributed to achieving sustainable development goals (Table-5.2).

Table 5.2: CSR Alignments with SDGs

SDGs	CSR Expenditure	Target Beneficiaries
01. No Poverty	01. Education	01. Vulnerable & undernourished men, women and children of all ages living in poverty line.
02. Zero Hunger	02. Health	
03. Good Health & well- being	03. Income generating	02. Under privileged students, street

04. Quality Education	activities	children
05. Gender Equality	04.Infrastructure development	

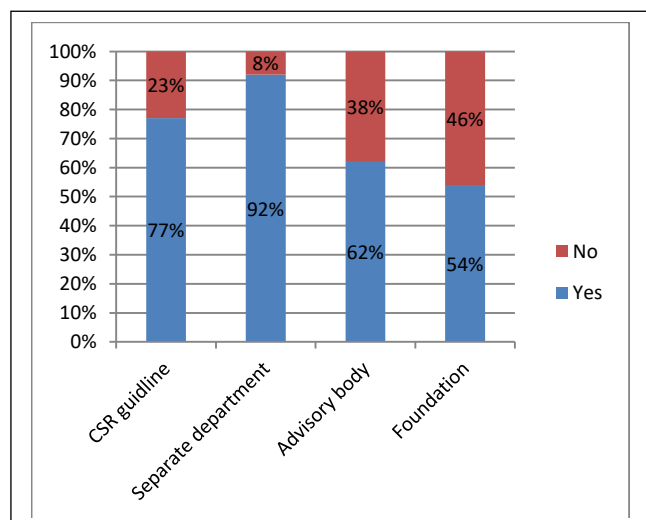
Source: Policy guidelines on CSR for Banks, SFD, BB, 2022

5.2 Development of CSR Strategic Framework in Banks

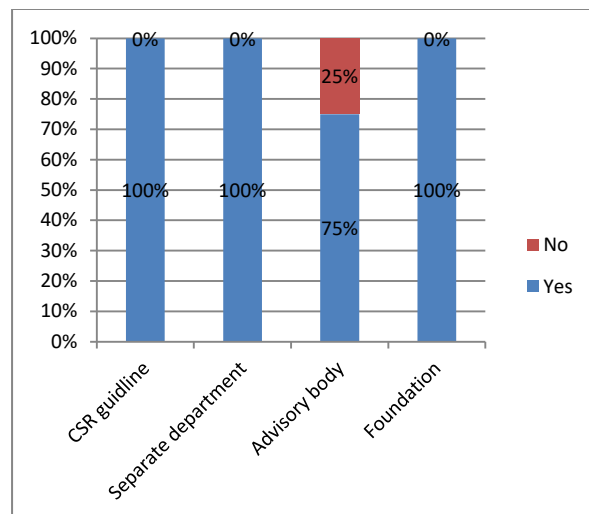
The policy guidance of Bangladesh Bank directed commercial banks to develop a special CSR strategic framework through the formulation of their own CSR policy. BB issued another direction to all commercial banks to take account of the CSR program in their mainstream banking activities instead of short-term social works like providing grants, aid, and donations. In this connection, the majority of banks have formed a CSR policy, a special foundation, a cell, or a unit for CSR activities and assigned a senior bank executive with the responsibility of being in charge of the CSR management or operations cell. A survey reported that 92 percent of banks claimed to have separate CSR units, and 77 percent of the total have CSR strategies or guidelines. In addition, over one-fifth of the banks have some form of advisory body, and over half of the banks are performing CSR activities through foundations or trusts (Habib et al, p. 12–14, 2015).

According to the study, all four banks sampled claimed to have separate CSR units, CSR strategies or guidelines, advisory bodies, and to carry out CSR activities through foundations, trusts, or a separate unit called the CSR Department. The figure 5.1 shows that according to a survey report, out of 14 banks, 77% have a CSR strategic guideline, 92% have a separate unit or department, 62% have an advisory body, and 54% have a trust or foundation for operating CSR activities. The current study, on the other hand, discovered that 100% of the four sample banks have a CSR strategic guideline, 100% have a separate unit or department, 75% have an advisory body, and 100% have a foundation of trust for the operation of CSR activities.

Figure-5.1: Banks having CSR Guideline, Department, Advisory body & Foundation



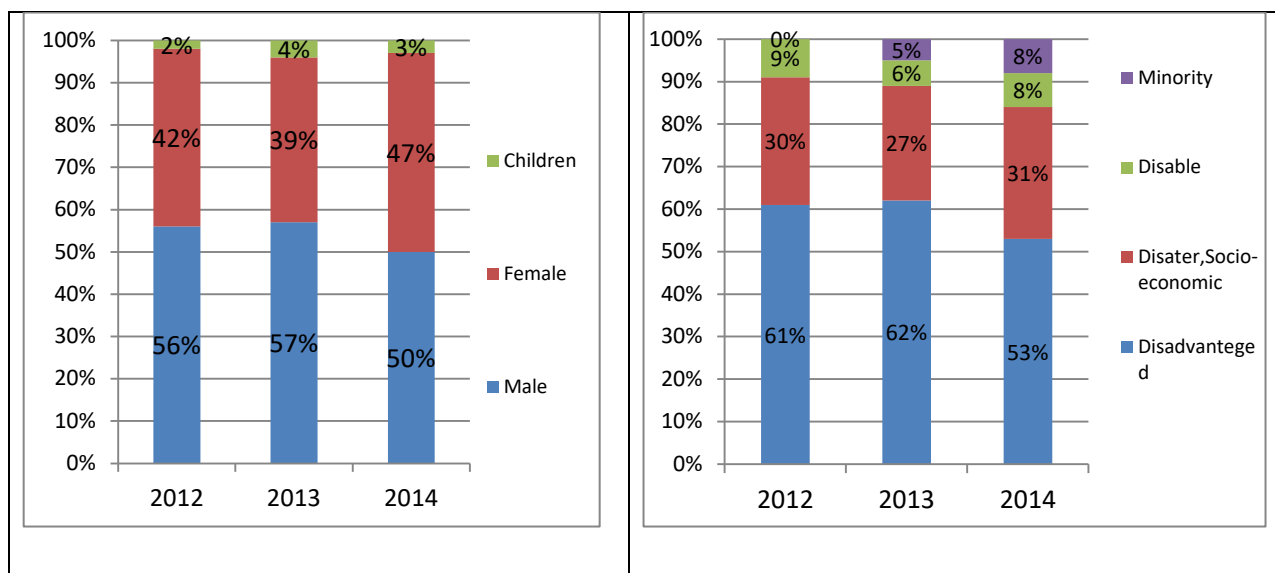
Source: MDRI, 2015



Source: Fieldwork, 2022

5.3 Beneficiaries of CSR interventions of Bank

The objectives of CSR interventions by banks are to improve the financial condition and social progress of underprivileged segments of society. In line with the guidelines and policies of Bangladesh Bank, all banks have allocated CSR funds in different sectors like education, health, humanitarian and disaster relief, environment, income-generating functions, art and culture, etc. Underprivileged people are the actual beneficiaries of CSR interventions by banks. The beneficiaries of CSR efforts have been categorized into males, females, and children. They also classified people as disabled, disaster or socioeconomic victims, minority, or other disadvantaged (Habib et al., 2015). The majority of recipients were men, though this was on the decline, falling from 56% in 2012 to 50% in 2014. On the other hand, about half of beneficiaries were female, and the ratio increased from 42% to 47% in 2012 and 2014, respectively (Figure 5.2).

Figure-5.2 Beneficiaries of CSR interventions of Bank

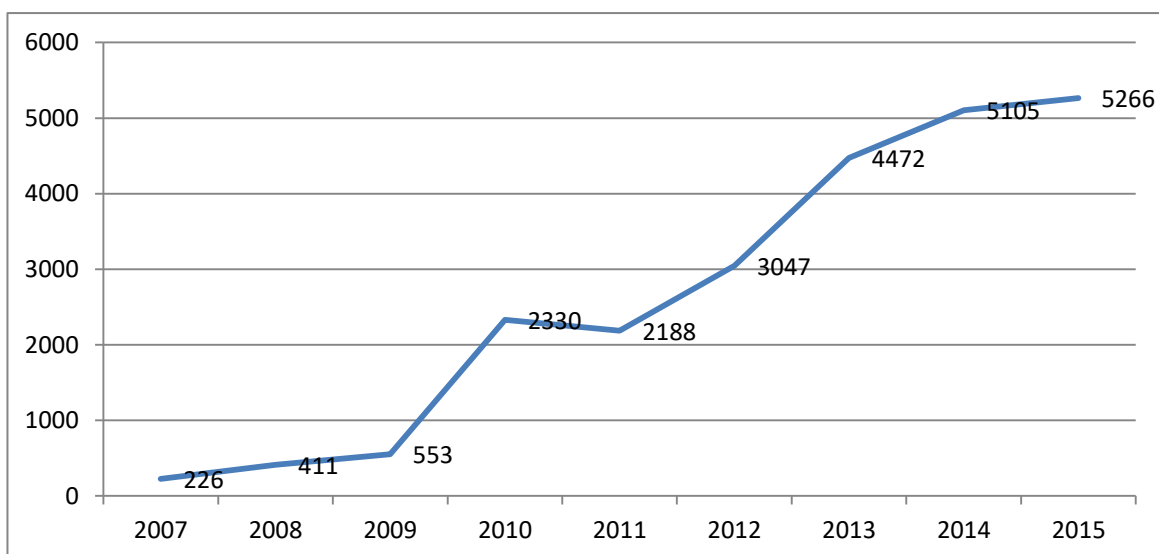
Source: Habib et al, CSR fund usage by Banks, MRDI, 2015

Among the beneficiaries, the majority (above 50%) were disadvantaged people, about 30% suffered from disasters, and about 10% were disabled people. Minority people also benefited from the CSR funds of banks, as they were 5% and 8% in 2013 and 2014, respectively.

In view of the above observation (Habib et al.), the present study purposively selected the beneficiaries, categorically 50% male and 50% female, including disabled and minority individuals, who were awarded scholarships from the CSR efforts of banks.

5.4 Trends of Sectoral Pattern of CSR Activities

The allocation of CSR funds as well as the CSR activities of banks has increased over time since the introduction of Bangladesh Bank's policy. The data revealed that overall CSR initiatives of banks increased considerably from BDT 226 million in 2007 to BDT 5266 million in 2015 (Figure 5.3). Major areas of CSR initiatives by banks include education, health, humanitarian and disaster relief, sports, arts and culture, the environment, etc. Health and education have been the top priorities and major shares of CSR expenditures since the beginning of CSR activities by banks for humanitarian and disaster relief, which continued prior to specific policies for expenditure allocations at Bangladesh Bank (Table-5.1 & Figure-5.4). However, the education, health, and disaster management sectors gained momentum in CSR fund allocation by banks after a certain fund allocation policy from Bangladesh Bank in 2014.

Figure-5.3 Progress in CSR Funds in million Tk.

Source: CSR Review, Bangladesh Bank

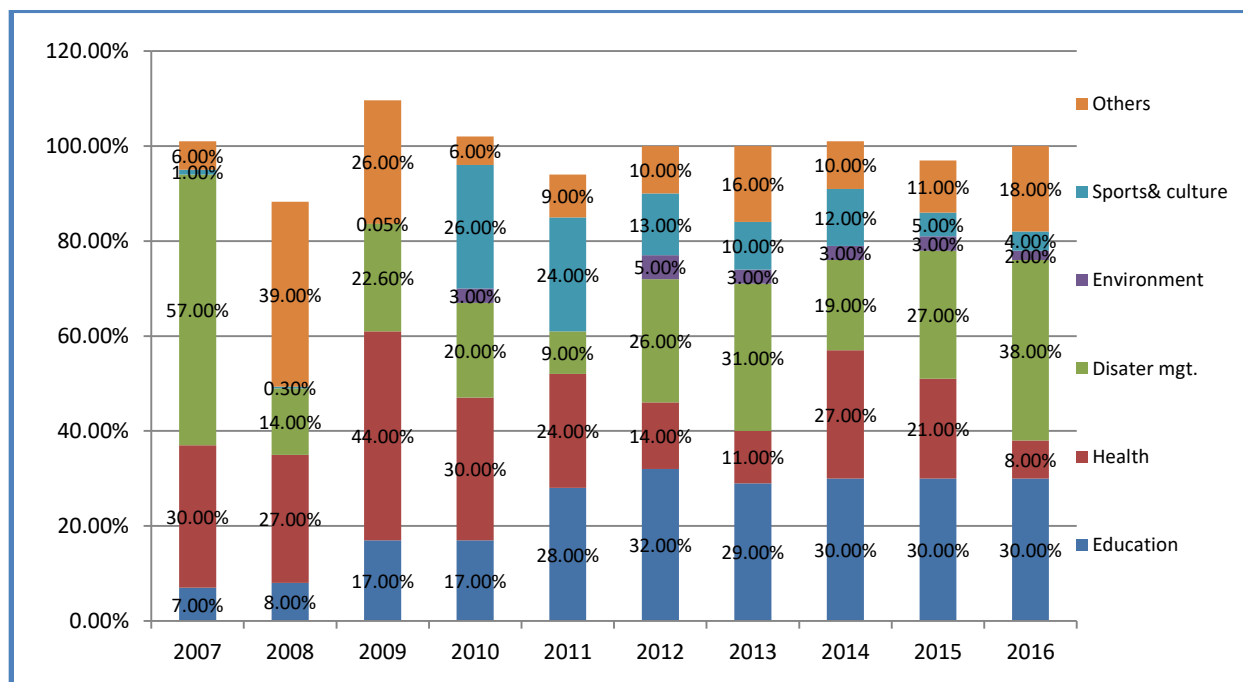
The figure shows that CSR expenditures by banks in different sectors increased over time such as, total CSR expenditure was Tk. 226 million in 2007, Tk. 2330 million in 2010, Tk. 3047 million in 2012, Tk. 5105 million in 2014 and Tk. 5266 million in 2015.

Table: 5.3 Trends of Sectoral Pattern of CSR Activities

Year	Education	Health	Humanitarian & disaster management	Environment	Art & culture, Sport	Others	Total Amount
2007	14.3	68.60	127.70	-	2.70	13.10	226.40
2008	30.5	112.10	58.60	-	50.60	158.90	410.7
2009	94.8	245.50	125.10	-	1.50	86.90	553.8
2010	400.79	689.07	460.41	59.78	594.14	125.58	2329.33
2011	612.48	520.42	188.03	138.07	530.59	198.73	2188.33
2012	983.69	435.43	788.37	140.23	397.16	301.81	3046.69
2013	1295.18	481.68	1385.83	106.59	508.77	693.41	4471.49
2014	1508	1383.70	949.47	164.55	614.48	485.24	5015.46
2015	1584	1111.00	1446.00	150.00	415	560.00	5266
2016	148.86	38.18	188.31	11.41	20.65	89.34	496.75
2017	202.83	58.7	329.33	8.43	35.89	108.75	743.99
2018	380.03	51.68	330.84	2.79	45	94.29	904.63
2019	176.63	73.33	242.79	33.07	28.0	9.05	647.87
2020	104.32	104.8	406.13	23.91	89.3	169.11	967.55

Source: CSR Review, Bangladesh Bank

Figure-5.4 Sector wise CSR expenditures of Banks (2007-2016)



Source: CSR Review, Bangladesh Bank

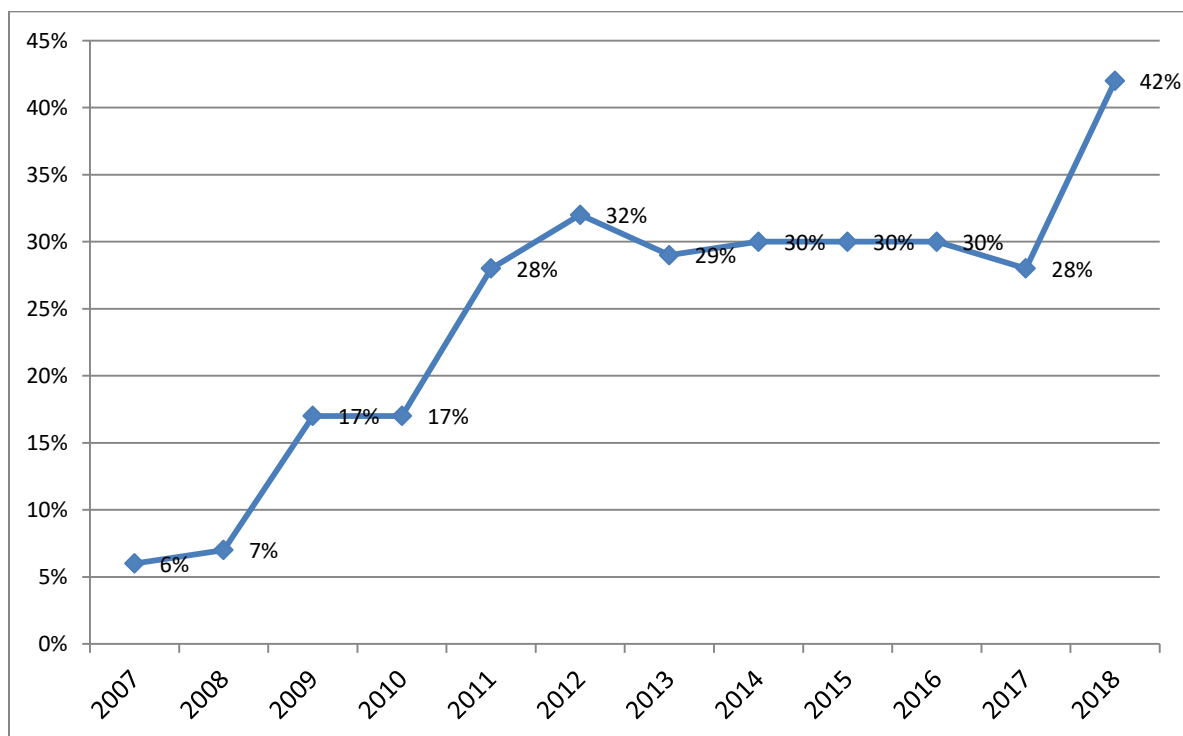
Among all specific categories of CSR expenditure as shown in the figure-5.6, banks continued to maintain share in education, health and humanitarian & disaster relief, environment, sports, art & culture etc. In 2007, the expenditure in education, health and humanitarian & disaster relief, sports, art & culture was 7%, 30%, 57% & 1% respectively. In 2016, the amount of allocation was increased for some sectors and decreased for some sectors by the banks as per policy of Bangladesh Bank such as the expenditure in education and sports, art & culture increased to 30% and 18% respectively. The expenditure in health and humanitarian & disaster decreased to 8% and 38% respectively.

5.5 CSR expenditure in Education Sector

The education sector is emphasized among all other sectors in the case of fund deployment from CSR interventions. As a developing country, education and job-focused vocational training are crucial in widening advancement opportunities for the underprivileged population segments in Bangladesh. In this regard, Bangladesh Bank issued guidelines (GBCSRD Circular No. 7, 2014) to allocate around 30% of the total CSR of a bank for scholarships for students from low-income

families studying in reputed academic and vocational training institutions and for advancement of facilities in academic and vocational training institutions that involve underprivileged students (Figure-5.5). Students must be accurately and fairly selected for scholarships and stipends. Sufficient information must be collected to preclude applicants from drawing benefits from multiple banks or financial institutions.

Figure- 5.5: CSR expenditure of banks in Education (in percentage)



Source: CSR Review, Bangladesh Bank

In view of all guidance of Bangladesh Bank, all the banks have given due attention to formalize CSR activities in different areas where education sector got highest momentum in allocation of CSR expenditures. The CSR expenditure of education as shown in the Table-5.2 & Figure-5.6, banks continued to contribute more in education sector which started from 6% in 2007 and reached at 32% in 2013 and 42% in 2018.

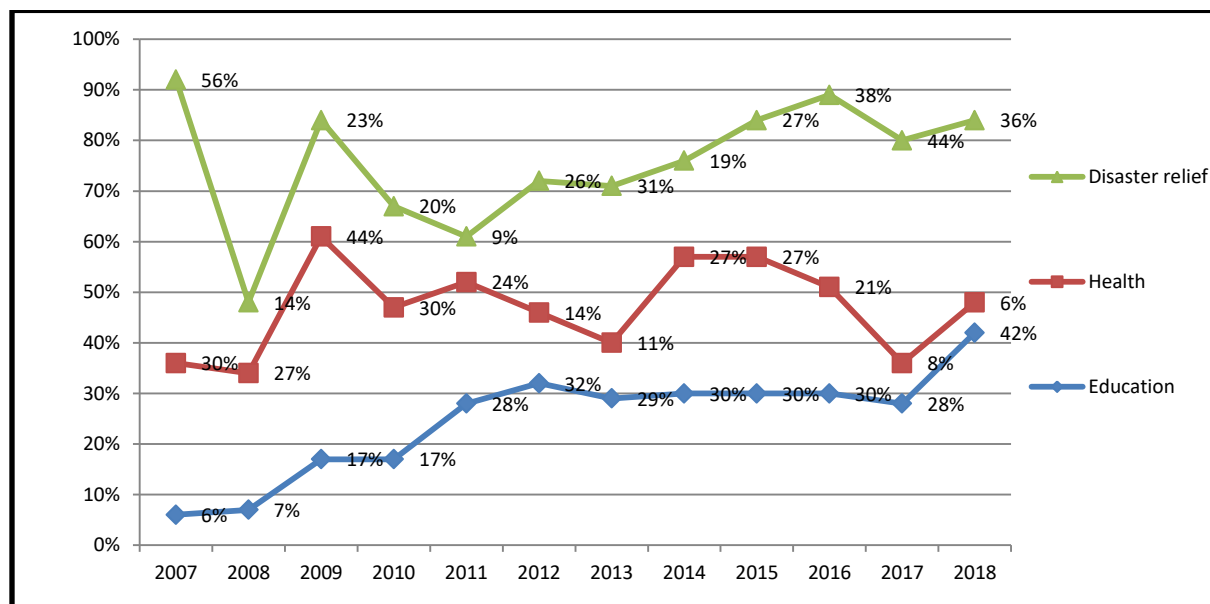
Table- 5.2: CSR expenditure of Banks in Education (Total amount & Percent in Tk.)

Year	Total Amount	Education sector	
		Amount	percentage
2007	226.40	14.3	6.32
2008	410.7	30.5	7.38
2009	553.8	94.8	17.11
2010	2329.33	400.79	17.20
2011	2188.33	612.48	27.99
2012	3046.69	983.69	32.29
2013	4471.49	1295.18	28.97
2014	5015.46	1508	29.54
2015	5266	1584	30.07
2016	496.75	148.86	29.96
2017	743.99	202.83	27.62
2018	904.63	380.03	42.0

Source: CSR Review, Bangladesh Bank

The figure- 5.5 indicates that major area of CSR activities is education, health and humanitarian & disaster relief from very beginning of CSR activities of banks. In 2007, CSR expenditure for education, health and humanitarian & disaster relief were 6%,30% & 56% respectively. The scenario have become fully reversed in 2012 and onwards as in 2012, CSR expenditure for education, health and humanitarian & disaster relief were 32%,14% & 26% respectively and its continued to 42%,6% & 36% respectively in 2018. The data proved that education got best priority in CSR activities of banks which plays role in socio-economic well-being of people, development in society and country as whole.

Figure-5.6 Comparative CSR expenditure in Education, Health & Disaster relief (2007-2018)



Source: CSR Review, Bangladesh Bank

5.6 CSR pattern of Sample Banks in Education

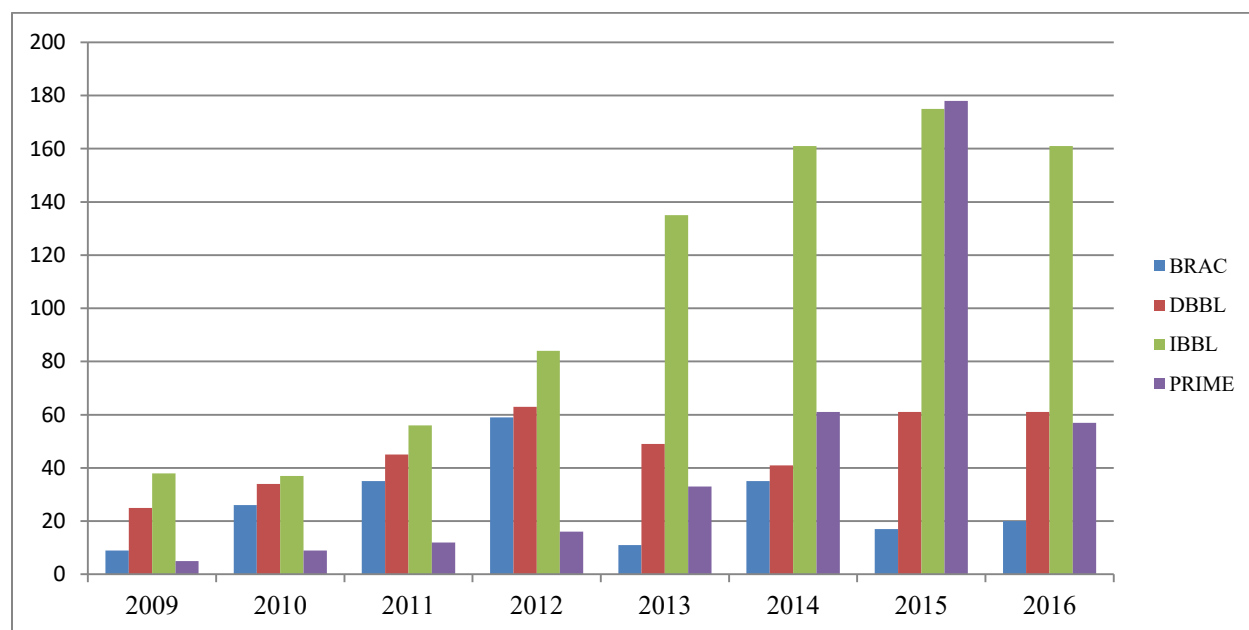
The study found that in compliance of guidance and policies of Bangladesh Bank, the expenditure amount of all the sample banks have gradually been increased in education sector. The study attempted to gather information of CSR activities under scholarship program since starting and found the amount of allocation for education sector is increasing significantly. Moreover, the study found (Table-5.4 & Figure-5.7)) that fund allocated amount for education sector of BRAC, DBBL, IBBL & Prime Bank in 2009 was BDT. 9.00 million, 25.00 million, 38.0 million and 5.00 million respectively which reached at BDT. 20.00 million, 60.80million, 161.0 million and 57.00 million in 2016 respectively.

Table- 5.4: CSR pattern of Sample Banks in Education

(Figure in Million Tk.)

Bank Name	Year wise CSR expenditure							
	2009	2010	2011	2012	2013	2014	2015	2016
BRAC	09.00	26.00	35.00	59.0	11.00	35.00	17.00	20.00
DBBL	25.00	34.00	45.00	63.0	49.00	41.00	61.00	60.80
IBBL	38.00	67.00	56.17	83.8	135.26	161.00	175.00	161.0
PRIME	5.00	9.00	12.00	16.17	32.62	61.00	178.00	57.00

Source: CSR Review, Bangladesh Bank & Annual Reports of Banks

Figure- 5.7 CSR pattern of Sample Banks in Education

Source: CSR Review, Bangladesh Bank & Annual Reports of Banks

5.7 Dynamics of Banks' Scholarship from CSR fund

The commercial banks have great intervention of CSR activities in education sector to provide financial assistance towards poor and meritorious students in the society. The study has explored the objectives of CSR initiatives, nomination process of awardees, procedures of fund disbursement and amount, monitoring of students' performance to continue scholarship from bank.

The respondents of banks reported that involvement of banks in CSR activities strongly inspired by core concept of CSR i.e economic, legal, ethical and philanthropic approach. The banks have the CSR engagement in different sectors as per management decision before 2008, as there were no CSR guidelines and policies from Bangladesh Bank. Furthermore, the policy guidance of Bangladesh Bank directed CSR activities of Banks in more formal sector and education sector has given priority towards underprivileged segment for sustainable development. The study reported the objectives of CSR intervention of banks from scholarship recipients and bank's respondents.

Table-5.5: Purpose of Scholarship from CSR funds

Purpose	Bank's view		Respondent's view	
	Agreed	Disagreed	Agreed	Disagreed
Part of philanthropic activity	Yes	-	Yes	-
Financial assistance to needy students	Yes	-	Yes	-
Socio-economic development of the awardees	Yes	-	Yes	-
Scholarship is like a gift from bank	Yes	-	Yes	-
Bank has intention to brand	No	-	Yes	-
Bank has reputational interest	No	-	Yes	-
Business interest behind social cause	No	-	Yes	-
Motivating awardees to contribute in his society	Yes	-	Yes	-
Encouraging awardees to be a good citizen	Yes	-	Yes	-
Long-term relationship between banks and awardees	Yes	-	Yes	-

Source: Fieldwork, 2022

Table 5.5 shows that all respondents of the study are agreed on the purpose of scholarship from the CSR fund. However, intention to brand, reputational interests and interest behind social cause corresponding at respondent's views are agreed i.e banks are supposed to be scholarship behind all purposes.

Nomination Process of Awardees

Action	Procedures
Circulation	Bank is circulating the scholarship information through newspapers and their website and send same to the universities to inform the students.
Selection	Student have to submit application to the own department of college or University and after evaluation Principal or Chairman of Department forwarded the application to the bank with recommendation
Criteria	To be preferred the underprivileged students for their financial condition and merit as well.
Payment	Lump sum once for reading materials & clothes and quarterly for 2 years for HSC level & 3-5 years (for graduation and MBBS)to student's own account at scholarship giving bank.
Condition of scholarship	In the terms and condition of scholarship, banks have mentioned about continuation of study with good result and student has to submit result record to get scholarship for each semester or year.
Event	Bank is arranging an awarding ceremony to handover scholarship to the students in presence of some renowned scholars and distinguished personalities for motivation and inspiration.

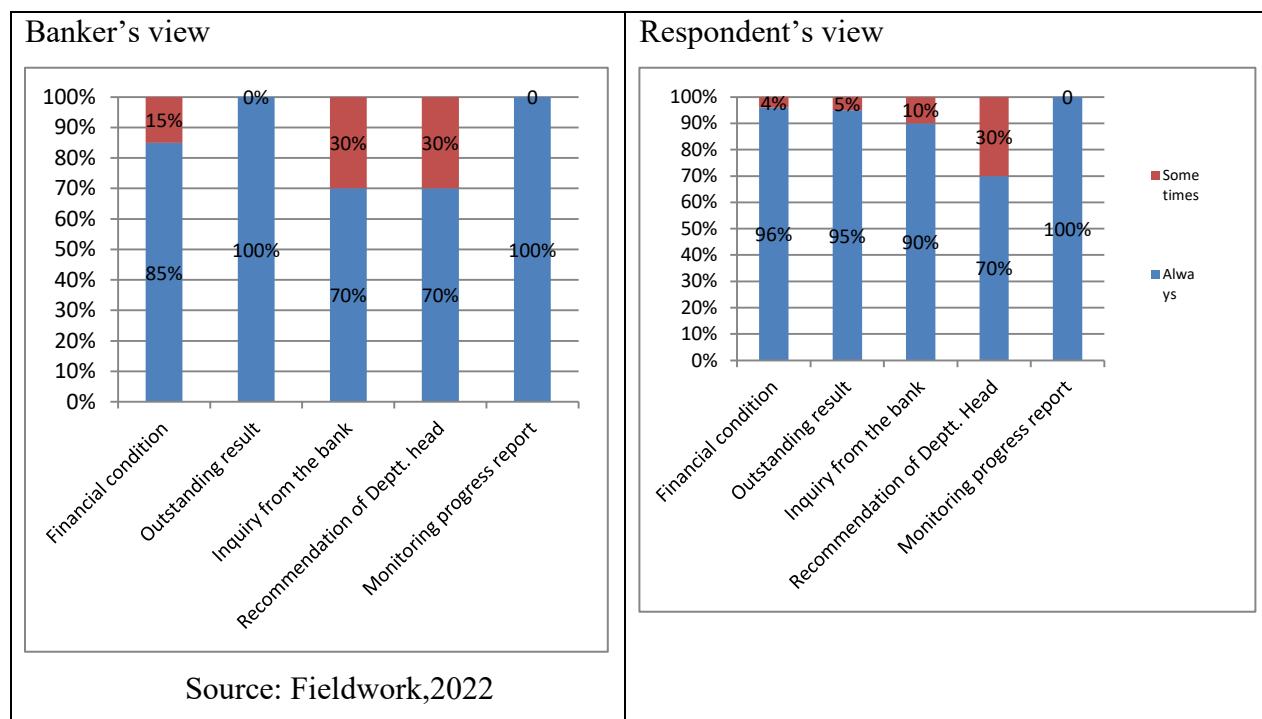
Source: Banks' Publication & Fieldwork, 2022

Table-5.6: Considering Aspect of nomination

Key Considering point	Respondent's View			Bank's View		
	Always (%)	Sometimes (%)	Total	Always (%)	Sometimes (%)	Total
Financial condition	85	15	100.0	96	4	100.0
Outstanding result/merit	100	-	100.0	95	5	100.0
Principal or Chairman's recommendation	70	30	100.0	95	5	100.0
Inquiry from the bank	70	30	100.0	90	10	100.0
Monitoring progress report	100		100.0	100	-	100.0

Source: Fieldwork, 2022

The present study has tried to explore the main considering aspect for nomination of students for scholarship awards of banks. The study found that the respondents of banks and scholarship awardees have different opinions such financial condition is main considering point in 96% cases and 85% cases according to bankers and students respectively. On the other hand both have the same opinion that in 100% cases outstanding result/merit is considered. Principal or Chairman's recommendation and inquiry from the bank also considered in selection process. Progress report of study has been monitored for continuation of stipend from the banks (Table-5.6 & Figure-5.8).

Figure:5.8 Considering Aspect of Nomination

Stipend Amount for a student

The amount of stipend is varied from bank to bank and based on level of education such as HSC & graduation etc. The data revealed that till 2010, commonly the stipend was provided by the banks to the students @ Tk. 1500 per month for 2 years for HSC level with Tk. 2,000 at a time for purchasing Books per year and Tk.2,500 (Urban) & Tk. 2,000 (Rural) per month for 3 to 5 years for Graduation level with Tk. 5,000 at a time for purchasing Books per year. But the amount has been increased after 2010, such as from Tk.1500 to 2500 at HSC level and from Tk. 2000 to Tk. 4500 for graduation level. Some banks also included an additional fixed amount for purchasing reading materials and clothing in each year. The respondents reported that the amount of stipend provided by the banks was moderate for their smooth study.

IBBL spent an amount of Tk.1,125.95 million for 534,772 beneficiaries from 1983 to 2016 for this purpose. DBBL spent an amount of Tk. 378.8 million for 50679 students from 2003-2017, Prime Bank spent an amount of Tk. 370.0 for 14000 students from 2003-2017 and BRAC Bank spent an amount of Tk.212.00 million for 10000 students from 2003-2017 (Source: Annual Reports of Banks).

5.8 Relationship between CSR Giver & Receiver

The study explored the nature of the relationship between scholarship awardees and banks as giver and receiver with anthropological reference to the gift theory of Marcel Mauss and Katy Gardner and the reciprocity theory of Marshall Sahlins. The existence of reciprocity of obligation, which leads to the offer of a gift in exchange for its receipt, is the focus of these theories.

The gift theory of Mauss is the foundation of social theories of reciprocity and gift exchange. It focuses on the way that the exchange of objects between groups builds relationships between humans. He shows that early exchange systems center around the obligations to give, to receive, and, most importantly, to reciprocate. They occur between groups, not only individuals, and they are a crucial part of the "total phenomenon" that works to build not just wealth and alliances marked by economic wants but social solidarity because "the gift" permeates all aspects of society. Mauss viewed gift-giving as binding people together in a social relationship that went beyond the material value of the object involved. In view of this theory, the present study found that the relationship between the scholarship giver and receiver is not directly related to the return of the gift, but the existence of a long-lasting relationship works as a network both for banks (the giver) and awardees (the receiver).

Katy Gardner, a British anthropologist, developed the concept of "moral economy" based on her fieldwork in Bangladesh on the London family's charity work to their own poor and the exchange of corporate gifts in Bibiyana of Chevron, a powerful and enormously wealthy corporation, was placed under similar obligations. Gardner observed that London families have a duty of charitable giving to their "own poor" in the desh (home) due to kinship and residence. According to this logic, Chevron's use of the gas was subject to similar obligations, such as providing payment in kind in the form of building hospitals and schools and providing jobs for local residents.

Gardner observed that the donation is seen as part of an on-going social relationship, and the recipients of charity are expected to reciprocate with gratitude, political support, and demonstrations of subservience. With a view to these findings, the present study also examined

the CSR interventions of banks under scholarship programs for poor students and found that the majority of the respondents expressed their deep gratitude and acknowledged the contribution of CSR efforts in the development of their human, social, and identity capital. The recipients of scholarships after completing their education have the experience of more job opportunity, employment, and financial well-being, which plays a role in poverty eradication, healthy lives and well-being, women's empowerment, more networks, and social status, etc.

Under the influence of Mauss's thought, Marshal Sahlins, an economic anthropologist, interpreted gift exchange based on the sociopolitical complexity of reciprocity, and his basic framework defined three types of reciprocity: generalized, balanced, and negative. The present study has taken into consideration the theory of generalized reciprocity to examine the relationship between banks and students as scholarship givers and receivers. Generalized reciprocity is a reciprocity system in which something is given without regard for the amount and with the expectation that something will be given back in the indefinite future. Parents' expenses for their children, such as food, clothing, and education, are not measurable at the time, but parents may have hopes for love and affection and taking care of their children later in life after a long time away, which is not measurable. Food distribution among the Kung/San is the most often cited example of generalized reciprocity.

The study found that, as per the policy of the bank, the respondents had to open an account with the scholarship-giving bank to receive the stipend fund. They have to maintain their account with that bank until they pay their last installment for higher education. Beside this, the family members, relatives, and friends of the respondents also opened their accounts with the scholarship-offering bank. According to the data, the majority of respondents (92%) have kept their accounts with scholarship-giving banks for a long time as a sign of loyalty, gratitude, and acknowledgement for extended financial assistance at a critical time. The study found that some respondents have the opportunity to get employment in the same bank through the general recruitment process. Furthermore, they have given priority in the recruitment process for final selection at viva voce. As a result, the study found the existence of a long-lasting relationship between banks and beneficiaries of scholarships.

Chapter-6

Economic Development through Education

- 6.1 Economic Status Before awarding scholarship**
- 6.2 Economic Status After awarding scholarship**
- 6.3 Impact of education on economic development**
 - 6.3.1 Better employment opportunity**
 - 6.3.2 Growth in income level**
 - 6.3.3 Educational scope for family members**
 - 6.3.4 Poverty Reduction**
 - 6.3.5 Access to modern health facilities**
 - 6.3.6 Assets ownership mobility**
 - 6.3.7 Changes in housing pattern**
 - 6.3.8 Repayment of loan & savings**
 - 6.3.9 Spending on Social Ceremonies**
 - 6.3.1 Community Development Activities**

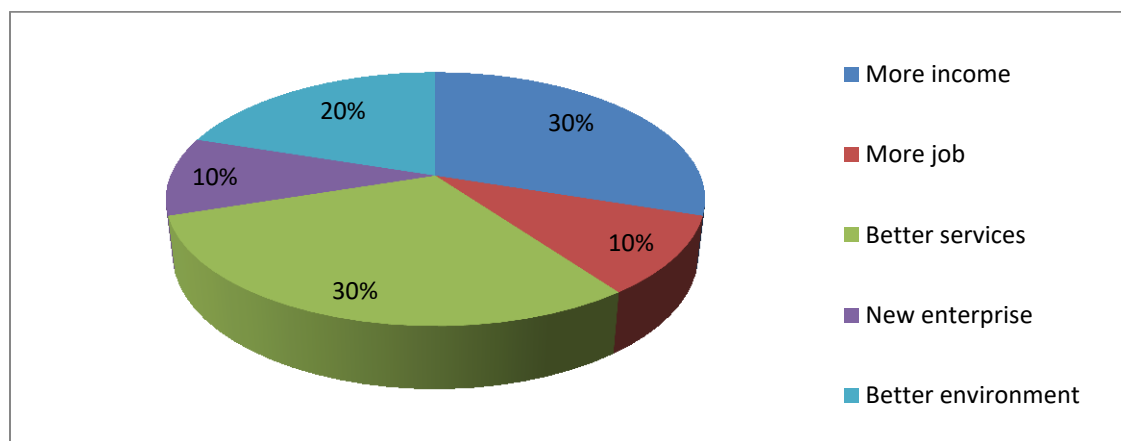
Chapter-6

Economic Development through Education

This section deals with the role of education in economic development among underprivileged segments of students who were awarded a scholarship by banks from CSR interventions for higher education. Economic development means the development of personal and household economic status through higher education. The study explored the multi-facet developmental roles of education in the lives of the scholarship recipients. Being educated, the awardees create their own opportunities to employ themselves in different sectors. Education has crucial roles in the enhancement in their earnings and it creates more opportunities for other family members. They get chance to access modern health facilities besides increasing GDP significantly. Moreover, they get rid of hunger and the pain of the installment of the loan as they have financial solvency. Their life standard changes magically like it increases their savings, it bring changes housing pattern. Even, they expect to be owner of some assets- land, flat and other properties. They feel free to participate social ceremonies and community development activities.

The study reviewed a research work on “CSR fund usage by Banks: Impact Assessment” conducted by a research team headed by Dr. Shah Md. Ahsan Habib in 2015. They observed many benefits of multi-facet activities of CSR interventions of Banks among the recipients in different forms: employment opportunities, more income generation, better services, and establishment of new enterprises. About these findings, the present study intended to explore the impact of CSR on education and its impact on the socioeconomic development of underprivileged students, their families, and society as a whole.

Figure-6.1: Nature of impacts of the CSR interventions

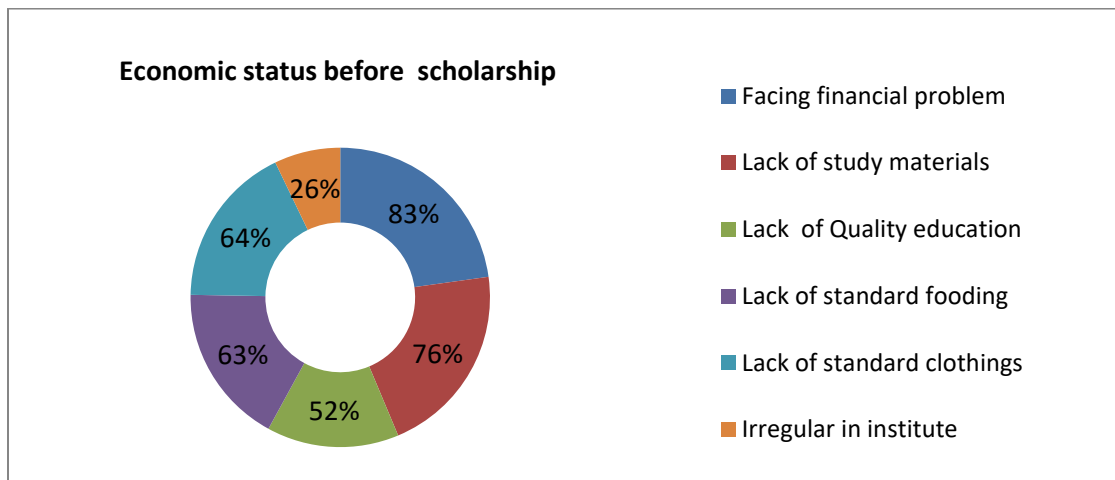


Source: Habib et al, CSR fund usage by Banks, MRDI, 2015

The finding shows (figure 6.1) that 30 percent of CSR interventions of banks result from more income generation and 30% result in better service quality, 10% in more employment opportunities and 20% result in creating a better environment.

6.1 Economic Status Before scholarship

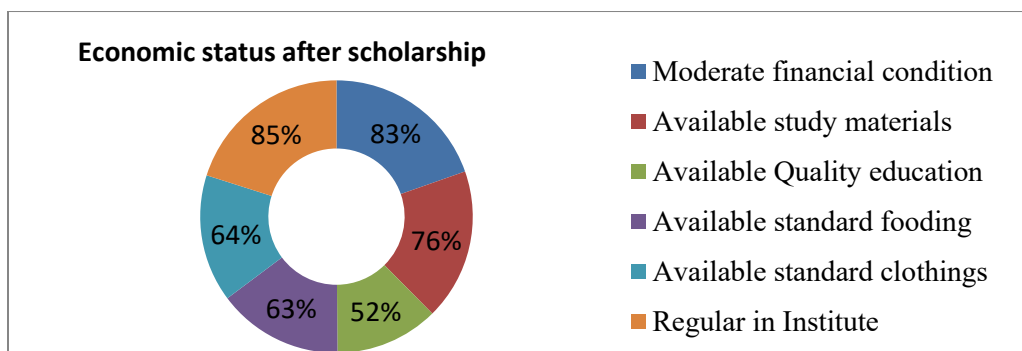
The study intended to realize the economic condition of the scholarship awardees to discover the economic impact of CSR on education among underprivileged people in society. It was revealed from the study that economic condition was very vulnerable and challenging for the family of scholarship recipients. They were facing a severe financial problems and a majority of respondents (99%) reported that financial assistance was badly required for attaining their higher education from a reputed university. Figure 6.1 shows that before getting a scholarship from banks, the majority of respondents had not been available the required study materials, absence of quality education, and had insufficient quality food and standard clothing. The underprivileged students, as such, could not attend school regularly due to economic problems and to extend support to parents towards their own families.

Figure-6.2: Economic status before scholarship

Source: Fieldwork, 2022

6.2 Economic Status after scholarship

The economic condition to continue higher study had been changed after awarding scholarships from banks quarterly in a year for three to five years. This scholarship helped the students to concentrate more on their education than earlier. Financial assistance through scholarships also provided necessary academic materials and not required tuition or lodging at another home. Figure 6.2 shows that after getting a scholarship from banks, the majority of respondents reported that their financial crisis had decreased, modern education was available, the problem of food and clothing had minimized and regular attendance had also increased. It is an important factor, scholarship recipient students need to submit their academic progress report quarterly and half yearly to the scholarship-giving banks which was the prime condition for getting the remaining scholarship amount to complete graduation. As a result, due to monitoring and follow-up of progress reports, scholarship awardees have completed their higher education timely and no failure cases were noticed at all among the respondents.

Figure-6.3: Economic status after the scholarship

Source: Fieldwork, 2022

6.3 Impact of Education on Economic Development

The study discovered the relationship between CSR towards education and economic development using an integrated research method that includes both qualitative and quantitative approaches. Education among underprivileged students has a great contribution in enlightening their knowledge, and opportunities for income generation which lead to a healthy, wealthy, and prosperous life. The relationship between education and economic development has been analyzed through regression analysis and it is found that education is positively and significantly related to the economic growth of the respondents who were awarded a stipend from the banks under the CSR scheme.

Using statistical tools as part of quantitative analysis, the study also examined the impact of education on economic prosperity and found significant positive relation between education and economic prosperity among the underprivileged students.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.648	.188		19.402	.000
	CREDIT	.166	.041	.373	4.020	.000

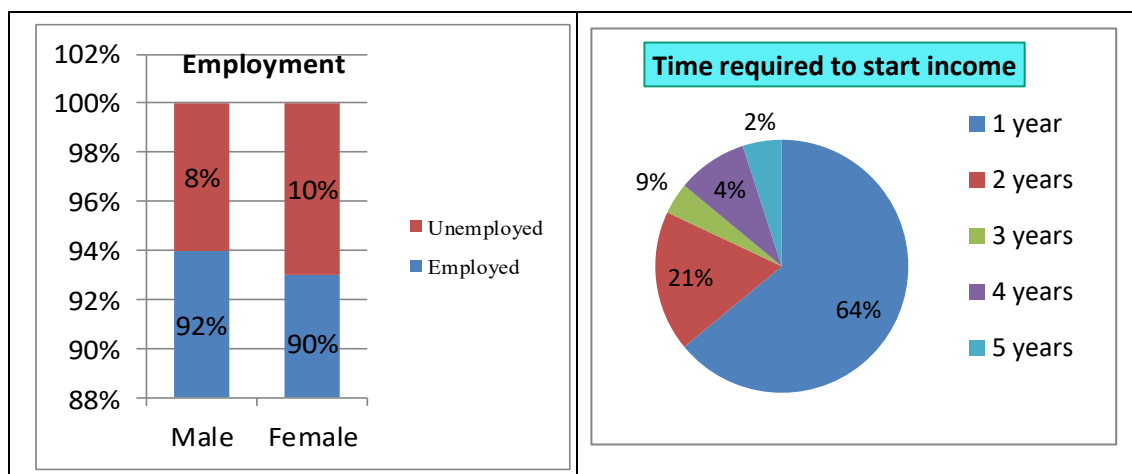
a. Dependent Variable: ECONOMIC

In regression analysis (Table-6.1), the effect of education on the economic prosperity of the respondents is measured. The regression analysis reveals that the beta value (0.373) is positive and it is significant at a 1% level (t, 4.020; p,0.000). So it is proved that education is positively and significantly related to the economic growth of the respondents who took help from the banks under the CSR scheme.

6.3.1 Better Employment Opportunity

Education plays a vital and indispensable role in better employment opportunities among the respondents who completed higher education. This study showed that the majority of the respondents both male and female have been employed in a different occupations which include government services and private services. 92% male of 50 respondents and 90% of female 50 respondents have already been employed in different occupations. The data also showed that 64% of respondents got their job or started income within one year of completion of education and 21% of respondents started within two years, 9% within three years, 4% within four years, and only 2% within five years respectively. The respondents reported that the overall unemployment situation of the country and COVID-19 played a role in not getting a job timely or starting income delay.

Figure-6.4 Employment Status & time required starting income of the respondents



Source: Fieldwork, 2022

The study also discussed a comparative status of national employment and the employment status of the respondents. It is found (Figure -6.4 & Table-6.2) that 55.8% employed out of the total population of Bangladesh in the fiscal year, 2016-2017, where 16.5% are in the 15-29 age group, 37.01% are in the 30-64 age group and 2.2% are over 64 years respectively (BBS, Labor Force Survey, 2016-2017). On the other hand, 92% are employed out of 100 respondents

whereas 7% are in the 15-29 age group, 66% are in the 30-35 age group and 20% are over 36 years respectively. They are in different occupations like BCS officials, magistrate, doctor, university teachers, engineers, private service holders, etc. Out of the unemployed population among the respondents, 2% are housewife, 2% are searching for a job and 2% is still studying for further higher education for a better career in life.

Table- 6.2 National employment ratio (2016-2017) & Respondents' employment

National Employed Population			Employment Status of Respondents			
Age Group	No.	%	Age Group	No. of Respondents	Employed No.	%
15-29	17952	16.5	26-30	14	7	7.0
30-64	40423	37.1	31-35	66	66	67.0
64+	2452	2.2	36-above	20	20	20.0
Total	60828	55.8		100	94	94.00

Source: Labor Force Survey (LFS), 2016-17, BBS & Fieldwork, 2022)

Case study-1

“Scholarship boosted up my confidence”-Surovi

Surovi, currently an Instructor of English Language of Bangladesh Navy at Chattagarm was a student of English department at Chattagaram University and got scholarship from IBBL, which boosted up her confidence to continue her higher education. Moreover she was a lecturer of a private university at Chattagaram. She explained contribution of scholarship to the researcher in following ways:

“When I was selected for this scholarship in Islami Bank Bangladesh limited, I was immensely motivated!. Because, at that time my father had no permanent job. I have two younger brothers and my father had to give the expense of our education. It was definitely hard for my father I could understand. So this scholarship was kind of a relief for me that yes now somehow I can manage my study cost because I was in a public university and it is not far away from my residence. With the scholarship and with my private tuition I could smoothly run my studies. And I no longer had to take money from my father for my studies that actually was a support for my father and for that support my father could send my brother to Dhaka University. So the scholarship was really a help for my studies though the

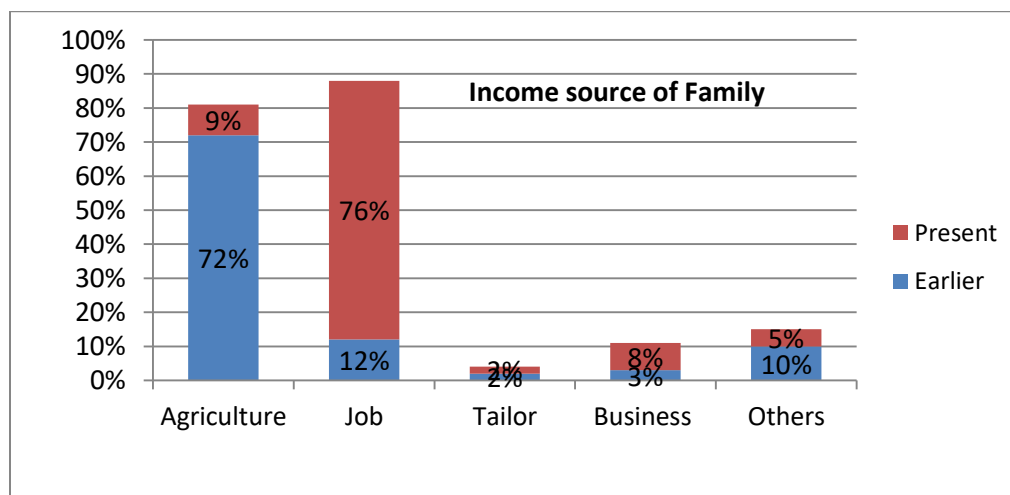
amount was not enough for a students' yearly expense. But it really boosted up my confidence to do better in my studies and I was also feeling responsible to do better studies because I was receiving money for my good result. Overall I think this kind of scholarship actually motivate students a lot”.

6.3.2 Growth in Income Level

Both the source of income and composition of annual family income is reasonably good indicators of family welfare. A comparison of the source and composition of annual family income would indicate the direction of household welfare over time. In consideration to test hypothesis related to income and employment are as follows:

It is observed (Figure- 6.5) that source of family income has changed from agriculture to employment as before higher education of the respondents, agriculture was a dominant (72%) source of income in the family and whereas employment has become the principal source for 76% respondents after higher education. Besides this, different sources of income like tailoring and business were also the sources of income for the family. Education has contributed to around two-thirds of annual household income after higher education is completed.

Figure-6.5: Sources of income of respondent's family



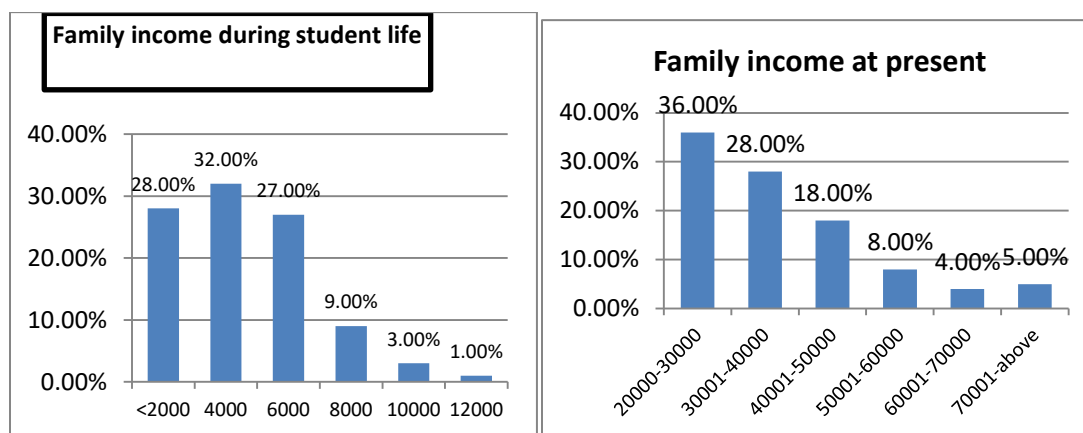
Source: Fieldwork, 2022

The level of income of the respondent's family increased significantly after completion of higher education through their employment, business, and other professions. The study found that (Figure-6.6) there is a huge difference between the monthly income before education and after education. Before education income level of the family was very lower than the income level

after completion of higher education. Before completion of education, out of 100 households, 28% of HH income level below 2000, 32% of HH income level was 2,000 to 4,000 and 27% of HH income level was 4,000 to 6,000 and 9% of HH income level was 6,000 to 8,000 and 3% HH income level was 8,000 to 10,000 and only 1% HH income was 12,000.

After completion of education, the respondents got a job and occupied different professions, out of 100 households, 36% of HH income level is 20000-30000, 28% of HH income level is 30001-40000, and 18% of HH income level is 40,001 to 50,000 and 8% HH income level was 50,001 to 60,000 and 4% HH income level is 60,0001 to 70,000 and on 5% HH income is above 70,001 to 120,000.

Figure-6.6: Comparative Income of Respondents family (earlier & at present)



Source: Fieldwork, 2022

Employment has a contribution to increasing income levels and growth in GDP also. The researcher found that per capita income and GDP both have increased gradually in the country. The table-6.3 shows that in 2000-2001, per capita income was USD 431.0, and the growth in GDP was 4.42%, in 2011-2012 capital income was USD 955.0, and growth in GDP was 6.25 %, and in 2018-2019 capital income was USD 1909.0 and growth in GDP was 8.15 percent.

Case study-2

Though, I live in Dhaka with husband, I am providing full financial support to my family and bears educational support to brother and a sister -Madhabi

The small house in Rangpur was the only asset of Madhabi and her family of six members, which included her parents, two brothers and one sister. Her father was a security guard at a

small Private company at Rangpur. Due to this small job, they had migrated from Khulna 25 years ago when Madhabi was 5 years old. Her father stated “I have faced many challenges and crucial time to bear educational expense of my 4 children at a time”.

But when his elder daughter Madhabi got talent pool scholarship in class five and eight, it was little bit less pressure for her father to support her education. Moreover, I was suffering tension about financial support to continue her study. She got GPA 5.00 both in S.C.C & H.S.C and she was doing tuition at other home till H. S.C level. Her father was in great concern for financial arrangement when she got chance to admit at Rajshahi Medical College. He stated, “it was a matter of great happiness when my daughter had been selected for scholarship from IBBL after her application!! We thanked “*Vogoban*”(God) as he stated. Really it was much more financial support for me.

After completion MBBS degree, Madhabi has joined at Salimullah Medical College and Hospital as doctor through B.C.S exam. Though she lives in Dhaka with her husband, she is providing full financial support and bears educational support to her brother and a sister.

Madhabi acknowledged that her medical education motivated immensely in many ways such as positive attitude, diversified thinking, and confidence for better career, adaptation capacity and blood donation for emergency patient. She is doing some helps to the needy people. As it is reported, she has a dream that if she can become a doctor will help the poor people always. Education has explored her insight as mentioned, “I learnt many things from my respected teachers, class mates, and hostel mates like ideas, thought, different cultures etc.”

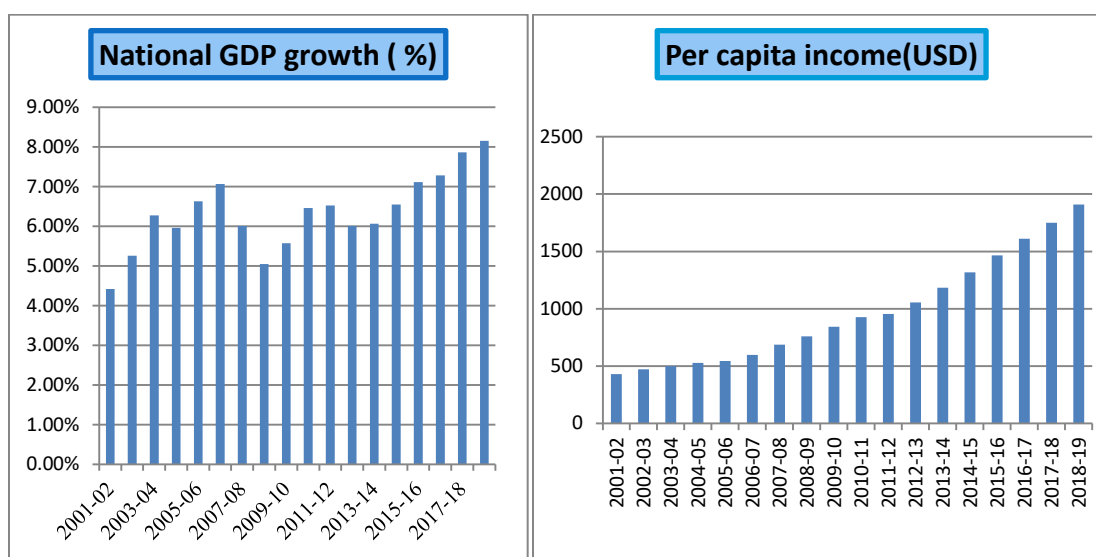
Table- 6.3: National Per capita income & GDP growth 2001-2019

Fiscal Year	Per capita income (USD)	GDP Growth
2001-02	431	4.42
2002-03	471	5.26
2003-04	500	6.27
2004-05	527	5.96
2005-06	543	6.63
2006-07	598	7.06
2007-08	686	6.01
2008-09	759	5.05

2009-10	843	5.57
2010-11	928	6.46
2011-12	955	6.52
2012-13	1054	6.01
2013-14	1184	6.06
2014-15	1316	6.55
2015-16	1465	7.11
2016-17	1610	7.28
2017-18	1751	7.86
2018-19	1909	8.15

Source: Ministry of Finance, GoB, 2020

Figure- 6.7: National GDP growth & Per capita income & 2001-2019



Source: Ministry of Finance, GoB, 2020

6.3.3 Educational scope for family members

The research found that education developed human capital through enhancing knowledge, skills, and qualifications among the respondents. This human capital played a significant contribution in income generation among the respondents which facilitated the family to proceed with other members to achieve higher education. The majority of respondents (99%) reported that their education motivated them to extend financial support to succeeding generations for achieving quality education from a good educational institute. The increasing trend of education in a family reached a new height in society and ultimately played a role to attain inclusive and equitable quality education, a significant sustainable development goal.

Case study-3:

“Higher education and income has motivated me to contribute in educational expenses of my younger sister & brother”-Pulak

Pulak Das a son of tailor has studied in Rokeya University in Physics and now a sub-inspector of a police. He got scholarship from BRAC Bank for graduation. Pulak said the researcher “Scholarship has great helpful during his study because his father was facing very challenges to continue educational expenses for 5 children in different classes at a time”. He said “my cousins are highly educated earlier than me and they have special status in the society but now I have also a social class due to my job and administrative network.

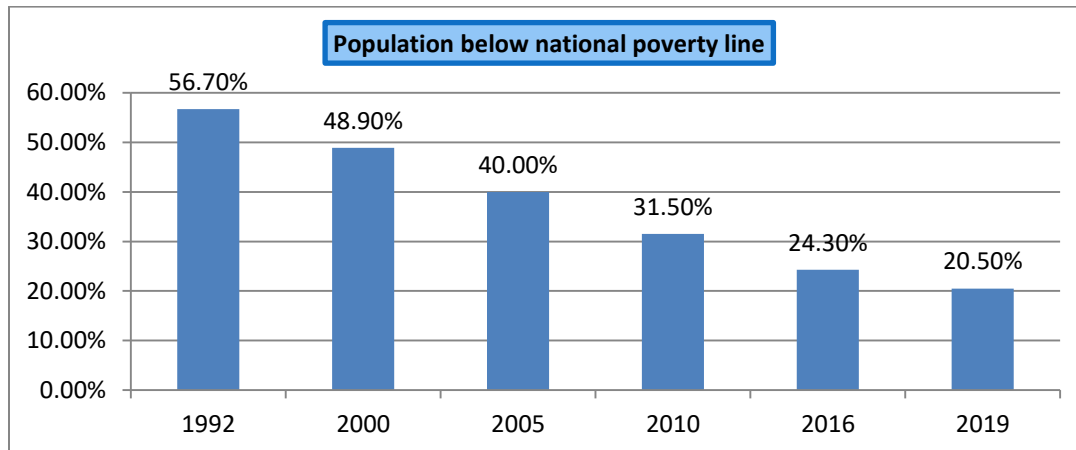
Pulak stated that “higher education and income has motivated him to contribute in educational expenses of my younger sister & brother”. His wife is a primary teacher who passed from Rajshahi University. It was stated by him, “due to my education and job, I have the opportunity to marry my wife who is from higher caste than me”. “My education has increased tolerance level and respects to other religion” he mentioned.

6.3.4 Poverty Reduction

The present study found that poverty is a barrier to getting higher education as acknowledged by the majority (92%) of the respondents. Once they got the opportunity of a scholarship to attain higher education their income earning capacity increased which relieved those (97%) from the financial crisis. Financial support for higher education was highly expected by (92%) of respondents' families and 73% of respondents thought that their higher study might be discontinued without this scholarship. Before completion of education, out of 100 households, 28% of HH income level below 2000, 32% of HH income level was 2,000 to 4,000 and 27% of HH income level was 4,000 to 6,000 and 9% of HH income level was 6,000 to 8,000 and 3% HH income level was 8,000 to 10,000 and only 1% HH income was 12,000. Mentionable that, poverty is measured based on income level mainly and if the income level is below USD 1.00 of the family has been considered that the family is under the poverty line. So, from the income analysis, the study found that 87% of the respondent's family was under the hardcore poverty line.

The level of income of the respondents has gradually increased which played a significant contribution in the eradication of poverty from the family. After completion of education, the respondents got a job and occupied different professions, out of 100 households, 36% of HH income level is 20000-30000, 28% of HH income level is 30001-40000, and 18% of HH income level is 40,001 to 50,000 and 8% HH income level was 50,001 to 60,000 and 4% HH income level is 60,0001 to 70,000 and on 5% HH income is above 70,001 to 120,000. The growth of income level of the respondents has influenced living standards, land and wealth composition, access to modern health services, education of succeeding generations, etc. These multidimensional improvements carried to the progress of the poverty scenario of the respondents. Figure 6.8 shows that the ratio of the population below the poverty line decreased gradually such as from 56.70% in 1992 to 48.90% in 2000, 31.5% in 2010, and 20.5% in 2019. To achieve sustainable development goals through poverty eradication the government had taken different efforts such as heavy investments in human development, emphasizing job creation, social safety nets, achieving gender parity, strengthening rural transformation, and promoting financial inclusion.

Figure- 6.8: Population below the national poverty line



Source: Ministry of Planning, GoB, 2020

Case study-4**“Education relieved my family from hard core poverty”- Kohinur**

Kohinur was a student of Shahjalal University of Science & Technology who got scholarship from IBBL. Her father was a **Kathure** (searching wood from jungle) and has wooden house. The researcher could not contact her directly at first as she has no mobile earlier. In the bank list there is a mobile number of her local guardian, an unrelated uncle who was a member of managing committee of her school. *“Her father given only Tk. 200 for admission to the school but we refunded him and all cost arranged from school as said by that uncle”*. She got GPA 5.00 in SSC and college offered her full free study facility in the same college. The uncle also said *“we arranged her books and clothes for Kohinur as she was studied with my daughter”*.

Kohinur got enrolment to Shahjalal University of Science & Technology in Political Science department. Uncle said *“I have seen a notice of scholarship from IBBL and Kohinur applied when I informed her matter”*. He also said *“my daughter has not been selected by the bank due to my financial solvency. I have brought her from Moulvibazar to Dhaka to attend at scholarship distribution program as her father is not literate”*. The program motivated all the students who had participated from different places”.

The uncle said *“Kohinur completed her study smoothly when she got scholarship of the bank”*. The researcher talked with the respondent and described the financial crisis of her family and issue of uncertainty of study. But due to scholarship she had no problem of money in higher education at University. More interestingly, she has very surprised that within a year she got the job. As *Kohinur* said:

“After completing my education, I have got a job of Government primary school at my locality and my husband also a primary teacher. I already paid my parent’s loan and I have constructed my parent’s house. My family is free from poverty and feels proud for education and job, Alhamdulillah!”

6.3.5 Access to modern health facilities

Modern health services are expensive from the country's perspective and are not affordable to all, especially for lower-income people. The study found that (figure 5.8) the monthly income level of most of the respondents (95%) was below Tk. 8,000, where 60% of respondents' income was below Tk. 4,000. So, it was very difficult to get modern health services for this income level group.

The study also found that higher education created the scope of employment and more income. This higher earning capacity enhanced their (95%) ability to access modern health facilities and skilled health personnel. As a result, the maternal mortality rate, the tuberculosis incidence, and the incidence of malaria has been decreased gradually among the respondent's family and also nationally. This achievement leads the person towards healthy lives and well-being which is one of the important sustainable development goals also.

The number of tuberculosis incidences stands at 161 in 2018 and malaria has dropped down to 1.6 per 1,000 population in 2019 from 4.3 in 2015. The adolescent birth rate per 1,000 women in the 15-19 age group has significantly declined from 144 in 1999 to 83 in 2019. With the expansion of higher education for women, increased labor force participation, and delayed marriage, this will continue to fall in the future (MoP, 2022).

Case Study-5:

“Due to financial crisis without treatment my younger brother died at 6 in malaria- *Sonia Akter*

Sonia Akter, a daughter of a Rickshaw puller, has been facing hard core poverty from her childhood. It was very burden for her father to manage regular fooding and clothing for family comprised of 6 members including four children. Parents have the dream to educate their children though they were not educated. She admitted in nearby primary school but was not regular in her school due to poverty. She said that “in my family food was not available at three times a day, clothing was also torn and poor standard. She could not think of continuing my study as my father said “no need to study more, but work with your mother. Because if you study more, your age will be increased and then they would demand more “*Joutuk*” (dowry)”.

Beside this, to avoid financial burden her father had a plan to give marriage early. But *Sonia Akter* said that “I have taken a challenge for study though I was irregular. My high school was very far away from our house where I had to go by walking. I have not qualified to appear in S.S.C exam. I have started again my study from class nine”. After two years, she passed S.S.C with GPA 5.00. *Sonia* stated that *one of her brother had died during that time due to cholera and they could not provide proper treatment to him.*

After enrolment in H.S.C, *Sonia* have been informed by the Principal about scholarship of IBBL and accordingly after application the authority of the bank nominated me for the scholarship! “It was turning point in my life!. I have every confidence that we can do”, reported by *Sonia*. After having GPA 5.00 in H.S.C, she got scholarship again from same bank when she admitted in nursing at Naogaon Nursing Institute. This scholarship was for completion of graduation and she was attentive in her study more as it was not required to manage money from tuition. She stopped tuition at other home. when she received that scholarship,

The dream of *Akter* has fulfilled when she has the great opportunity to join at Salimullah Medical College and Hospital as a nurse! She stated “I am very much fortunate to get this job in famous hospital of Bangladesh”. After one year she got married with a Govt. official and his place of posting is also Dhaka. So, due to their job, they have migrated from Naogaon to Dhaka and her parents are living in Dhaka with them also. They could not go at their native village frequently due to long distance which is an obstacle to maintain good family relationship and relationship to local people and other kin members. Moreover, they are participating in their familial social ceremonies occasionally.

As *akter's* income is increasing day by day she is fully responsible for financial support to her parent's family. She stated, “to take any decision, my family is given priority my opinion due to my knowledge and skills”.

6.3.6 Assets Ownership Mobility

An Anthropological study found that due to lower income and poverty ownership of assets was very poor for the respondents. Once higher education is achieved through getting the opportunity of scholarship and better employment and earnings, respondents have the increasing trend of different assets for family. Households strive to build up assets of different types with upward mobility along the income expansion path. One such trend among households is the tendency to increase land and flat holdings. Apart from giving a feeling of mobility increased land and flat ownership provide financial status, capital gains and return to the household.

Table- 6.4: Land Ownership Mobility of the Respondents' Household

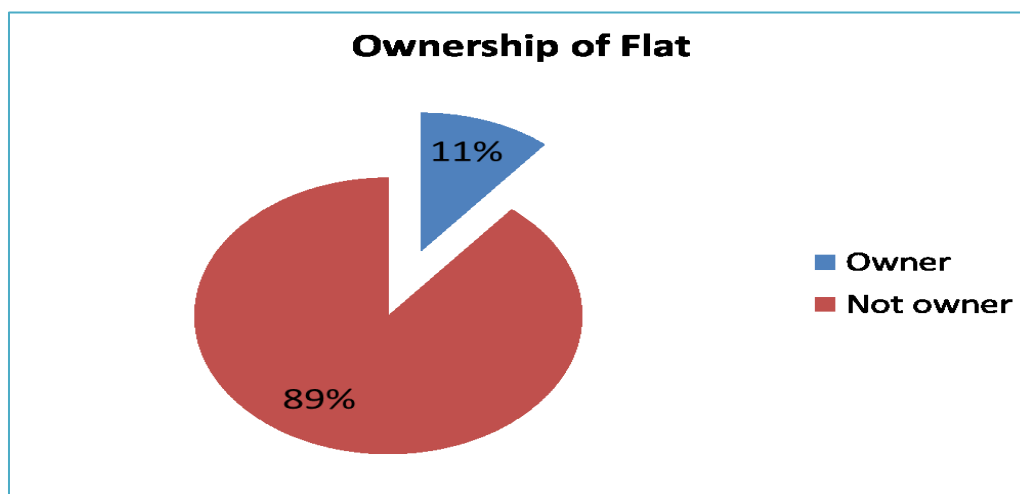
Decimal	No. of Respondents		Percentage
	Previous	At present	Change
0-3	12%	-	-12%
03-06	57%	34%	-46%
06-09	26%	36%	0
09-12	3%	18%	29%
12- above	2%	12%	10%
Total	100	100	

Source: Fieldwork, 2022

It is significant to mention that land ownership mobility is closely related to higher education, employment, and income. The scenario of ownership of land had been changed to an upward increasing trend among the respondent's family after higher education and better employment opportunity. The study found that before completion of higher education, 12 % of respondents have up to 3 decimal lands but after getting a job their ownership of land has increased. 3-6 decimal land ownership was for 57 % of respondent's families and 26% of respondents was 6-9 decimal land which increased to 36% of the respondent after getting a job, 3% of respondents was 9-12 decimal land which increased to 18% of the respondent after getting the job and 2% respondents were more than 12 decimal lands which increased to 12% of the respondent after getting the job.

Apart from land holdings, 11% of respondents reported that they are living in their flats in the city area and several respondents plan to purchase flats in the city area for a living who migrated from rural to urban area.

Figure-6.9: Ownership of flat of the respondents



Source: Fieldwork, 2022

Case study-6:

“I already bought a flat under the bank’s staff house building scheme”-Mabrook

A brilliant student having excellent result both in S.S.C & HSC with talent pool scholarship at class eight, has been suffering severe financial problem of a family comprised with six brothers and three sisters from Feni. His father was junior school teacher of local school and mother was a house wife. Mabrook is the second member of his family. His father was in trouble to manage educational expenses for six children at a time. To continue study, Mabrook has continuing tuition till H.S.C level. Thereafter, he got admitted at University of Dhaka in the department of Sociology and selected by IBBL for scholarship for graduation. Once he received the stipend, he did not required tuition more. But he has given more attention to his study and finally he completed his graduation with excellent result. Within a year he joined IBBL as officer and now receiving salary above one lac monthly after getting promotion in senior rank. He bears all educational expenses of six brothers and sisters continuously. He stated that “scholarship helped me to complete higher education at university level and education qualified me to get this job”. *He already bought a flat under the bank’s staff house building scheme.* His other brothers have completed higher education and doing job also. Now his family is very solvent and stood a strong social status and good network in the society. Due to migration permanently to Dhaka, he felt the “relationship

between the relatives is weakening day by day due to communication gap and increasing the sense of individualism in the society”. Moreover, he established an institute for orphans as he motivated by the education.

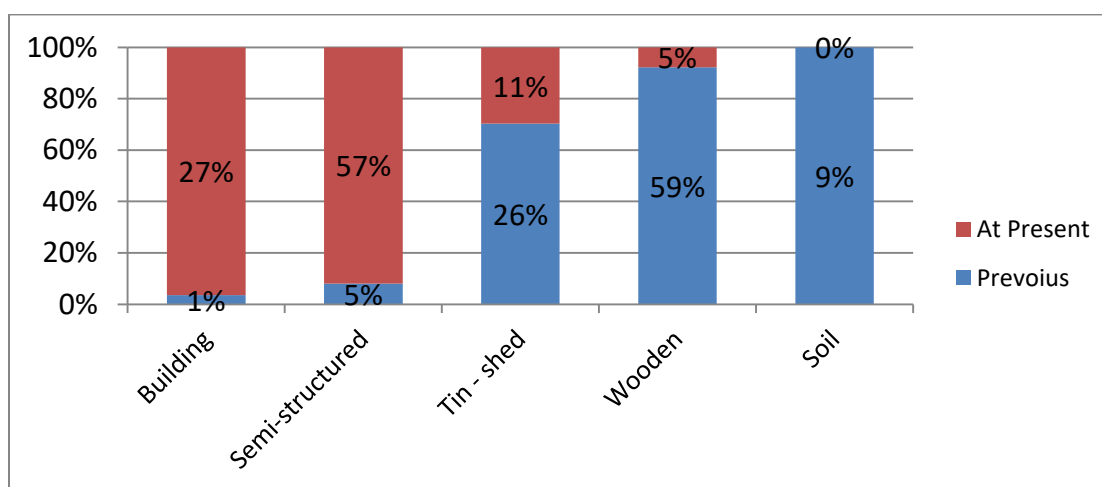
Recently he achieved PhD degree from University of Dhaka. His wife also completed post-graduate degree though she is house wife and rearing her three daughters.

6.3.7 Changes of housing pattern

Housing pattern adds to the social esteem of the household concerned. Construction of house is not also seen by some early studies as productive venture. This is because such an investment was seen more in terms of improved economic status rather than avenue of economic activity.

Investment in home construction and repair is reflected on the type of homestead of these households. These households owned five types of houses: Structured Building (brick house with concrete floor and roof), *semi-structured* (brick house with tin roof and concrete floor), tin (tin structure with concrete floor), *wooden* (earth floor, sides with tin and roof with tins or thatched) and *soil* (mud floor, sides with mud or bamboo, roof either tin or thatched).

Figure-6.10: Type of housing of respondents



Source: Fieldwork, 2022

Figure 6.10 shows the upward mobility of the households regarding the type of homestead structure. For example, before completion of higher education, only 1% of HH has building

house, whereas, after completion of higher education, 27% of HH have building house. Earlier only 5% of HH has a semi-structured house, whether, after completion of higher education, 57% of HH has semi-structured houses, and 26% of HH used to live in tin-shed houses; at present only 5% live in similar houses. 59% used to own *wooden* homesteads, and at present only 5% live in similar houses. 9% had *soil* houses whether, after education & higher income, all these HH built up *structured* and *semi-structured* homesteads for living.

6.3.8 Repayment of Loan & Nature of Savings

Repayment of Loan

The study found that loans or borrowing money from relatives, friends, and neighbors are taken place to maintain expenditures for family affairs, treatment, and educational purposes in the respondent's family. This borrowed money was generally repaid from selling their crops yearly though could not pay fully. So, the majority of respondents reported that they have repaid the loan or borrowed money gradually from their income besides supporting the family. Therefore a section of them is still paying back. The following table-6.04 shows that 92% of the respondents have paid back the total loan, and 8% partially repaid.

Table- 6.5: Repayment of Loan

Status of Loan			Repayment status	
Loan Amount (in Taka)	No. of respondents	Percentage	Partially Paid (HHH)	Full paid (HHH)
00,000-10,000	15	15.0	-	15
10,000-20,000	19	19.0	-	19
20,000-30,000	23	23.0	-	23
30,000-40,000	12	12.0	-	12
40,000-50,000	13	13.0	1	12
50,000-60,000	9	9.0	3	6
60,000-70,000	6	6.0	1	5
70,000-80,000	3	3.0	-	3
Total (N)	=100	100.00	8	92

Source: Fieldwork, 2022

Table-6.5 shows that out of 100 households heads have borrowed loans in different amounts. Out of them, 15.0% have taken up to tk.10,000, which is paid fully, and 19% have taken Tk. 10,000-

20,000 which is paid fully paid. And 19% have taken Tk. 10,000-20,000 which is paid fully and 23% have taken Tk. 20,000-30,000 which is paid fully and 12% have taken Tk. 30,000-40,000 which is paid fully and 12% have taken Tk. 40,000-50,000 which is paid partially by 1 HHH & fully paid by 12 HHH and 9% have taken Tk. 50,000-60,000 which is paid partially by 3 HHH & fully paid by 6 HHH and 12% have taken Tk. 60,000-70,000 partially by 1 HHH & fully paid by 5 HHH and 3% have taken Tk. 70,000-80,000 which is paid fully paid.

Case study -7

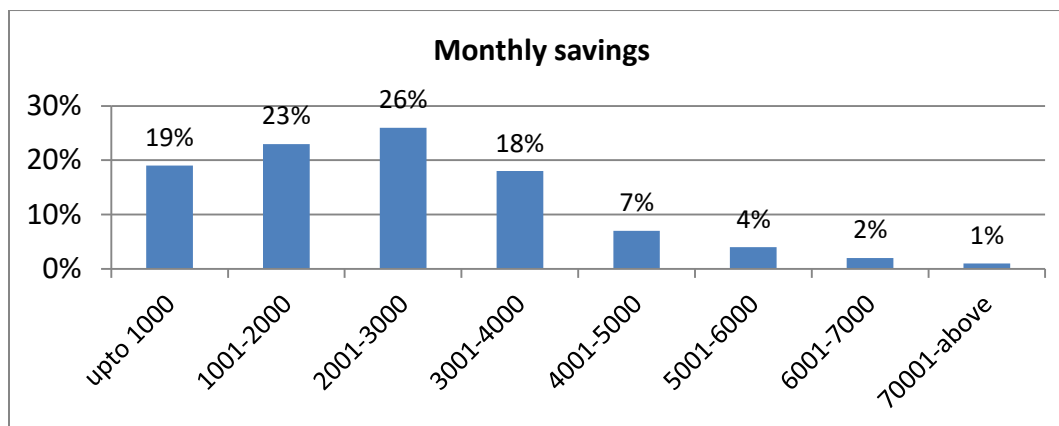
“I have already paid some of my family’s loan”- *Mukta*

Mukta was living in a small house in Balyani, Pabna which was the only asset of her father, a peon at Narsingdi’s USC Jute Mills. The family, comprising five members including her had been facing severe economic challenge to continue study and had a good amount of loan from her relatives. *Mukta* was selected by Prime Bank for scholarship to continue her graduation MBBS degree. After completion she has joined as a Medical Officer at Birol Upazilla’s Health Complex. She stated to the researcher her advancement about education, contribution towards family and society in a nut shell: “*My profession has brought an enormous financial development and my parents already repaid loan from my earnings*”. It is also stated by *Mukta* that she has a special considerations to the poor people. Her family also can avail modern health facilities which were out of expectation before her education and this profession”.

Nature of Savings

In the HH under study, the nature of savings was not comparatively high. But the amount of savings was increasing day by day. Savings were kept in banks, few made fixed deposits and still, a few others had taken insurance policies.

Respondents acknowledged that their savings mentality is growing for a better future and absorb any financial crisis and bear educational expenses for family members and the next generation etc.

Figure-6.11: Nature of Monthly Savings of family under Study

Source: Fieldwork, 2022

The figure-6.11 shows the monthly savings ratio of the family under study, where 19% save up to 1,000, 23% save 1,001-2,000, and 26% save 2,001-3,000 which is the highest amount. 18% save 3,001-4,000, 7% save 4,001-5,000, 4% save 5,001-6,000, 2% save 6,001-7,000, 1% save 7,001-above.

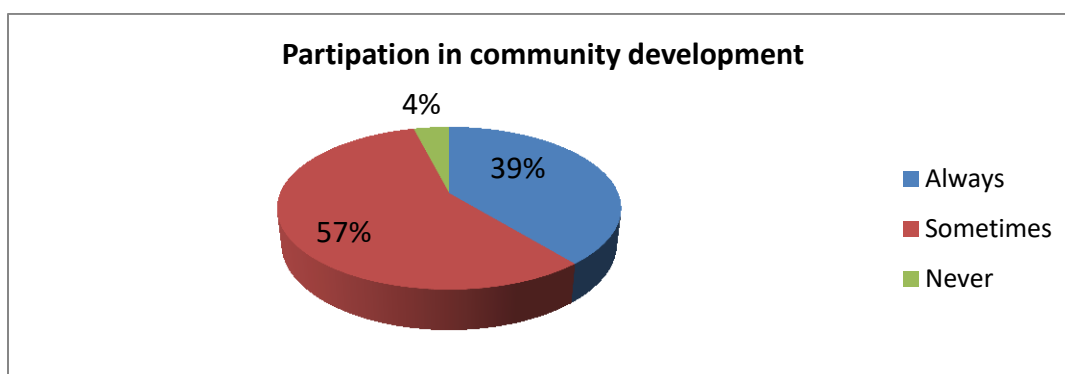
6.3.9 Spending in Social Ceremonies

The study found that different social ceremonies have been arranged by the respondents on several occasions like weddings, religious festivals, naming of the child, and Birth and death funeral programs. A large sum of income has been used on social ceremonies, among these, the highest portion has been spent on weddings of household members. Besides this, different gifts were offered when their female members were married off. Sacrificing animals (cow, goat, camel, etc) during religious festivals is another avenue of spending. Respondents reported that the social status of the household is associated with the size and the price of the animals. Significant cultural difference is evident in the expenditure pattern during ceremonies among the respondents.

6.3.10 Community Development Activities

Community development activities are very key components to measuring the socio-economic development of a country. All the respondents also replied that community development activity is important and necessary for their locality as well as for the nation as a whole. Respondents are actively trying to play role in community development activities as they have spent money to build new religious institutes and repair or reconstruction the mosque, establish Madrasha, an English medium school, club & society, and provide financial assistance to the poorest group of people in time of their necessities.

Figure-6.12: Nature of Participation in Community Development Activities



Source: Fieldwork, 2022

The figure-6.12 shows that the majority of the respondents (57.00%) mentioned that they sometimes participate in community development activities. 39.00% of respondents mentioned that they always participate in community development activity and only 04.00% of respondents mentioned that they never participate in community development activity. The study also found that the highest number of respondents reported (30.00%) assisting in the construction of religious institutes. A good number of respondents (28.00%) donated money to charitable organizations and provide financial assistance to poor students. The respondent's households were also active in social organizations, parent-teacher associations, and sports groups (20.00%). Higher education from different renowned institutes has thus motivated me to play more roles and participation in community development activities. This is particularly evident regarding participation in building social projects and social organizations for the betterment of the underprivileged community.

Chapter- 7

Social Development through Education

- 7.1 Social status before scholarship**
- 7.2 Social status/ after scholarship**
- 7.3 Education in social development**
 - 7.3.1 Human Capital Development**
 - 7.3.2 Social Capital Development**
 - 7.3.2.1 Family Ties & Kinship**
 - 7.3.2.2 Tolerance, Respect & Trust**
 - 7.3.2.3 Social Activities & Awareness**
 - 7.3.2.4 Social Status & Networks**
 - 7.3.3 Cultural Capital Development**
 - 7.3.4 Women Empowerment**

Chapter -7

Social Development through Education

This section deals with the impact of education on social development among scholarship recipients, their families, and their society and country as a whole. Through anthropological theories and methodologies, the present study explored that education has a significant impact on underprivileged segments of people who were awarded a scholarship from banks under corporate social responsibility initiatives. The study attempted to describe the comparative social status of scholarship awardees before and after receiving higher education scholarships. The study finally analyzed the impact of education on the social development of the recipients, their families, and society in the form of human capital, social capital, identity capital, cultural diversity, social awareness, women's empowerment, beliefs and practices of religion, kinship relations, equality, etc. The study found that education is the foundation for progressing human capital through the acquisition of qualifications, knowledge, skills, health consciousness, increasing the capacity to think and adapt, etc.

Education, with the increasing sense of responsibility towards family and society, civic participation, social networks, family ties, kinship, social status, etc., forms social capital for recipients.

Education has an impact on the development of a sense of identity capital among individuals through motivation to learn, plans and goals, attitudes and values, enjoyment, and self-concept; it has also impacted cultural diversity, women's empowerment, social awareness, social networks, friendship, and religious beliefs and practice (Schuller, T. et al., 2004; Ericson, Bag).

Aside from that, the study discovered that education, as a push and pull factor, inspires migration from rural to urban and cross-border for learning, employment, and better living conditions, strengthening kinship in general but weakening it in some cases, and increasing inequality in the family, kinship, and society as a result of higher knowledge, skills, and status (Lee, E. 1966).

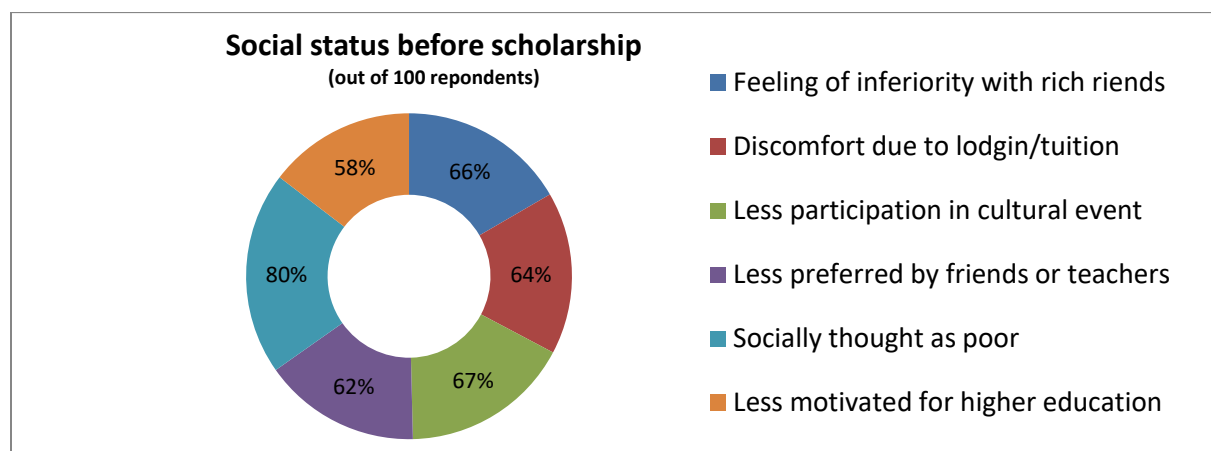
7.1 Social Status before Scholarship

In Bangladesh, the banking sector has been providing financial assistance as a scholarship to poor and meritorious students for higher secondary and graduation education. The key objective is to advance the underprivileged segments of society through higher education. The study gathered information through a survey, observation, and in-depth interviewing of 100 recipients of the scholarship in different years from BRAC, DBBL, IBBL, and Prime Bank. Most of the respondents (98%) have completed their higher education at different public universities and faced many economic and social challenges before receiving the scholarship.

The study found that, due to a financial crisis or poverty among the respondents, they felt inferior in their academic institutions. It was also difficult for them to support themselves by doing tuition and lodging.

They showed disinterest in participating in different cultural events in their academic institutions, besides being given less preference by their friends who were well off. They were socially labeled as poor, and as a result, they were less motivated to pursue higher education (Figure-7.1).

Figure-7.1: Social Status before scholarship



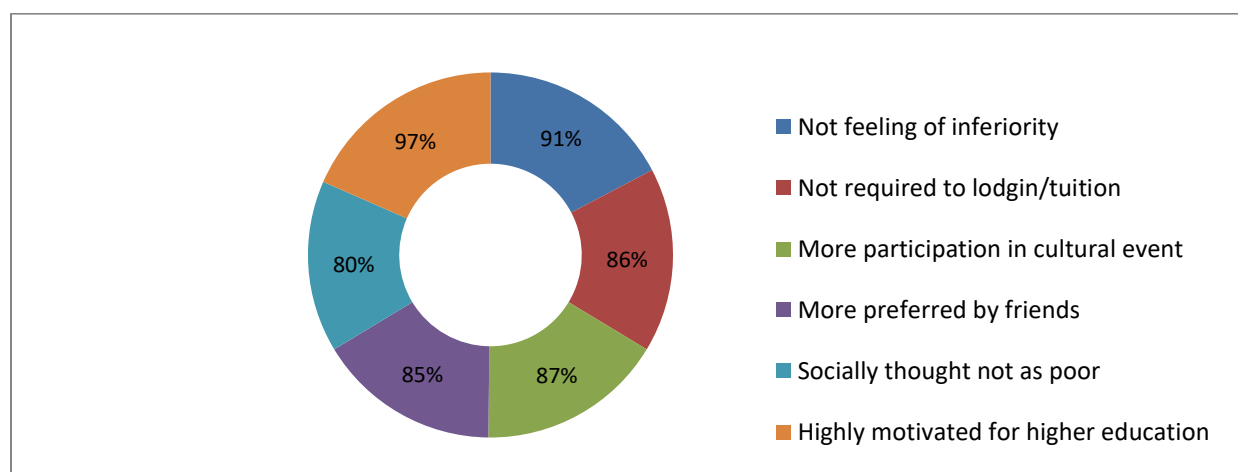
Source: Fieldwork-2022

7.2 Social Status after Scholarship

The scholarships provided by the banks significantly changed the mindset of the poor students and motivated them considerably toward higher education.

The disparity in all aspects between the students who were awarded scholarships and the students who were financially rich declined. Their participation in the cultural events of the school or college increased, and their preference for rich friends or teachers was also greater than before. Socially, they have introduced themselves as meritorious scholarship awardees, which were a matter of pride to their family and university also, and that motivated them towards higher education (figure-7.2).

Figure-7.2: Social status after scholarship



Source: Fieldwork-2022

7.3 Impact of Education on Social Development

Education is regarded as a critical invasive instrument for achieving social, cultural, economic, and political inclusion and improving personal well-being.

The present study, by using anthropological theories and methodologies, has attempted to explore the role of CSR in the education of underprivileged students and its impact on social, cultural, and economic development. As such, the study observed that this education of underprivileged students has a significant contribution to achieving many sustainable

development goals, such as inclusive and equitable quality education, the end of poverty and hunger, healthy lives and well-being, gender equality and women's empowerment, etc., with a view to human, social, and identity capital. British research titled *"The Benefits of Learning: The Impact of Education on Health, Family Life, and Social Capital"* summarized the benefits of education, which forms three types of capital. "Education is the process whereby people build up, consciously or not, their assets in the shape of human, social, and identity capital and benefit from the returns on the investment in the shape of better health, stronger social networks, enhanced family life, and so on" (Schuller, T. et al., 2004).

The study of D.C. Bag (1984) has depicted a strong interrelationship between formal education and the course of social development in his research titled *"Impact of education on some backward communities of West Bengal"* in India through exploring some socio-economic aspects such as social habits and practices, use of leisure time, participation in sports and games, cultural activities, use of information and media for communication, trend and impact of female education, education and economic efficiency, and finally reduction of poverty. Aside from these, he attempted to investigate the motivations for education in backward communities, such as (i) knowledge, (ii) economic gain, (iii) elitist medium, and (iv) elite membership, and discovered that knowledge is the common motive in these combinations, and it has been associated with one of the other three motives, which have been extended to seven with the addition of three more combination groups: (v) knowledge and economic gain; (v) knowledge and elitist medium; Only 1% of the respondent motives were for knowledge, 26.2% were for economic gain, 33.8% were for a medium of communication with advanced sections of society, the elite, and 25.2% were for securing membership in the elite (Bag, D.C,1984).

The present study has been strongly inspired by the ethnographic works of Schuller, T. et al. (2004) and Bag, D.C. (1984). Motivated by their findings, this study developed a model to analyze the impact of education on individual lives, families, and society at large.

Figure-7.3: Impact of education on social development

Qualifications Knowledge Skills Self-concept Plans & goals Motivation to learn Safety & Security Ability to go about without shame Meaning & value in one's life	Human Capital Development	Social Development
Friends/networks Family Attitudes & Values(trust) Social Activities Social awareness Wider social network Relation with Kinship	Social Capital Development	
Participation in cultural activities Adaptation with cultural diversity Information & communication Social habits and practices participation in sports & games Religious Practice Enjoyment Use of leisure time	Cultural Development	
Qualifications Skills Employment Income earning Decision making	Women Empowerment	

Source: Fieldwork-2022

7.3.1 Human Capital Development

The study explored the significant impact of education on social advancement through the development of human capital. Personal development includes obtaining qualifications, increasing knowledge and self-concept, developing skills, setting goals, maintaining good health, being motivated to learn, being aware of safety and security, being able to go about without shame, and discovering meaning and value in one's life.

Schuller, T. et al.'s study, *The Benefits of Learning: An Ethnographic Research* conducted through fieldwork among 145 Respondents, presents an idea of human capital that is formed through education by increasing an individual's knowledge and skills.

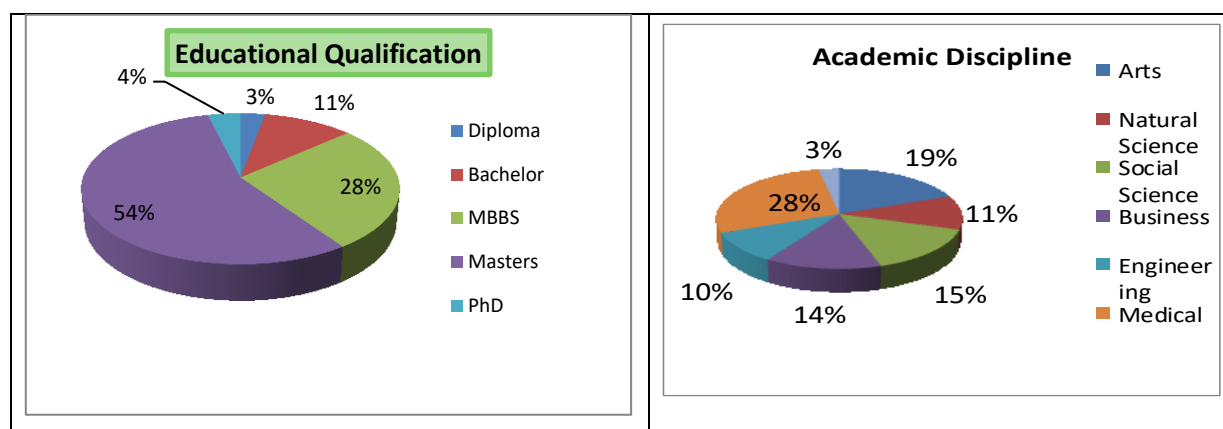
"Human capital" refers to the knowledge and skills possessed by individuals, which enable them to function effectively in economic and social life. "The key insight in human capital theory was that investment in education produces returns in more or less the same way as an investment in physical capital does" (Schuller, T. et al., 2004).

"Education might generate benefits in three ways: by changing individuals' preferences, by changing the constraints individuals face, or by augmenting the knowledge of information on which individuals base their behavior." (Berhman et al. 1997:3)

Motivated by these research findings on the impact of education on the development of human capital, the present study examined the impact of education on underprivileged segments of students who were awarded scholarships by the bank to acquire higher education. The study found that poor but meritorious students completed their higher education with outstanding qualifications. Higher academic knowledge, self-confidence, skills, broader thinking, adaptation capacity, and other benefits were provided by education to respondents. In this regard, the researcher in the study found that among 100 respondents, the majority of the respondents (86%) have attained master's-level qualifications, including 28% with MBBS and 4% with PhD degrees, 15% with a bachelor's degree, and 3% with a diploma in nursing from a nursing college.

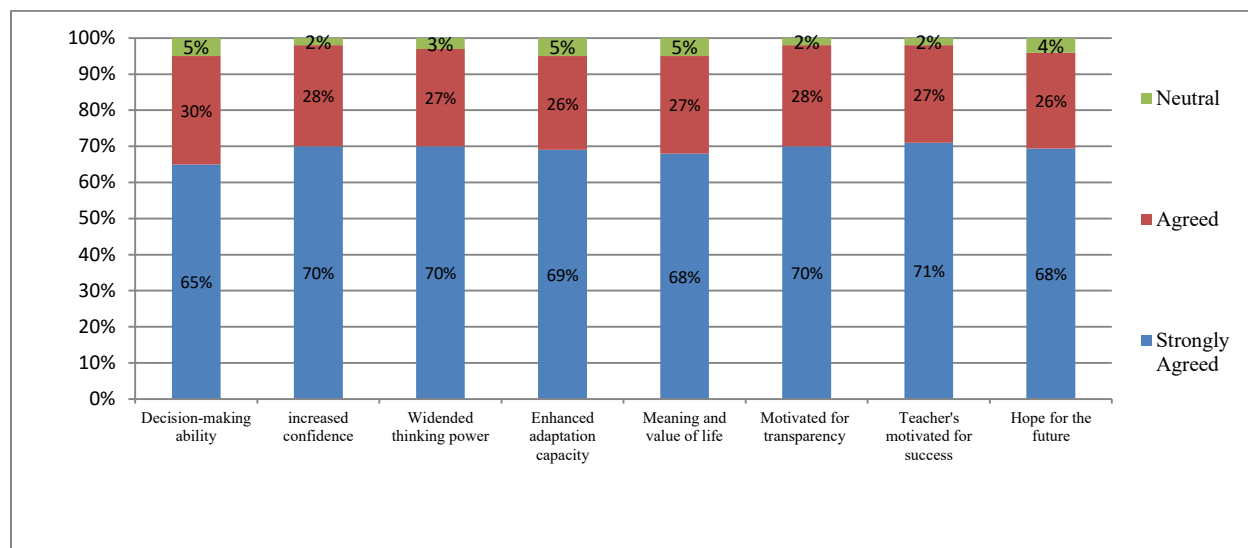
On the other hand, the area of knowledge of the respondents is also enormous, as reported by the respondents. The data shows that the majority of respondents (28%) have acquired knowledge in medical science titled "MBBS" degrees, and out of them, 25% are already medical practitioners serving humanity. Faculty of arts is the second highest (19%) among the respondents, followed by 15% from social sciences, 14% from business studies, 11% having completed graduation from natural sciences, 10% from engineering, and 3% having completed graduation from nursing (Figure 7.4).

Figure-7.4: Educational qualification and Academic discipline



Source: Fieldwork, 2022

The respondents' occupational patterns reflected the level of qualification and skills attained through higher education. The study found that respondents with the highest level of academic qualification had a diverse occupational category. It leads to better job opportunities after they complete their higher education. Figure 4.9 shows that 26% of respondents are government officials, 25% are doctors, 4% are university teachers, 4% are school and college teachers, 3% are nurses, 2% are entrepreneurs, 2% are practicing lawyers, 3% are housewives, 4% are looking for work (unemployed), and 2% are doing higher education or research.

Figure-7.5: Impact of education on human capital development

Source: Fieldwork, 2022

The study explored that higher education of underprivileged students has substantial influence to form human capital in many ways. Majority of the respondents reported that due to education their ability to decision making, confidence, thinking power, adaptation capacity, motivation toward success & transparency, to realize meaning & value of life have increased as well strengthened (figure-7.5).

Case Study-1:

“Education increased my knowledge, skills, and confidence.” --Probir

Probir, the son of a peanut seller, has been facing a financial crisis due to hard-core poverty. His mother was a housewife. The only assets were some agricultural land and a tin-shed house. His parents were illiterate, and they have a dream to educate their son, Probir. But, being extremely poor, it was quite impossible to bear the expenses of education. From the government primary school, he got a stipend and a talent pool scholarship in class eight. He received a GPA of 5.00 in both S.S.C. and H.S.C., despite taking tuition in addition to his studies. The number of literate people was extremely low. "There is no one highly educated in my *para* (village)," he said. Probir had a dream to pursue higher education to be a good human being and do a good job to

free himself from poverty. After passing the H.S.C. exam without coaching, he got admitted to BUET. He has been selected by the bank for a scholarship to complete graduation. The scholarship helped him a lot to continue his studies without any discomfort. As he stated, "I have smoothly completed my study with comfort from the scholarship." Within a year of finishing, I was hired by the government. Education increased my knowledge, skills, and confidence. We have some loans, which I have paid from my income. My father is not selling peanuts any more. "I have observed cultural diversity in my student life, and I thought that education has a great impact on our traditional culture." "Traditional cultural systems have been changed gradually due to modernization." "The kinship relationship is not as strong as it once was."

The scholarship program motivated him to do something for humanity. Accordingly, Probir is providing educational support to poor students in his area, an initiative he initiated with some friends within their financial capacity.

Using statistical tools as part of quantitative analysis, the study also examined the impact of education on human capital development and found significant positive relation between education and human capital development among the underprivileged students.

Table 7.1: Impact of education on human capital development

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.962	.208		9.446	.000
	CSREDU	.542	.046	.765	11.877	.000

Dependent Variable: CONFIDENCE

In regression analysis (Table-7.1), the effect of education on the human capital development of the respondents is measured. The regression analysis reveals that the beta value (0.765) is positive and it is significant at a 1% level (t, 11.877; p,0.000). So, it is proved that education is positively and significantly related to the human capital development of the respondents who

took help from the banks under CSR scheme.

7.3.2 Social Capital Development

Education has a significant impact on social capital development, where social capital affects the respondents' attitudes toward individual social mobility. "Social capital has most generally been taken to refer to the networks and norms that enable people to contribute effectively to common goals" (Putnam 2000). Unlike human capital, it is not (or not only) a personal attribute or asset but refers to the relationships that exist between individuals or groups of individuals (Schuller, 2004).

For Bourdieu, the use of social capital is primarily a resource for individual social mobility. Individuals and families can use social capital for personal gain, while social classes (or at least class factions) can use it to maintain and consolidate their position:

The network of relationships is the product of investment strategies, individual or collective, consciously or unconsciously aimed at establishing or reproducing social relationships that are directly useable in the short or long term. (Bourdieu 1986: 249).

According to the study, education is a strong foundation for social capital, which is formed by strengthening family ties and kinship, increasing sense of tolerance, respect, and trust as a member of society, emerging social awareness and involvement in social activities, emerging new social status, and widened social networks, among other things. Social awareness, activities, and networks have a significant impact on the respondents', their families', and society's overall well-being.

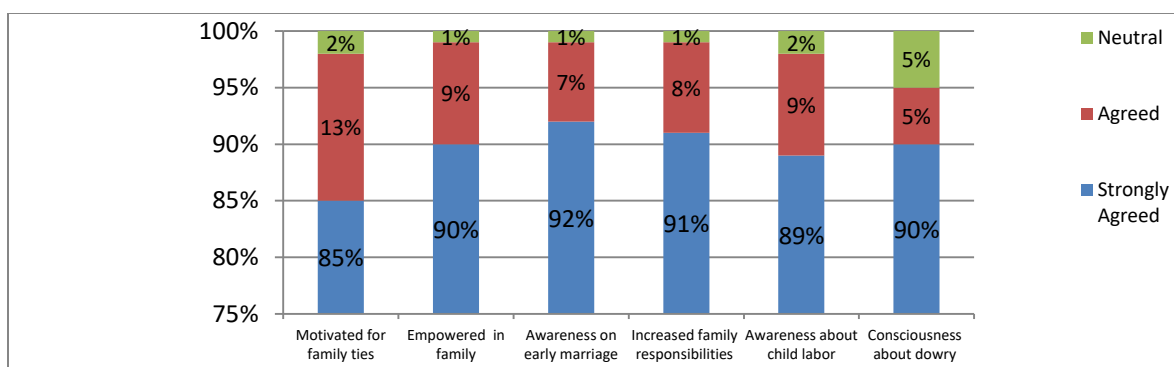
Since the dawn of time, the family has been a fundamental institution. The family is formed mainly through blood relationships, which are established through marital relationships. The child is acquiring basic knowledge from family members, especially from his parents. The earliest source of learning is family. In every family, parents have the desire to ensure formal learning for children at the institute.

The study found that the financial crisis is a barrier to educating children in poor families. The CSR initiatives of banks make a significant contribution to the attainment of higher education through the offering of scholarships to underprivileged students.

7.3.2.1 Family Ties & kinship

The study shows that family bondage is very strong among the recipients of scholarships since education was primarily assisted by family members or kin of joint and/or extended families, which in turn continued through employment or any other earnings after education. In this way, to fulfill the basic requirements of family members, they get financial assistance from the family's highly educated and earning members. Significant contributions are made to the education of young family members, particularly brothers and sisters. Following that, the majority of family members have the opportunity to pursue higher education, propelling them to new heights among their kin and society at large. As Schuller, T et al. stated, "education is a significant mediator of social, economic, and demographic influences that produce life-course changes and is a marker for the establishment of families." The study explored the fact that many interviewees acknowledged the positive effects of education and agreed that education has strong positive effects on maintaining family relationships and kinship bonds.

Figure-7.6: Impact of education on family



Source: Fieldwork, 2022

The study has explored (figure-7.6) that family ties and kinship is influenced by higher education and earning status. The respondents have acknowledged that education has empowered them in the family, increased responsibilities towards family and kin, and motivated them to maintain family bondage and kinship ties. Education has created awareness among the family of the

respondents about force and early marriage, creating consciousness about the negative impact of the dowry system and child labor.

Case Study-2:

education has diversified my skills and knowledge and I am not burden for family more".Samanta Saha

Samanta Saha, daughter of Kuludip Roy from Patuakhali. Her father was a small-time grocer, could hardly arrange meet for family comprised with six-member. Her mother *Meghna* would make and sell sweetmeat packets. *Samanta* suffered from adversity from an early age. She was electrocuted at the age of two and both her two hands had to be amputated. She could not play with her friends or study. But *Samanta* was not one to accept defeat. She dreamt of achieving higher education and to provide support to the needy people especially physically challenged.

Samanta began to study despite her physical disability and poverty. She passed the SSC and HSC exam with both GPA-5 score. Thereafter, she faced a barrier to go ahead to take further higher study. She was admitted in geography and environment department of Jahangirnagar University under the physically-disabled quota. Upon application, she nominated for BRAC bank's scholarship with recommendation of department chairman. After completing education, she joined as a human resources officer at BRAC's Barishal head office. *Samanta* says, "*due to Bank's scholarship my dreams come true. I am doing well now.*" She now bears the educational expenditure of her another sister studying at graduate level. She already paid some of her family's loan. She also stated that "*education has diversified my skills and knowledge and I am not burden for family more*".

Weaker family ties & kinship

The study has explored that higher education play role in strengthening family relationship generally but different conditions were also observed among the respondents such as weakening relationship due to migration (70% out of respondents) for employment (pull factor) which created communication gap between the family members and kin. The respondents opined that the following factors have significantly

- Emerged a sense of individualism due to modernization and urbanization among highly educated people.
- Growing earning status created a different sense between earning and non-earning members.
- Separate living for migration created a communication gap.
- Feeling of superiority & inferiority between educated and non-educated members.
- Irregular participation in different ceremonies of family and kin.

Case study-3:

“Due to her new identity and position, she is avoiding her old identity and not maintaining family relationships”-reported mother of *Chemon Ara*

Chemon Ara is a doctor in a government medical college who completed MBBS degree earlier from Dhaka Medical College & Hospital. Her parents have been separated when she was 12 years old. During that time, it was very difficult to continue education for her. Father did not bear any expenditure of the family more. Her mother was doing tailoring for subsistence and had only 2 goats as a source of income. *Chemon Ara* got a talent pool stipend in both classes five & eight, which supported financially her education. She got a bank scholarship in H.S.C for her brilliant result in S.S.C. Finally, when she got a chance to enroll in Dhaka Medical College, again she has been nominated for a scholarship by the bank. She got married to her classmate and both of them are government job holders. *Due to her new identity and position, she is avoiding her old identity and not maintaining family relationships including relatives and others, as reported by her mother.*

7.3.2.2 Tolerance, Respect & Trust

Education has resulted in upgrading the level of tolerance, understanding, and respect for each other in family and society which plays role in value changes as reported by the respondents under study. As Schuller & Preston stated: “tolerance, understanding and respect were all value changes reported by respondents as a result of their education, and they seemed to have some insight into the mechanisms by which these qualities had been enhanced”(2004).

In their review of literature on education and values, Halsted and Taylor use a broad definition of values as referring to:

“ . . . the principles and fundamental convictions which act as general guides to behavior, the standards by which particular actions are judged to be good or desirable. Examples of values are love, equality, freedom, justice, happiness, security, peace of mind, and truth. The broad term 'values education' encompasses and in practice is often seen as having a particular emphasis on education in civic and moral values. It is very closely related to other terms in current use, including spiritual, moral, social, and cultural development” (2000: 169).

About the above definition, Schuller & Preston have allowed 145 respondents under their study to describe independently about how education had impacted their values pertinent to the creation of social capital: tolerance, respect, and trust. Schuller & Preston have identified five broad mechanisms by which education influenced tolerant values, such as social mix and communication, role models, educational activities, subject effects, and resistance (2004,p-129).

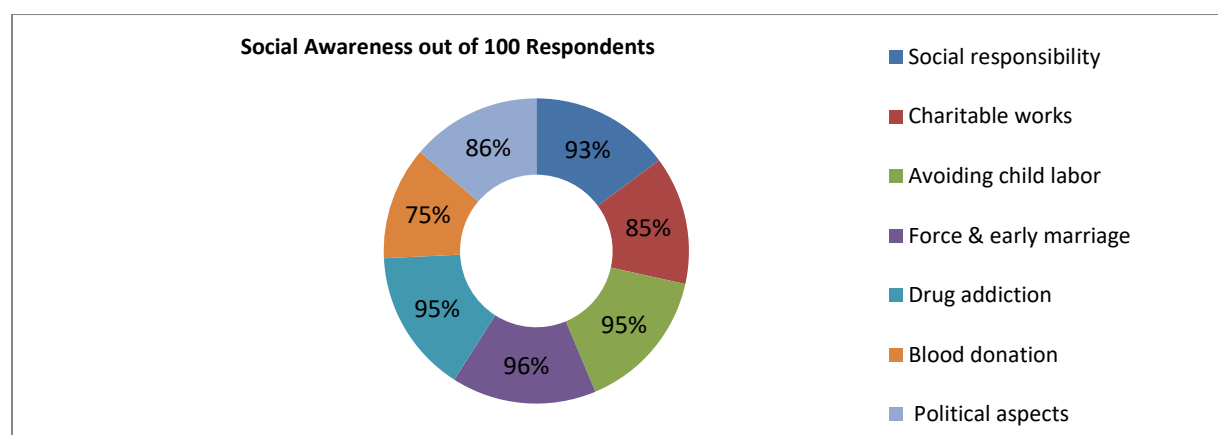
The present study observed among the 100 respondents, like Schuller & Preston’s findings, that all respondents have agreed that education has enabled them to adopt tolerance, respect, and trust which is not only the outcome of education but also teachers’ motivation towards achieving human traits.

7.3.2.3 : Social Awareness & Activities

Social awareness is a significant component of a modern social system. Education has a great role in creating social awareness among the educated persons. The study observed social awareness among the large number of respondents which are significant for the well-being of the individual family, society, and country at large. One-third of the family had child labor, and two-

thirds of respondents had experience force & early marriage due to poverty and the practice of dowry in their family. But, education contributes to creating consciousness and avoiding force & early marriage, child labor, and dowry from their family. Besides this, the majority of the respondents have involvement in charitable works and blood donation experience as social responsibility motivated by the higher education and scholarship from CSR schemes of the banks.

Figure-7.7: Social awareness of respondents



Source: Fieldwork, 2022

The data shows that out of 100 respondents, 93% reported their education increased towards social responsibility, 85% have involvement in charitable works, 95% could avoided child labor in their family, 96% have the consciousness on force & early marriage, 95% have awareness on drug addiction, 75% have the experience of blood donation in emergency and 86% were more consciousness about political aspects (Figure-7.7).

Case study-3:

“Due to border with Myanmar, Ukhiya-Teknaf is very vulnerable for drug, we are trying to make awareness among village people”- Mr. Islam

Mr. Islam have completed higher education from Dhaka University from Business Faculty in Accounting and become an accountant in Auditor General Office of Government. He got scholarship from BRAC bank for graduation as he was facing financial challenges because his

father was cleaner at Ukhiya. Upto S.S.C & H.S.C level, he arranged money from his tuition and was lodging at other home. But after getting admission at University of Dhaka he was fortunate to get full scholarship from BRAC Bank for four years to complete his graduation.

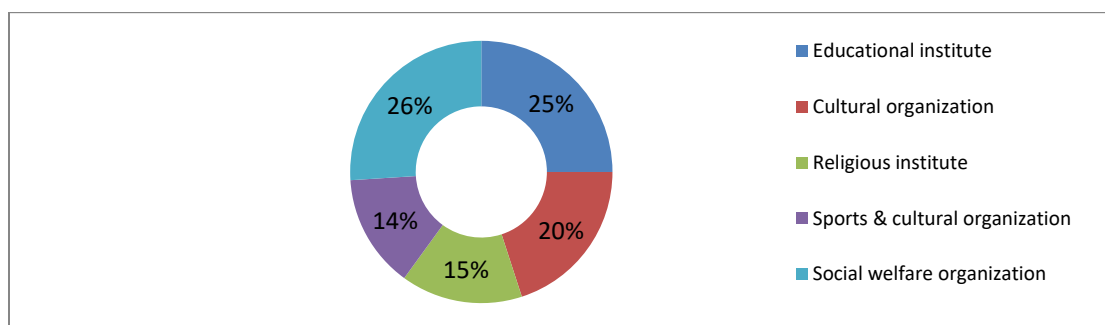
At present, he has migrated to Dhaka due to his job. His family is fully dependent on his income. He has some social works as currently he is supporting two poor students financially in his own capacity.

The respondent thought education has enriched knowledge and helped him to get Govt. job. Now his family is financially solvent and free from poverty. His father also left his earlier job. Their social status also improved in the society.

Achievement of education through scholarship of the bank, inspired him to do some charitable works, create consciousness about child labour and dowry system, drug addiction in society. Mentionable that, due to border with Myanmar, Ukhiya-Teknaf is very vulnerable for drug. However, he is trying to make awareness to village people as always.

The research also found that there is a significant involvement of respondents in social activities which have been reported by respondents. They have underway to participate in social activities which depend on their capacity, scope, and access. Moreover, most of the respondents reported that they plan to participate more in social activities in the future.

Figure-7.8: Involvement in social activities



Source: Fieldwork, 2022

The study shows that (figure-7.8) out of 100% respondents, 25% of respondents are involved in educational institutions, 26% are involved with social welfare organizations, 20% are involved with cultural organizations and 15.00% are involved with religious institutions, 14% are involved with the association of sports and cultural organization. The reason for their involvement with

these organizations is because of the case of philanthropic work, such as a donation to educational institutions, good management of religious institutions, social welfare, health care program, helping the poor and orphans, etc. and they acknowledged that their involvement and donation of these institutions or organizations in account with the motivation of CSR activities of banks towards education.

Case study-4:

“Motivated by higher education, I am trying to reciprocate the banks’ support through serving the helpless people” -Rokeya

Rokeya, born at Chapainawabganj district, a third child of Rashidul Islam worked in an organization as peon, while her mother was a house-wife. Her parents were very worried about the education and future career of four sisters of Rokeya with a little income. Rokeya stated that “though we are in serious financial crisis, I obtained scholarship of class five in 1997 and talent pool scholarship in class eight in 2000, GPA 5 in both SSC & HSC exam, which satisfied my parents but they got frustrated about her future study due to the financial disability. Finally I have decided to enroll in a medical and after appearing in admission test I got chance to Salimullah Medical College. But it was very difficult for my parents to bear my educational expenses. Fortunately I have been selected for DBBL scholarship due to my brilliant result and financial condition”.

After completion, she has selected as medical officer through BCS and now she is financially solvent. “I have the opportunity to support my parents financially. I will also try to reciprocate the DBBL support by serving the helpless people as she stated”. She belongs in a new social class and she tried to maintain good relationship with her kinship. Rokeya acknowledged if she could not study higher education, child marriage was the final fate for her life as it was a regular phenomenon in her village.

7.3.2.4: Social Status & Networks

The study shows that education had been associated with building, maintaining, reconstructing, and enriching individuals' social networks. For Bourdieu, the use of social capital is primarily a resource for individual social mobility. Social capital is relevant simultaneously as a resource for

individuals and families for their gain, and for social classes (or at least class factions) in maintaining and consolidating their position:

. . . the network of relationships is the product of investment strategies, individual or collective, consciously or unconsciously aimed at establishing or reproducing social relationships that are directly useable in the short or long term. (Bourdieu 1986: 249).

Empirically the influence of education on the size and maintenance of social networks is well established, although less has been said concerning the effect of education on their quality and purposes (Emler and Fraser 1999: 267).

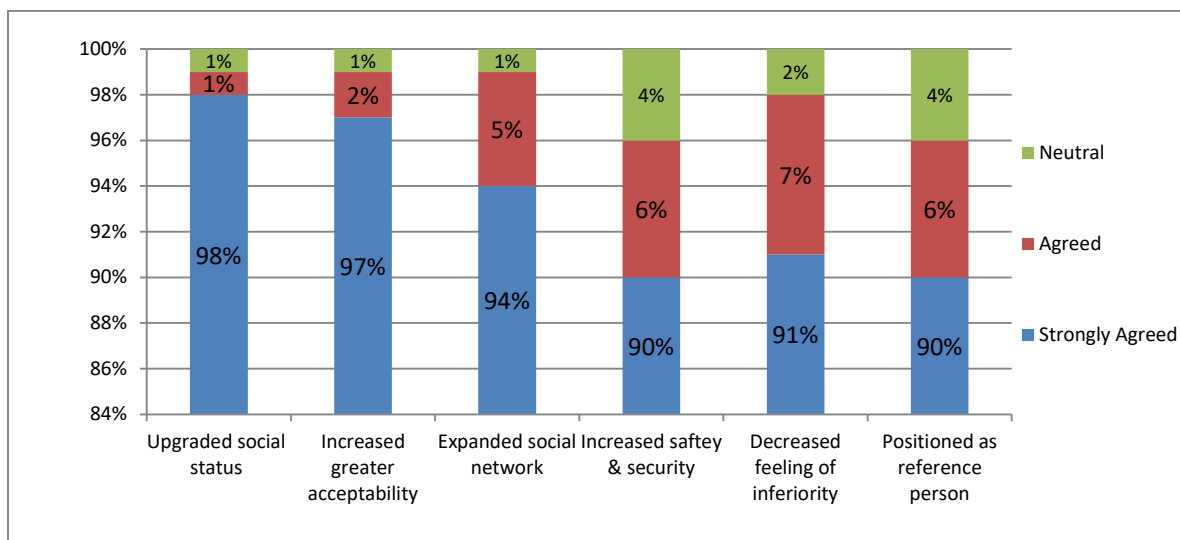
The findings of the study indicate significant changes in the status of the underprivileged group of people who were known socially as poor. Thereafter, the respondents and their families, which largely belonged to the underprivileged class, have been catapulted into higher income brackets because of their higher education and high-level official status.

Table-7.2: Social Status of the Respondents

Nature of Thinking	Before Education		After Education	
	No. of Respondents	Percentage	No. of Respondents	Percentage
Self-sufficient & upgraded Status	07	7.00	97	97.00
Dependency to Others	93	93.00	03	03.00
Total	100	100%	100	100%

Source: Fieldwork, 2022

As a result, the majority of respondents (97%) perceived that education has ensured self-sufficiency as well as the upgraded status for them and their families, before achieving higher education 97% were dependent on others which decreased to 3.0% only (Table-7.2).

Figure-7.9: Impact of education on upgrading social status & networks

Source: Fieldwork, 2022

The study found that respondents have substantial changes in upholding social status and wider networks in society for their higher education, employment, and occupation. Figure -7.9 shows the majority of the respondents reported that education has a great contribution in upgrading social status(99%), increasing greater acceptability (99%), expanding social networks (99%), in increasing safety & security(96%), in decreasing the feeling of inferiority(98%) greater acceptability (99%), education positioned as a reference person in the family and society (96%).

Case study-5:

“Being a lecturer of a reputed university brought me in a new height in my family and society”-
Shunil kanti

Shunil kanti a son of tea seller has completed his education from Bangladesh Agriculture University and has joined as a lecturer at the same university. Only small house was the asset in village under Gaibandha district. He was extra ordinary brilliant and stood first position in all classes and stood third position in Honors and fist position in masters. Mentionable only by selling tea in a village it was unbearable for his father the educational expenses of two children at a time. He nominated by BRAC bank for stipend for his brilliant result in SSC & HSC as well as financial insolvency.

Shunil kanti stated that, “higher education increased my qualifications, skills and knowledge. I thought that diversified culture has a great impact in our life. My family is now financially sound after become lecture of university which brought me in new height in my family and society. I am bearing all educational expenses of my only brother who are studying at Bangladesh Textiles University”.

Using statistical tools as part of quantitative analysis, the study also examined the impact of education on improvement of social status of scholarship recipients and found significant positive relation between education and progress of social status of highly educated underprivileged students.

Table-7.3: Impact of Education on Social Status Development

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.198	.425		7.515	.000
	CSREDU	.302	.094	.307	3.228	.002

a. Dependent Variable: Social Status

In regression analysis (Table-7.3), the effect of education in development of social status of the respondents is measured. The regression analysis reveals that the beta value (0.307) is positive and it is significant at 1% level (t, 3.228; p,0.000). So, it is proved that education is positively and significantly related to the development of social status of the respondents who took help from the banks under CSR scheme.

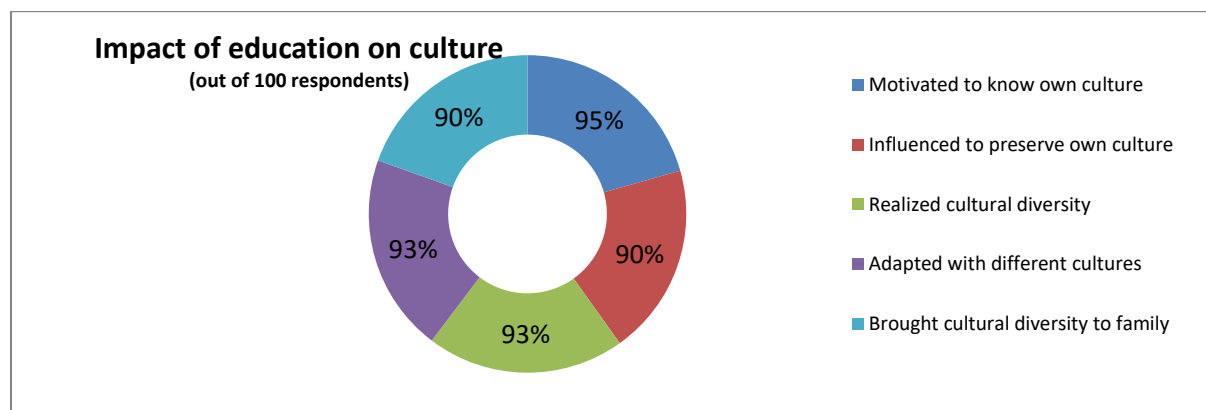
7.3.3 Cultural capital development

Culture is a core issue in the discipline of anthropology since its emergence. In studying humans and their society, understanding culture is a very significant aspect. Culture is to be learned and shared which is a complex whole. According to English Anthropologist E.B Tylor, Culture is "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (Tylor, 1871: 1). Based on the

definition Fredrick Erickson has developed a view that humans learned to be human, it was argued, by learning the lifeways immediately around them. Culture – as the “curriculum” of what was learned – came to be seen as a complex, internally integrated system. Tylor’s use of “acquired” in his definition implies that people learned to be human, developing differing habitual lifeways in the differing circumstances of everyday life.

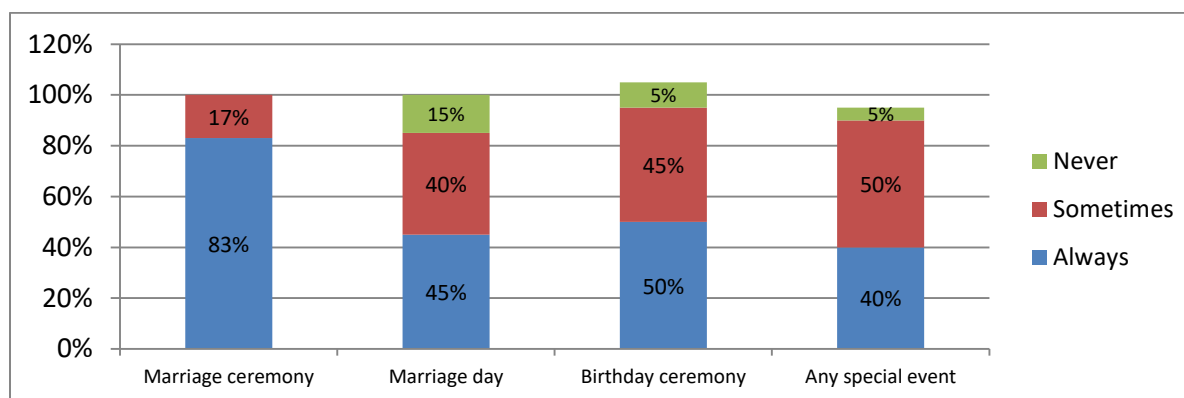
The acquisition was using learning and teaching, deliberate and non-deliberate, in families, communities, and workplaces, in traditional pre-modern societies, as well as in modern societies. In its broad reach, Tylor's definition included formal schooling as a site of cultural acquisition in addition to including informal educational settings. The subfield of anthropology of education has considered both informal and formal educational settings. In the latter case, anthropologists of education have tended to focus on implicit as well as explicit teaching of values, beliefs, and communication styles, and the explicit teaching of subject matter

The study intended to explore the impact of education in a learning culture, to be human through enriching knowledge, values, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society. The respondents reported that they are trying to maintain their traditional culture, though some changes are there due to different educational settings, they acknowledged. Higher education helped them to understand traditional and historical aspects of their own culture, influenced them to preserve their own culture, helped to understand cultural diversity, easy adaptation to different cultures, and brought cultural diversity in their friends and family which ultimately empowered them to cope with broader cultural perspectives and wider social networks.

Figure-7.10: Impact of education on culture

Source: Fieldwork, 2022

The study found that education has a great impact on cultural diversity and enhanced adaptation capacity among the respondents. Out of 100 respondents, 95% respondents have motivated to know own culture, 90% have influenced to preserve own culture, 93% have realized cultural diversity, 93% have the experience of adaptation with different cultures and 90% observed cultural diversity to their family due to living with many friends from different social backgrounds and meeting with teachers in university life in different cultural settings.

Figure-7.11: Participation or Arrangements at Social Ceremonies by the Respondents

Source: Fieldwork, 2022

Figure- 7.11 shows that in the study area majority of respondents always (83%) participated in the marriage ceremony though due to different reasons 17% could participate sometimes. In the marriage day ceremony, 45% of respondents participated always, 40% sometimes and 15% never participated. Birthday ceremony arranged and participated by 50% HHH always and 45%

sometimes and 5% never arranged or attend the ceremony. Besides these, respondents had the experience to arrange or attend different ceremonies or programs on different occasions, such as 40.00% of respondents participated always, 50.00% sometimes and 5.00% never participated.

Medium of communication

“Communication skills developed through education contribute to the social integration of immigrants and to people’s ability to deal with systems”(Hammond,C & Schuller.T, 2004).

It is reported the respondents have been using different methods or channels for communication to gather updated information or personal communication. Letter, Newspapers, telephone, and T.V were the traditional ways for information or communication and to use leisure time in backward communities in India (Bag, D.C, 1978, P-238), but modern way of communication, as well as the use of leisure time, has changed the channels to social media i.e Facebook, Twitter, LinkedIn, Instagram, Messenger, WhatsApp, etc and mobile or cell phone. The present study found that the majority of the respondents are using these modern technological devices or networks as part of their enjoyment. It is mentioned worthy that researcher has the direct communication with 99% of respondents through WhatsApp, which proved all are connected to the internet and they are very updated on any necessary issue and can see any drama, movie, news, etc. as part of enjoyment & use of leisure time and also for communication with others.

Religious Belief & Practice

To explore the culture that is a "complex whole which includes knowledge, belief, art, moral.....Tylor, E.B, 1871), it is required to understand the religion and beliefs of the respondents. The study found respondents who represented four major religions, such as Muslims-85%, Hindu-13%, Christians- 1%, and Buddhist-1%. The impact of education on the religious belief & practice of the respondents are noticed and they agreed that:

- Higher education inspired them to learn about their own & other religions
- Motivated to maintain morality and transparency personally & socially
- Made a strong sense to practice own religion
- Motivated to respect other religions

Using statistical tools as part of quantitative analysis, the study also examined the impact of education on religiosity of scholarship recipients and found significant positive relation between education and religious beliefs and practices of highly educated underprivileged students.

Table- 7.4: Effect of Education on Religiosity

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.		
		B	Std. Error	Beta				
1	(Constant)	2.454	.542		4.531	.000		
	CSREDU	.368	.119	.296	3.095	.003		

a. Dependent Variable: RELIGIOSITY

In regression analysis (Table-7.4), the effect of education on the religiosity of the respondents is measured. The regression analysis reveals that the beta value (0.296) is positive and it is significant at 1% level (t, 3.095; p,0.000). So it is proved that education is positively and significantly related to the religiosity of the respondents who took help from the banks under CSR scheme.

Case Study-6

“I have observed cultural diversity in my student life as many students were from different districts, which has great impact on our adaptation with different cultures and religions”-*Rafiq*

Rafiqul Islam, son of a marginal farmer was student of Mawlana Bhashani University of Science & Technology in BSC (Engineering). Mr. Rafiq has been nominated for scholarship by IBBL for his higher education. No tuition required after getting stipend from the bank. He is the “only a higher educated person in his grand fathers’ lineage as he said to the researcher. Education has opened his eyes of better future and stood him in new height in his family and society”, he said. He got job in a vocational training directorate of Government at Bogra.

He not yet got married and he bears his family expenses including his younger 2 brothers & sisters educational expenses. He also paid some loan of family and purchased some agricultural land. He said that, “I have inspired from the bank’s scholarship program and I have some social works especially for poor students of his village”. *Rafiq* said that “I have observed cultural diversity in my student life as many students were from different districts and cultural variation is very high from district to district. This has an impact on our adaptation with different cultures and religions”.

Using statistical tools as part of quantitative analysis, the study also examined the impact of education on religiosity of scholarship recipients and found significant positive relation between education and religious beliefs and practices of highly educated underprivileged students.

Table-7.5: Effect of Education on Cultural development

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.403	.174		19.565	.000
	CSREDU	.191	.038	.446	4.983	.000
a. Dependent Variable: CULTURE						

In regression analysis (Table-7.5), the effect of education on the cultural development of the respondents is measured. The regression analysis reveals that the beta value (0.446) is positive and it is significant at 1% level (t, 4.983; p,0.000). So it is proved that education is positively and significantly related to the cultural development of the respondents who took help from the banks under CSR scheme.

7.3.4 Women Empowerment

"Education is one of the most important means of empowering women with the knowledge, skills, and self-confidence necessary to participate fully in the development process." (ICPD Programme of Action, paragraph 4.2, UNFPA, Cairo, 1994).

Education is important for everyone, but it is especially significant for girls and women. This is true not only because education is an entry point to other opportunities, but also because the educational achievements of women can have ripple effects within the family and across generations. To emphasize the significance of education *Napoleon Bonaparte said*: "give me an educated mother and i will give you a good nation!"

Gender Equality and Women Empowerment is one of important goals of Sustainable Development Goals (SDG-5). The present research intended to explore the impact of education in decreasing the gender gap and women's empowerment, especially for underprivileged people in society. To examine the status of women empowerment in society, out 100 respondents 50% respondents has selected from female students.

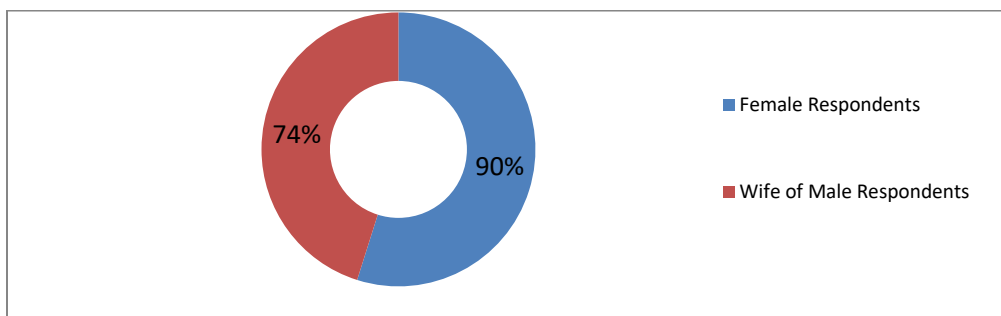
Before the presentation of the findings of the study, the researcher searched the current status of the gender gap and women empowerment in Bangladesh. The Government data revealed that there is an outstanding progress of gender equality and women empowerment which is an important goal (SDG-5) out of all Sustainable Development Goals. Our country has closed 72.6 percent of its overall gender gap, and the country is placed 50th out of 153 countries and ranked 141 out of 153 countries in economic participation & opportunity indicator of women according to the Global Gender Gap Index 2020 rankings (Report of Ministry of Planning, 2020). This achievement of gender parity in primary and secondary education at the national level is the outcome of many public interventions focusing on girl students offering stipends up to the secondary level and exemption of tuition fees in rural areas.

In connection with this, the present study intended to examine the CSR efforts toward the education of underprivileged students both male and female. The study found a very significant

relationship between education and women's empowerment, which played important role in the improvement of women's human capabilities and financial capacities. Higher education has contributed to promoting the objectives of ensuring gender equality and empowerment of women through the advancement of their knowledge, skills, employment, and access to or control over productive assets, resources, income, information, technology, financial services, land, building, flats, etc. the study found that education increasing the knowledge and skills of women which also empowered women in family and society in many fields.

In this regard, the study has taken 100 respondents, where 50% were male and 50% were female to search the impact of education to achieve gender equality and empowerment of women. Figure- 7.10 represents that out of 50 female respondents, the majority (90 %) already employed in different occupations after completion of higher education, where 88% female respondents got married. On the other hand, out of 43 male married respondents, 74% of their spouse already employed in different professions which is also a proof of women empowerment in family, society and country as whole.

Figure-7.12: Female employment among respondents and spouse of male respondents



Source: Fieldwork, 2022

The female respondent informed that higher education empowered them to decide childbirth, family affairs, and personal and collective affairs. They reported that they have also the capabilities to access information and resources for decision-making, their skills, and knowledge capable of them to take the policy-level decision, planning, and its implementation in their work area.

Case study-7:

“Higher education and income has empowered me in family and society”-Umme Nayma

Umme Nayma has four sisters but her father passed away when she was in class eight. She bought a goat by her scholarship money of class five. It was the main source of income of family beside father’s daily labour. The small soil house and some agricultural land were the only asset.

The full family was in uncertainty about food, clothes and was in very big trouble financially after death of their father. Her other sisters got married who studied at primary level in Governemnt school. Only she continued the study and got scholarship in class eight which helped her to continue to S.S.C. She got GPA 5.0 both in S.S.C and H.S.C (Business).

Though she got chance to enroll in graduation level at public university, she decided to admit in nursing college to get job earlier to support family. Accordingly, she admitted at Bogra Nursing College and awarded scholarship from BRAC Bank for three years! My mother was very happy to listen this great news, mentioned by Salma. Salma also said, “I have no language to express my gratitude how much it helped me to complete my higher education!”

After completion nursing course, Salam has joined at Rajshahi Medical College as a nurse within 6 months of completion of degree. Salama got married and husband doing job in BRTA at Dhaka, who completed masters from Rajshahi University. Though she lives in Rajshahi with parents in- law and child, they need to visit Dhaka frequently.

She provided money for re-construction her parent’s house with bricks, a semi-structured house which was soiled house earlier. She has carried educational expenses of her younger sister.

Nayma stated that “higher education and income has empowered her in family and in the society”.

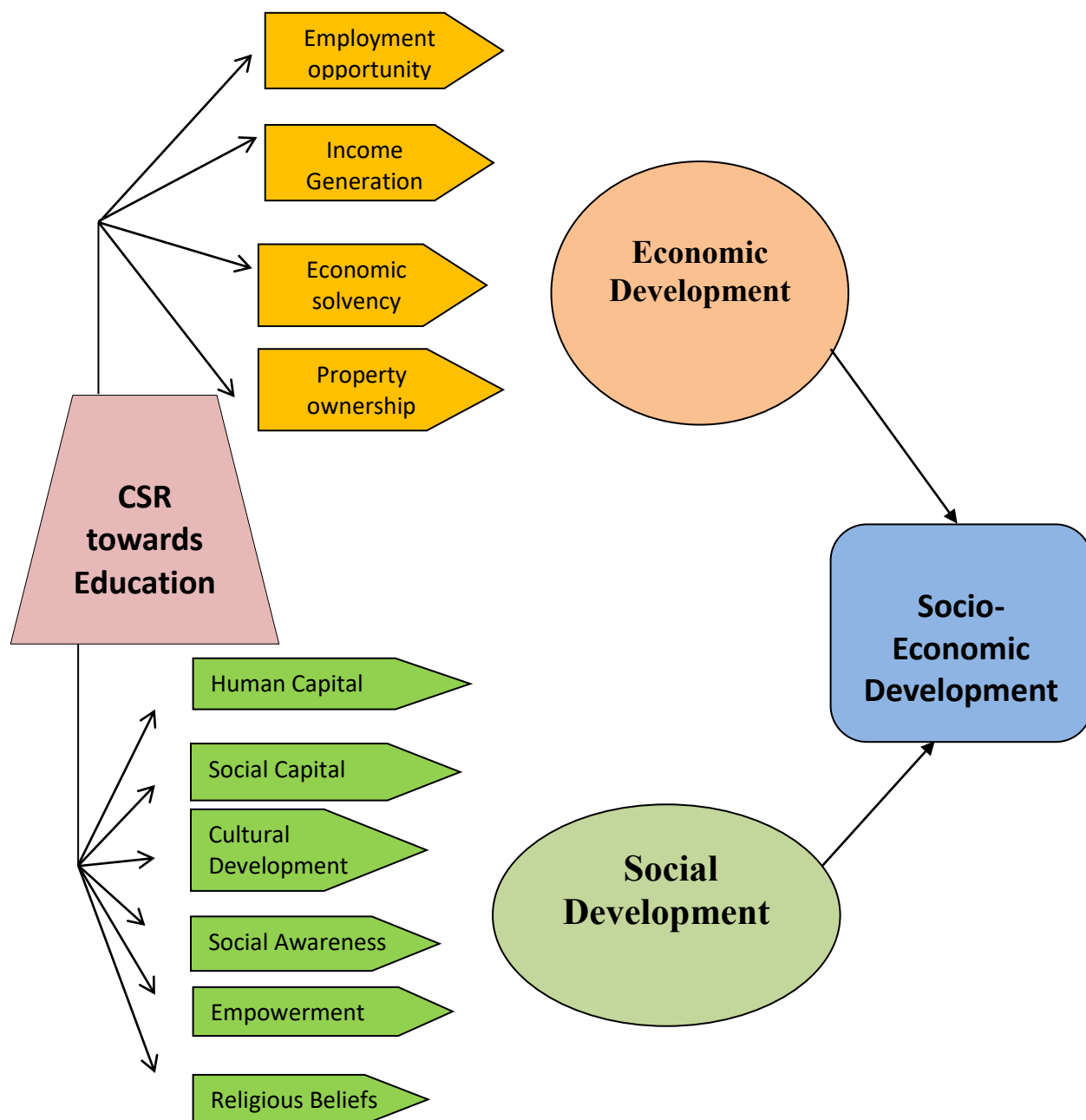
Using statistical tools as part of quantitative analysis, the study also examined the impact of education on women empowerment and found significant positive relation between education and women empowerment of highly educated underprivileged students.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.		
		B	Std. Error	Beta				
1	(Constant)	1.131	.452		2.501	.014		
	CSREDU	.701	.099	.577	7.057	.000		

a. Dependent Variable: EMPOWERMENT

In regression analysis (Table-7.6), the effect of education on the empowerment of the women respondents is measured. The regression analysis reveals that the beta value (0.577) is positive and it is significant at 1% level (t, 7.057; p,0.000). So it is proved that education is positively and significantly related to the empowerment of the respondents who took help from the banks under CSR scheme.

Figure: 7.13 Impact of Education among underprivileged people



Source: Fieldwork, 2022

The study, motivated by many scholars has formulated a diagram on impact of education on socio-economic development. The study attempted to summarize major impact of education into two broad categories one is economic development and another is social development of underprivileged people who had been awarded scholarship from banks CSR interventions for higher education.

Chapter -8

Summary and Conclusion

8.1 Summary

8.2 Conclusion

Chapter -8

Summary and Conclusion

8.1 Summary

The study is divided into eight chapters, each with a summary and conclusion to present research findings more clearly. The study has attempted to summarize and accommodate the major findings of the preceding chapters of the study in this chapter.

Chapter one highlights the introductory description of the research problem, background, and objective of the study. It also focuses on the operational definition, theoretical background, and rationale, as well as the limitations of the study.

Chapter two includes a discussion of the concept of research method and methodology, different research methods, and research methods commonly used in anthropology and other social sciences. Both qualitative and quantitative, or integrated, research methods have been applied to conduct the research with various tools and techniques for data collection, data analysis, and sampling procedures. The methods of case study, in-depth interview, key informant interview, and survey have been used to collect data more significantly. The purposive sampling method has been used to select the sample population. The study area or location of respondents and the unit of the study have been included in this chapter. The pains and pleasures of collecting data from the study have also been described in this chapter.

Chapter three concentrated on a review of more relevant works of literature. To select literature, the study has attempted to search previous research closely related to this research problem. The study has focused on accommodating many kinds of literature from different fields of study, which include research on CSR and its practices, anthropology of education, anthropology of corporate social responsibility, research on education and its impact, social and economic development processes, etc.

Chapter four focused on the description of the demographic features of the respondents, which consist of information on the location of the study area, population, age group, sex composition,

religion, family structure, residence patterns, marital status, education, employment, occupation, income, ownership of assets, savings, migration status, etc.

Chapter five is about the profile and dynamics of CSR interventions by banks. This section delves into the dynamics and nature of CSR activities undertaken by banks in Bangladesh to achieve the study's goal. The study attempted to investigate the process and producers of CSR scholarship programs. This chapter also discussed the CSR strategic framework of the Bangladesh Bank and respondent banks to explore the dynamics and nature of CSR activities. Besides this, the study also focused on the gathering of data on trends in the sectorial pattern of CSR activities, including those in the education sector. The study also depicted specific data on the nomination and disbursement processes of bank scholarships using primary and secondary sources. This chapter, based on the theories, also discussed the nature of the relationship between banks and students as scholarship givers and receivers.

Chapter six highlighted the discussion of the impact of education on economic development among underprivileged students, their families, and society who got scholarships for higher education from banks under the CSR scheme. The study viewed economic development as a development of personal and household economic status through income generation after completion of higher education. The study explored the role of education in the creation of employment opportunities, entrepreneurship, and business ideas. The study attempted to compare economic status before and after higher education. The study focused on the changing trend of income sources for respondents' families and discovered that employment, rather than agriculture, was the primary source of income.

The study also found that employment and higher income facilitated the respondent's access to modern health services, education for succeeding generations, increased savings and loan repayment, and freedom from poverty, increasing GDP significantly. This financial solvency helped them to reconstruct or repair the housing patterns of the respondents as well as contribute to social activities and participate in social ceremonies.

The study's major topic of discussion was covered in Chapter Seven, which examined the impact of education on social development among scholarship recipients, their families, and their

society and country as a whole. The study attempted to depict the comparative social status of scholarship recipients, which included the social position of respondents before receiving a scholarship and after completing higher education.

The study examined the impact of education on social development from different points of view among recipients of scholarships, their families, and society at large. This analysis includes the impact of education in the form of human capital, social capital, identity capital, cultural diversity, social status, social awareness, social networks, women's empowerment, beliefs and practices of religion, family ties, kinship relations, migration, etc.

The study focused on the role of education in the socio-economic development of underprivileged students who received scholarships from banks through CSR initiatives in Bangladesh. In this regard, the study considered mainly two significant aspects: firstly, to analyze the dynamics of CSR activities of banks and their role in the accomplishment of higher education for underprivileged students; and secondly, to explore the impact of education on economic as well as social development.

The study, as such, focused on different significant issues considering the relevance of the problem of the study, such as the concept of CSR and its emergence, the concept of education, the meaning of development, defining a commercial bank, etc. The study also includes some theories more closely related to the problem from renowned scholars, including anthropologists, sociologists, educators, and economists. The study also reviewed some literature for a systematic analysis of the problem. The study then searched for information on the demographic profiles of the respondents to identify the real scenario of economic and social status. The study collected more rigorously the nature and process of banks' CSR activities. Finally, the researcher gathered data from respondents to explore the impact of education among respondents on economic and social development.

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development (UNESCO). This definition of education is very similar to the concept of culture as defined by British anthropologist E.B. Tylor. According to him, culture is "that complex whole which includes knowledge, belief, art, morals, law,

custom, and any other capabilities and habits acquired by man as a member of society" (Tylor E.B., *Primitive Culture*, 1871: 1). In this context, the study has concentrated on analyzing the impact of education on individuals as members of society.

The study conceptualized the term "development" as a process that creates growth, progress, positive change, or the addition of physical, economic, environmental, social, and demographic components. They more influenced by Gardner, K., and Lewis, D.'s definition of "development," which defined it as "processes of social and economic change precipitated by economic growth and/or specific policies and plans, whether at the level of the state, donor agencies, or indigenous social movements. "These can have either positive or negative effects on the people who experience them (Katy Gardner and David Lewis, 2016, p. 63).

Another important term used in the study is "CSR," which is defined differently by different scholars. As a result, the study cited Carroll B.A.'s best-known and most widely cited definitions from the late 1970s. Carol stated that corporate social responsibility (CSR) incorporates four dimensions, which are economic, legal, ethical, and philanthropic expectations. According to him, "*corporate responsibility involves the conduct of a business that is economically profitable, ethical, and socially supportive.*" "*To be socially responsible*" then means that *profitability and obedience to the law are the foremost conditions when discussing the form's ethics and the extent to which it supports the society in which it exists with contributions of money, time, and talent (Carroll, A.B., 1979).*

The 1920s are generally viewed by scholars as the dawn of corporate social responsibility in the world (Walton 1967; Heald 1970; Lawrence and Weber 2022). Some scholars, on the other hand, believe that the concept of CSR emerged in the late nineteenth and early twentieth centuries (Hay and Gray 1977). In the 1920s, American corporations began CSR activities for the benefit of their employees and the community. After the establishment of many multinational corporations in the late 1960s and early 1970s, the concept of "CSR" became widely known in the corporate world. In the 1930s, the practice of personal responsibility for corporate leaders appeared, and a movement towards taking responsibility for the consequences of the operation of a company and responsibilities towards society strengthened in the 1960s. In Asia, the concept of CSR is comparatively new and started in the 1990s when western corporations began doing

business in Asia and also in Bangladesh. In compliance with the terms and conditions of transnational corporations, the corporate organization started CSR activities in Bangladesh. As a philanthropic approach, the banking sector, like others, started CSR activities in the 1990s. However, motivated by transnational corporations and international development agencies, Bangladesh Bank has formulated CSR guidelines and policies since 2008. As a result, the CSR activities of the banking sector have become more organized and effective, especially for underprivileged people.

Since the last few decades, the field of corporate social responsibility (CSR) has become a significant issue of discussion in the social sciences and business literature on account of the growing contribution of CSR interventions. As a result, globally, corporate bodies and international development organizations have attempted to define "CSR" and incorporate it into business practices in a more pragmatic way.

The banking sector in Bangladesh is growing enormously, which can be categorized into state-owned banks and private banks. Since the 1990s, all banks have made some sort of CSR contribution from their annual profits to benefit humanity. In this regard, Bangladesh Bank has defined target beneficiaries of its CSR interventions as vulnerable and undernourished men, women, and children of all ages living below the poverty line, underprivileged students, street children, etc. To achieve significant SDGs goals like no poverty, zero hunger, good health and well-being, quality education, and gender equality, Bangladesh Bank has formulated a CSR policy and aligned CSR interventions in education, health, income-generating activities, and infrastructure development areas. The policy, as such, focused on verification and assessment of CSR purpose, identification of the target group, fund requirement, and budget allocation, and emphasized women's empowerment by providing job-oriented education and training programs through financial assistance or stipends and skill development programs for unskilled women.

The study found that, because of the above, the banking sector in Bangladesh has been more focused on identifying priority areas of CSR activities more realistically to achieve sustainable development goals and the social well-being of the people. Following the guidelines and policies of Bangladesh Bank, all banks have allocated CSR funds to different sectors like education, health, humanitarian and disaster relief, environment, income-generating functions, art, culture,

etc. According to the study, the allocation of CSR funds as well as bank CSR activities has gradually increased since its inception, with total CSR expenditures ranging from BDT 226 million in 2007 to BDT 2330 million in 2010, BDT 3047 million in 2012, and BDT 5266 million in 2015. However, the education sector gained momentum in CSR fund allocation by banks, which started at 6% in 2007 and increased to 17% in 2010 before reaching 32% in 2013 and 42% in 2018. Underprivileged people are the actual beneficiaries of CSR interventions by banks.

In Chapter 4, the study attempted to discuss the demographic profile of the respondents and the study area. The study has taken 100 sample populations through purposive sampling, covering all eight divisions, including 40 districts. Out of 100 respondents, 51 percent were from the divisions of Rajshahi and Rangpur, known as north Bengal, and these two divisions have historically faced financial backwardness known as "*Monga*" for a variety of reasons. The remaining respondents came from other divisions, including 15% each from Chattagram and Khulna, 5% each from Barisal, Mymensingh, and Sylhet, and only 4% from Dhaka.

The study gathered data on gender, age composition, religion, marital status, family size, level of education, employment status, occupation, income, housing condition, migration status, and ownership of properties, including land and apartments to understand the demographic profile of respondents and to analyze the impact of education on the socio-economic development of the family, society, and the country as a whole. The data revealed that, out of 50 males and 50 females, 85 percent of the respondents are in the age range of 25 to 40 years. No respondents were younger than 25 or older than 50. The nuclear family is the dominant family structure among the majority (85%) of the respondents. The study found a slight difference between male and female marital status. As illustrated in Figure 4.5, 88% of female respondents are married, while 86% of male respondents are married. On the other hand, 14% of males are not married, while only 12% of females are not married and are still waiting to start a better career.

The religion of the respondents is also a significant aspect of analyzing the socio-cultural process of a society. As such, the study collected data on the religion of respondents and found that, among 100 respondents, 84 percent are Muslims, 14 percent are Hindus, 1 percent are Christian, and 1 percent are Buddhist.

The study attempted to collect data on national literacy and enrolment rates for an impact analysis of higher education. As a result, data show that the national literacy rate (7 years and up) is increasing, with 44.90% in 2000, 51.90% in 2005, 57.90% in 2010, and 65.60% in 2016. On the other hand, the enrolment rate at various levels of education has been increasing; for example, in 1972, females enrolled at 34.62% and males at 65.38%, which increased to 51.0% and 49.0% in 2020. And at the university level, female enrolment was 22.81% and male enrolment was 77.19% in 1972, which reached 35.21% for females and 64.79% for males in 2020 (BANBEIS, 2021).

The study observed the literacy rate and educational level of parents to understand the role of parents in emphasizing the education of children. According to figure 4.10, only 8% of the respondents' fathers and 6% of their mothers are literate. However, the majority of respondents' parents have a lower level of education, with 40% having completed the primary level and 20% having completed the SSC level. On the other hand, 34% of mothers have passed the primary level, and 46% have passed the S.S.C. level. Moreover, 18% of fathers passed H.S.E., 8% passed a bachelor's degree, and 6% passed a master's degree. On the other hand, 10% of fathers passed H.S.E., 4% passed a bachelor's degree, and no one passed a master's degree.

The study focused on respondents' educational levels as well as the education of married respondents' spouses. The study found that the majority of respondents (86%) have a master's degree, including MBBS graduates (28%), and PhD recipients (4%). 11% have completed a bachelor's degree, and 3% have achieved a diploma in nursing from a nursing college. On the other hand, among the spouses of respondents, 60% have attained a master's level degree, including 13.33% with an MBBS degree. 29.33% have completed a bachelor's degree, and 4% have achieved a diploma in nursing from a nursing college. 6.67% of the spouses found who completed only H.S.C. level are the wives of respondents.

The study found that the bank authority is focusing on public universities and different academic disciplines in the selection of underprivileged and meritorious students for scholarships from the CSR fund. The study shows that the largest number of respondents (28%) have completed an MBBS, 19% are from the faculty of arts, 11% are from the natural sciences, 15% are from the social sciences, 14% are from business studies, 10% are from engineering, and 3% have

completed graduation from nursing. It is worth noting that 98% of the 100 respondents completed their higher education at a public university.

Chapter six, for analyzing the economic impact of education, the study includes a discussion of employment status, growth in income level, educational opportunity for family members, access to modern health facilities, poverty reduction, GDP growth, asset ownership mobility, changes in housing pattern, spending on social ceremonies, and involvement in community development activities of the respondents.

The study found that 92% of male respondents are employed, and 90% of female respondents are employed in different occupations. Out of employed respondents, 26% are government employees, 25% are doctors, 25% are private company employees, 4% are university teachers, 4% are school and college teachers, 3% are nurses, 2% are entrepreneurs, 2% are practicing lawyers, 3% are housewives, 4% are looking for work (unemployed), and 2% are higher education researchers. However, respondents' spouses are also employed in different occupations.

The study discovered that, when different occupational categories were considered, the income source of the respondent's family changed, as did the level of income. Agriculture was a dominant (72%) source of income in families, whereas employment has become the principal source of income for 76% of respondents after higher education. According to the study, there is a significant difference in monthly income before and after education. The majority of the respondent's family income level was below BDT 6,000, and after completion of higher education, it reached BDT 20,000–50,000. In addition to respondents' income, their spouses have employment in various professions and are generating income, such as 33% of 75 spouses earning up to \$10,000, 11% earning 10001-20000, 14% earning 20,001 to 30,000, 14% earning 30,001 to 40,000, 9% earning 40,0001 to 50,000, and 19% earning more than \$50,000.

The data revealed that the respondent's and their spouses' higher income levels enhanced their ability to arrange higher education for other family members, access to modern health facilities, increased ownership of land as well as flat, changes in housing pattern through reconstruction or

repair, spending on social ceremonies, and involvement in community development activities, all of which contributed to the eradication of poverty and growth of per capita income.

The education has an impact on economic prosperity and that there is a significant positive relationship between education and economic prosperity among underprivileged students who took help from the banks under the CSR scheme.

In chapter seven for analyzing the social impact of education the researcher includes the discussion of the social development of the recipients, their families, and society from different points of view. Researchers attempted to describe the comparative social status of scholarship awardees before and after receiving higher education. The study focused on the social development of the respondents at the personal level and at the family and society level, which incorporated development in the form of human, social, and identity capital, cultural diversity, social awareness, women's empowerment, beliefs and practices of religion, family ties, and kinship relations, equality, etc.

The data showed that the impact of education on personal development includes obtaining qualifications, increasing knowledge and self-concept, developing skills, setting goals, maintaining good health, being motivated to learn, being aware of safety and security, being able to go about without shame, and discovering meaning and value in one's life.

The study also looked at the impact of education on human capital development and discovered a significant positive relationship between education and human capital development among disadvantaged students who took help from the banks under the CSR scheme.

Education has a significant impact on social capital development, where social capital affects the respondents' attitudes toward individual social mobility. "Social capital has most generally been taken to refer to the networks and norms that enable people to contribute effectively to common goals" (Putnam 2000). Unlike human capital, it is not (or not only) a personal attribute or asset but refers to the relationships that exist between individuals or groups of individuals (Schuller 2004). The network of relationships is the product of investment strategies, individual or collective, consciously or unconsciously aimed at establishing or reproducing social relationships that are directly useable in the short or long term (Bourdieu 1986: 249).

According to the study, education is a strong foundation for social capital, which is formed by strengthening family ties and kinship, increasing a sense of tolerance, respect, and trust as a member of society, increasing social awareness and involvement in social activities, the emergence of new social status, and expansion of social networks. The data revealed that the majority of the respondents acknowledged that higher education and higher income empowered them in the family, increased their responsibilities towards family and kin, motivated them to maintain family bondage and kinship ties, and created awareness about forced and early marriage, the dowry system, and child labor. However, respondents reported that family relationships and kinship ties sometimes become weak due to modernization, urbanization, migration, and differences in earning status.

The study found that the level of tolerance, understanding, and respect for each other in family and society has increased with the attainment of higher education. As Schuller & Preston stated, *"tolerance, understanding, and respect were all value changes reported by respondents as a result of their education, and they seemed to have some insight into the mechanisms by which these qualities had been enhanced"* (2004).

As shown in the study, social awareness has increased among highly educated respondents. The respondents reported that due to poverty, their family has experienced child labor, forced marriage, dowry, etc. However, higher education created consciousness among the respondents and motivated them to involve themselves in social activities; as such, they have participated in different social works at different levels, such as donations to educational institutions, good management of religious institutions, social welfare activities, health care programs, helping the poor and orphans, etc., and also reported that this engagement was inspired by the CSR activities of banks (scholarships).

The social status of the respondents is also an important indicator of social development. The study, as such, found that education created opportunity of more earnings through employment, and respondents reported that higher education and higher earnings reached respondents to higher social status and expanded social networks in society. The data revealed that 97% of the respondents perceived that education has ensured self-sufficiency as well as an upgraded status for them and their families, who were dependent on others before achieving higher education.

The study also looked at the impact of education on the social status of scholarship recipients and discovered a significant positive relationship between education and social status advancement among highly educated underprivileged students.

The study focused on the education and culture of the respondents and highlighted E.B. Tylor's definition of culture to explore the impact of education on a learning culture. Culture is defined as "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (Tylor E.B., 1871: 1), and it is one of the important goals of education. The respondents reported that due to different educational settings, they have observed many cultures in society, and education has inspired them to preserve their own culture and cope with other cultures. As a result, 95% of respondents were motivated to learn about their own culture, 90% were influenced to preserve their own culture, 93% realized cultural diversity, 93% had experience adapting to different cultures, and 90% observed cultural diversity in their families. The majority of respondents took part in various ceremonies such as marriage, marriage day, and birthday celebrations, among others.

The study attempted to explore the religion of respondents and found four major religions: Islam (85%), Hinduism (13%), Christianity (1%), and Buddhism (1%). Higher education inspired respondents to learn about their own and other religions, motivated them to maintain morality and transparency personally and socially, made a strong sense to practice their religion, and motivated them to respect other religions, according to respondents.

The study also looked at the impact of education on scholarship recipients' religiosity and discovered a significant positive relationship between education and the religious beliefs and practices of highly educated underprivileged students.

"Education is one of the most important means of empowering women with the knowledge, skills, and self-confidence necessary to participate fully in the development process." (ICPD Programme of Action, paragraph 4.2, UNFPA, Cairo, 1994). Education is important for everyone, but it is especially significant for girls and women. This is true not only because education is an entry point to other opportunities, but also because the educational achievements of women can have ripple effects within the family and across generations.

Gender equality and women's empowerment (SDG-5) is one of the significant Sustainable Development Goal. The current study sought to investigate the role of education in closing the gender gap and empowering women, particularly among the underprivileged in society. To examine the status of women's empowerment in society, out of 100 respondents, 50% were female students in the study. The present research intended to explore the impact of education in decreasing the gender gap and women's empowerment, especially for underprivileged people in society. The study found that out of 50 female respondents, the majority (90%) were already employed in different occupations after completing higher education, and 88% of the female respondents got married. On the other hand, out of 43 male married respondents, 74% of their spouses were already employed in different professions, which is also proof of women's empowerment in family, society, and the country as a whole (Figure 7.10).

The female respondent reported that higher education empowered them to decide on childbirth, family affairs, and personal and collective affairs. They also reported having the ability to access information and resources for decision-making, as well as the skills and knowledge required to make policy-level decisions, plan their implementation, and carry out those plans in their work area.

The study also examined the impact of education on women's empowerment and found a significant positive relationship between education and women's empowerment among highly educated underprivileged students.

As a result, CSR towards education has played a great role in context of socio-economic and socio-cultural changes in beneficiaries as well as in Bangladesh.

8.2 Conclusion

The findings, interpretations, and conclusions about the impact of education on socio-economic development among the scholarship awardees, their families, and societies from the CSR interventions of banks in Bangladesh under study can hardly be regarded as universal; they are partial. Financial assistance under the scholarship program of banks towards the higher education of underprivileged students is regarded as a great weapon and significant tool for human, social, cultural, and identity capital.

The broad objective of the study is to explore the impact of education on socio-economic development among underprivileged students after they complete their higher education and who were awarded scholarships from banks under CSR initiatives. To explore this broad objective, the study defined some specific areas of analysis, which include examining the dynamics and purpose of CSR activities of banks; exploring the dynamics of relationships as giver and receiver between banks and scholarship awardees; assessing the employment and unemployment conditions of stipend holders after completion of higher education; and analyzing the social and economic impact of education among scholarship awardees from CSR initiatives.

The study first chose four banks based on their highest CSR interventions, and 100 scholarship awardees for graduated from those banks in different years were chosen as respondents using the purposive sampling method. To collect data from primary and secondary sources, both qualitative and quantitative methods have been applied, which include sampling, observation, survey, case study, in-depth interview, key informant interview, etc.

The study explored different findings based on the objectives of the study, and a summary of the findings is discussed here chronologically. As CSR is the more widely discussed issue in corporate business practices due to the increased attention it receives from global organizations, this study attempted to examine the dynamics and purpose of CSR activities at commercial banks in Bangladesh. The study found that overall CSR initiatives of banks increased considerably from BDT 226 million in 2007 to BDT 2330 million in 2010 and from BDT 3047 million in 2012 to BDT 5266 million in 2015. And the major areas of CSR initiatives by banks are education, health, humanitarian and disaster relief, sports, arts and culture, the environment, etc. The education sector gained the most traction in the allocation of CSR expenditures, which began at 6% in 2007 and increased to 17% in 2010, before reaching 32% in 2013 and 42% in 2018. The study also found that underprivileged students are the beneficiaries of CSR interventions by banks, which includes students whose father is a peanut seller, rickshaw puller, marginal farmer, tailor, day laborer, or cleaner; whose parents died earlier; and some students who were physically challenged or whose father or mother were disabled people.

Another significant objective of the study was to explore the nature of the relationship between banks and scholarship awardees as givers and receivers concerning the gift theory of Marcel

Mauss (1924), CSR as a development gift of Katy Gardner(2016), and the reciprocity theory of Marshall Shahlins (1974). The central focus of the gift theory of Mauss and Marshall Shahlins is that gifting is an obligation to give, receive, and, most importantly, to reciprocate. Mauss viewed gift-giving as binding people together in a social relationship that went beyond the material value of the object involved. Marshall Shahlins interpreted gift exchange based on sociopolitical complexity into three types of reciprocity: generalized, balanced, and negative. In generalized reciprocity, something is given without regard for the amount and with the expectation that something will be given back in the indefinite future, like parents' expenses towards the education, clothing, and feeding of their children with hopes for love and affection and taking care of them later in life after a long time away.

As such, the present study, based on the theories of Mauss and Shahlins, found that the scholarship of banks is a gift to poor and meritorious students and that the reciprocity of the scholarship from receiver to giver has been maintained through banking services for a long time. Moreover, the family members, relatives, and friends of the respondents also opened their accounts with the scholarship-offering bank. According to the data, the majority of respondents (92%) have kept their accounts with scholarship-giving banks for a long time as a sign of loyalty, gratitude, and acknowledgment for extended financial assistance at a critical time.

Under the theory of "moral economy," British anthropologist Katy Gardner observed that Londoni families (immigrants from Sylhet, Bangladesh, to the UK) have a duty of charitable giving to their "own poor" in the *desh* (home) due to kinship and residence. She also investigated the nature of the exchange of corporate gifts in Chevron's Bibiyana in Bangladesh, discovering that Chevron is obligated to provide jobs for residents as well as building hospitals and schools due to its use of local gas. Gardner observed that the donation is seen as part of an ongoing social relationship, and the recipients of charity are expected to reciprocate with gratitude, political support, and demonstrations of subservience. With a view to these findings, the present study also examined the CSR interventions of banks under scholarship programs for poor students and found that the majority of the respondents expressed their deep gratitude and acknowledged the contribution of CSR efforts in the development of their human, social, and identity capital.

Another important objective of the study is to assess the employment and unemployment conditions of stipend holders after the completion of higher education. The status of employment of the respondents is also an important determinant for understanding the impact of education on socio-economic development in the scholarship recipients' households and in their community. According to the study, the majority of respondents worked in various occupations, including entrepreneur and business. The data revealed that of the male respondents, 92% are employed, and of the female respondents, 90% are employed, both in different occupations. The data also revealed that 64% of respondents began earning an income within one year of completing their degree, 21% within two years, 9% within three years, 4% within four years, and 2% within five years.

The principal objective of the study is to analyze the economic and social impact of education among scholarship awardees from CSR initiatives. In this regard, the study attempted to examine the economic condition and social status of the respondents separately, though both are interrelated. At first, the economic condition of the respondents was analyzed and it was found that poverty was a barrier to getting higher education, as acknowledged by the majority (92%) of the respondents. The majority of respondents did not have the required study materials, lacked quality education, and had insufficient quality food and standard clothing. On the other hand, the majority of respondents (99%) reported that financial assistance was badly required for attaining their higher education from a reputed university. Financial support for higher education was highly expected by (92%) of respondents' families, and 73% of respondents thought that their higher studies might be discontinued without this scholarship.

The study found that this scholarship helped the students concentrate more on their education than they had earlier. Financial assistance through scholarships also provided necessary academic materials and did not require tuition or lodging at another home. The data revealed that after getting a scholarship from banks, the majority of respondents reported that their financial crisis had decreased, modern education was available, the problem of food and clothing had been minimized, and regular attendance had also increased.

After receiving a scholarship to pursue higher education and completing higher education, underprivileged students were able to begin good employment, relieving them (97%) of the

financial crisis. As such, the study found that most of the respondents are employed in different occupations, including some as entrepreneurs and business owners. The data revealed that of the male respondents, 92% are employed, and of the female respondents, 90% are employed, both in different occupations.

The occupational category is also an important factor to analyze the socioeconomic advancement of the respondents. As such, the study found that both respondents and their spouses are employed in different occupations. 26% are government employees, 25% are doctors, 25% are private company employees, 4% are university teachers, 4% are school and college teachers, 3% are nurses, 2% are entrepreneurs, 2% are practicing lawyers, 3% are housewives, only 4% are looking for work (unemployed), and 2% are higher education researchers. In contrast, 33% of respondents' spouses work in private company services, 20% work for the government, 14% are doctors, 11% are housewives, 2% are university teachers, 12% are school and college teachers, 3% are nurses, 2% are entrepreneurs, and only 2% are unemployed and looking for work.

The data revealed that the source of family income of the respondents has changed from agriculture to employment, as agriculture was a dominant (72%) source of family income earlier, whereas employment has become the principal source for 76% of respondents after higher education. Aside from that, the family earned money through various means, including tailoring and business. After completing higher education, education has contributed roughly two-thirds of annual household income. Before completion of higher education, the monthly family income of the majority (87%) of the respondents was below BDT 6,000 only. The respondents got a job or started a business after finishing school, and their income levels ranged from BDT 20000-30000 for 36% of the family, BDT 3000-40000 for 28% of the family, BDT 40,001-50,000 for 18% of the family, BDT 5000-60000 for 8% of the family, BDT 60,000-70,000 for 4% of the family, and BDT 70,001-120,000 for 5% of the family. In addition, respondents' spouses have obtained employment (figure 4.14), working in various professions and generating income, such that out of 75 spouses, 33% have income levels of \$10,000 or less, 11% have income levels of 1000 to 20,000, 14% have income levels of 20,000 to 30,000, 9% have income levels of 40,000 to 50,000, and 19% have income levels of \$50,000 or more.

The study examined the impact of education and higher income on economic development in the respondents' family, society, and country through comparative analysis of a poverty scenario, GDP growth, ability to access modern health services, education for succeeding generations, housing conditions, property ownership, savings nature and repayment of loans, expenditure in social ceremonies, and fund deployment in community development activities, etc.

The data revealed that the country's poverty line decreased to 20.5% in 2019 from 48.90% in 2000. Due to employment and other earnings, levels of income and GDP have both increased gradually in the country, as the data showed that in 2000-2001, per capita income was USD 431.0 and GDP was 4.42%; in 2011-2012, capital income was USD 955.0 and GDP was 6.25 percent; and in 2018-2019, capital income was USD 1909.0 and growth in GDP was 8.15 percent.

The data revealed that the financial strength of the respondents facilitated their family's ability to pursue higher education with other family members. The vast majority of respondents (99%) stated that their education inspired them to provide financial assistance to future generations so they to obtain a high-quality education from a reputable educational institution. The study also found that the majority of the respondents reported (95%) that their higher earning capacity enhanced their ability to access modern health facilities and skilled health personnel, which played a role in decreasing the maternal mortality rate, the tuberculosis incidence, and the malaria incidence. This accomplishment leads to a person's healthy lifestyle and well-being, which is also one of the important long-term development goals.

According to the study, higher income among respondents increased their financial capacity to invest their earnings in repairing or reconstructing their homes. The data showed that before completion of higher education, only 1% of HH had built a 59% of and *house*, whether, after completion, higher education built HH have building houses. Previously, only 5% of HH had a semi-structured house, and 26% of HH used to live in tin-shed houses; now, only 5% live in similar houses. 59% used to own a *Katth (wooden)* homestead; at present, only 5% live in similar houses. 9% had a house made of mud, and after education and higher income, all of these HH built structured and semi-structured homesteads. 11% of respondents reported living in their flat

in the city, and several respondents who migrated from rural to urban areas have plans to purchase a flat in the city.

The study discovered that land ownership increases after completing higher education and that strong financial capacity increases before completing higher education. 12 percent of respondents own land in three decimal places, but their land ownership increased after they got a job. 57 percent of the respondent's families owned 3-6 decimal lands, while 26% owned 6-9 decimal land, which increased to 36% of the respondent after getting a job, 3% owned 9-12 decimal land, which increased to 18% of the respondent after getting a job, and 2% owned more than 12 decimal lands, which increased to 12% of the respondent after getting a job.

The study discovered that to maintain expenditures for family affairs, treatment, and education, the respondent's family took out loans or borrowed money from relatives, friends, and neighbors. This borrowed money was generally repaid by selling their crops each year, though they were unable to pay completely. The data revealed that 92% of the respondents have paid back the total loan and 8% have partially repaid it. Respondents acknowledged that their savings mentality is growing for a better future and will absorb any financial crisis and bear educational expenses for family members and the next generation, etc. A large sum of income has been used on social ceremonies, and among these, the largest portion has been spent on the weddings of household members. A good number of respondents (28.00%) donated money to charitable organizations and provided financial assistance to poor students.

The study, after an analysis of the economic progress of the respondents, attempted to describe the comparative social status of scholarship awardees before and after receiving higher education. The study also analyzed the impact of education on the social development of the respondents, their families, and society in the form of human, social, and identity capital, cultural diversity, social awareness, women's empowerment, beliefs and practices of religion, family ties, and kinship relations, equality, etc. The study analyzed the impact of education among underprivileged students based on the findings of different research and analyses by distinguished scholars, social scientists, and educationists. More importantly, the study is focused on the research works of Schuller, Presto et al. on education as human, social, and identity capital; the works of Bag, D.C., on the impact of education on some backward

communities of West Bengal; the analyses of Fong and Sung on education in migration and upward mobility; and the analysis of Erickson, F. on learning as a means of acquiring culture.

The study attempted to compare the respondents' comparative social status before and after receiving a scholarship and discovered that they were socially labeled as poor due to a financial crisis or poverty, and as a result, they were less motivated to pursue higher education. They felt inferior and showed disinterest in participating in different cultural events at their academic institutions, besides being given less preference by their friends who were well off. On the other hand, banks' scholarships significantly changed the mindset of poor students and motivated them considerably toward higher education. Their participation in cultural events and preference for rich friends or teachers were also greater than before. Socially, they have introduced themselves as meritorious scholarship awardees, which is a matter of pride to their family and university also, and that has motivated them towards higher education.

The study's main goal is to investigate the impact of education on social development among underprivileged students after they complete higher education by receiving financial assistance through a scholarship program funded by bank's CSR initiatives. Intending to impact analysis, the study emphasized the discussion in the areas of human capital development, social capital development, family ties and kinship, tolerance, respect, and trust, social activities and awareness, social status and networks, cultural capital development, cultural diversity, women's empowerment, and migration from rural to urban.

The study found that the majority of the respondents reported that education has manifold impacts on human capital development through personal development by providing knowledge, confidence, qualifications, skills, setting goals, decision-making ability, being motivated to learn, being aware of safety and security, maintaining good health, being able to go about without shame, discovering meaning and value in one's life, and increasing the capacity to think and adapt. In this regard, the researcher in the study found that among 100 respondents, the majority of the respondents (86%) have attained master's-level qualifications, including 28% with MBBS and 4% with PhD degrees, 15% with a bachelor's degree, and 3% with a diploma in nursing from a nursing college. According to the study, respondents with the highest level of academic qualification worked in a wide range of occupational categories. It leads to better job

opportunities after they complete their higher education. Figure 4.14 shows that 26% of respondents are government officials, 25% are doctors, 4% are university teachers, 4% are school and college teachers, 3% are nurses, 2% are entrepreneurs, 2% are practicing lawyers, 3% are housewives, 4% are looking for work (unemployed), and 2% are doing higher education or research.

The study (like Schuller, T et al.) discovered another important impact of education on respondents: social capital development. According to the data, education is a strong foundation for social capital, which is formed, among other things, by strengthening family ties and kinship, increasing a sense of tolerance, respect, and trust as a member of society, increasing social awareness and participation in social activities, the emergence of new social status, and broadening social networks. Social awareness, activities, and networks have a significant impact on the respondents', their families, and society's overall well-being.

The study has explored how higher education and earning status change family and kin relationships, and respondents reported they have been motivated by their education to maintain family bonds and kinship ties more. The majority of the respondents have acknowledged that education has empowered them in the family, increased responsibilities towards family and kin, created awareness among the families of the respondents about force and early marriage and created consciousness about the negative impact of the dowry system and child labor. However, family relationships and kinship ties become weaker in some cases due to the communication gap associated with migration and employment in distant locations.

In line with Schuller & Preston's findings, this study found that education has resulted in an upgraded level of tolerance, understanding, and respect for each other in family and society, which plays a role in value changes as reported by the respondents under study. All the respondents have agreed that education has enabled them to adopt tolerance, respect, and trust, which are not only the outcomes of education but also the teachers' motivations towards achieving human traits.

The study found that education created social awareness among a large number of respondents about forced and early marriage, dowry, and child labor. Education also motivated the

respondents to become involved in charitable works and blood donation. The data revealed that the majority of the respondents (93%) reported that education motivated them towards social responsibility, 85% have involvement in charitable works, 95% could avoid child labor in their family, 96% have consciousness about force and early marriage, 95% have awareness of drug addiction, and they have had the experience of blood donation in an emergency.

The study also found that education influenced the respondents to participate in different social activities, which are also a motivation for the CSR activities of banks. According to the data, 25% of all respondents work in educational institutions, 26% work in social welfare organizations, 20% work in cultural organizations, and 15% work in religious institutions.

Social status and a wider social network are more significant indicators for realizing the social development of underprivileged people in a society. As a result, the study motivated by Bag, D.C.'s work focused on the analysis of the impact of education in upholding social status and expanding social networks and discovered that the majority of respondents reported that education has made a significant contribution to upgrading social status by ensuring self-sufficiency, increasing greater acceptability, expanding social networks, increasing safety and security, decreasing feelings of inferiority, and establishing responsibility.

Culture is an important area of discussion in the social sciences, especially anthropology. Culture is defined by many social scientists in different ways. The present study focused on E.B. Tylor's definition of culture as "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (Tylor, 1871: 1). According to Erickson, F., the term "acquired" from this definition means that people learned to be human, developing various habitual lifeways in the various circumstances of everyday life. Ericson stated that acquisition includes learning and teaching as a member of society. In its broad reach, Tylor's definition included formal schooling as a site of cultural acquisition in addition to including informal educational settings. Anthropologies of education have tended to focus on the implicit as well as explicit teaching of values, beliefs, and communication styles, as well as the explicit teaching of subject matter.

The present study is motivated by Fredrick Erickson's view in analyzing the impact of education in learning values, beliefs, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society. Respondents reported that education influenced their acquisition of knowledge about family and societal values, beliefs, art, morals, law, customs, and habits. In this regard, the study found that the education helped respondents to learn their own culture, influenced them to preserve their own culture, helped to understand cultural diversity and easy adaptation to different cultures, and brought cultural diversity to their friends and family, which ultimately empowered them to cope with broader cultural perspectives and wider social networks.

Belief and morale are indispensable parts of culture, which men acquire through the learning process. The researcher selected respondents from the major four religions, i.e., Muslim, Hindu, Christian, and Buddhist, to analyze the impact of education on the beliefs and morale of the respondents, and the majority of them reported that education has a great impact on religious belief and practice. The study also found that higher education inspired respondents to learn about their own and other religions, created a strong sense of obligation to practice their religion, influenced them to respect other religions, and motivated them to maintain morality and transparency.

Women's empowerment is an important indicator of social development, and education is a significant means of empowering women through the acquisition of knowledge, skills, and experience as a member of society. Women's empowerment and gender equality is one of the significant goals of Sustainable Development Goal (SDG 5). To examine the status of women's empowerment and gender equality, the study selected 50% of respondents from female students out of a total of 100 respondents. The study attempted to analyze the impact of education among female respondents and found that the majority, i.e 90% were already employed in different occupations after completing higher education. On the other hand, 74% of the spouses of 43 male married respondents were already employed in different occupations, which is also an indicator of women's empowerment in family, society, and the country as a whole. The data revealed that education empowered women to take decisions about childbirth and personal and family affairs.

Migration is a fundamental component of demographic change that familiarizes a person with the process of social change. Migration influences the decision to relocate, whether semi-permanently or permanently. The current study focused on the discussion of migration factors to investigate the impact of education on the socioeconomic development of underprivileged people in society. Due to their different and distant location from their home, the majority of the respondents had to be resident students at universities or nearby cities, according to the study.

As a result, obtaining a higher education from a public university served as a 'push factor' for students to relocate from their homes to the university campus or a nearby city. On the other hand, the data revealed that after completing higher education at universities, the respondents preferred to live in cities instead of rural areas due to more opportunities and facilities like employment, communication, modern health services, better living facilities, and other urban facilities. The respondents reported that these facilities have worked as a 'pull factor' for migration from rural to urban areas or cities. The study found that after completion of education for employment and other urban facilities, the majority of the respondents (80%) migrated from rural to urban areas. According to the same data, 4% of respondents migrated overseas for further higher education, and 17% said they planned to migrate abroad.

Therefore, CSR towards education impacts on way of life to change those are receiving scholarship to study in different Public Universities in Bangladesh. This CSR will be process to continue, it must be observable, adjustable and understanding of the situation in context of society at large in Bangladesh as well as in the world. The transformation of the society needs to assess and formulating for hypotheses for further study and endeavor.

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Appendix-1

Checklist-A: For Respondents

- Household information
- Source and level of income of household
- Education of parents
- Education of respondents
- Employment status
- Occupational category
- Income level of respondents
- Housing pattern
- Property ownership
- Spending in social ceremonies
- Social status before and after education
- Economic status before and after education
- Human capital development
- Social capital development
- Social activities and awareness
- Social status and networks
- Cultural capital development
- Women empowerment
- Migration

Checklist-B: For Banks

1. Guidelines & policies of CSR of Bangladesh Banks
2. Dynamics of CSR activities of banks
3. Sectoral pattern of CSR of banks
4. Area of priority of CSR
5. Purpose of CSR activities
6. Nomination process for scholarship
7. Fund disbursement process

Appendix-2

Questionnaires

A. Education in Social Development

1. Human Capital Development

1. Higher education increases level of confidence?
2. Higher education widened thinking capacity?
3. Higher education enhanced adaptation capacity?
4. Not feeling inferior to rich friends?
5. Feeling of comfort due to not required lodging or tuition at other homes?
6. Scholarship plays a bigger role in inspiring & motivating for higher study?
7. Getting scholarship is a matter of pride in life?

2. Social Capital development

1. Higher education increased sense of responsibility towards family & society?
2. Higher education play role in greater social acceptability?
3. Higher education motivates to maintain family bondage/ties?
4. Higher education gives an opportunity to create a wider social network?
5. Higher education motivates to involve in social activities?
6. You were preferred in case of decision making in institute by friends or teacher?

3. Social awareness & social activities

1. Higher education inspires to participate in charitable works?
2. Higher education creates consciousness about child labour?
3. Higher education creates awareness about force & early marriage?
4. Higher education creates consciousness about impact of dowry system?
5. Higher education creates consciousness about drug addiction?
6. Higher education motivates to donate blood in emergency need?
7. Higher education increases sense of philanthropic approach?

4: Cultural Development

1. Higher education influences to preserve own culture?
2. Higher education helps to understand cultural diversity?
3. Easy adaptation to different cultures?
4. Higher Education brings cultural diversity in friends & family?
5. Higher education helps to understand traditional & historical aspects of own culture?
6. More participation in cultural event of the institute?

5. Women Empowerment

1. Higher education empowered women in family & society?
2. Higher education enhanced financial solvency?
3. Higher education provided safety and security?

B. Education in Economic Development

1. Higher education creates better employment opportunity?
2. Experiencing growth in income level?
3. Acquired financial solvency?
4. Opportunity for better living?
5. Availability of modern education for the next generation?
6. Enhanced ability to access modern health facilities?
7. Higher education play role in poverty alleviation?
8. Higher education is a cause of migration?
9. Higher education relieved family from financial crisis?