

Author: Prof Vina Vani

Institute: Mudra Institute of Communication Management

Title: Branded Social Marketing for Brand Equity Building

Address and Contact details: Mudra Institute of Communications, Ahmedabad,

Village: Shela,

Ahmedabad 380058

Gujarat

India

Phone #: +912717308250

www.mica-india.net

Email: vina@micamail.in

Branded Social Marketing for Brand Equity Building

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Branded Social Marketing for Brand Equity Building

Abstract

In the recent years, media industry in India is very innovative in brand building practices. Various companies organise reality based marketing campaigns. Times of India (TOI) one of the leading daily has been organising *Teach India* campaign for building brand through social cause of teaching to underprivileged children since 2007.

Teach India campaign was very well received by the local communities and became one of the most successful movements in major cities of India. It generated social awareness among the masses and sensitized the privileged society towards underprivileged section of society. This campaign invited volunteers from the community were asked to teach to underprivileged children. TOI partnered for this social cause with local NGOs involved in education to underprivileged children in different ways. Present study is about studying this exercise of branded social marketing for building brand. Attempt here is to examine the current model adopted and find out its benefits and drawbacks. Research is based on in depth interviews of staff involved in organising campaign from TOI NGOs who partnered volunteers and beneficiary children.

Content analysis of the published articles and advertisements related to the campaign revealed that TOI used articles with emotional appeal to mobilise/sensitise the locals to achieve greater participation. Volunteers cherished the experience of teaching underprivileged children and learned from them.

Finally paper proposes the new model with significant modifications to achieve greater success in building brand through social marketing and greater long lasting benefits.

Key words: *Branded marketing, Social marketing, Cause related marketing, Branded social marketing, Teach India*

1.0 Introduction

It is a recent trend in media industry in India to build brand through reality based campaigns like, *Teach India*, *Lead India* and *Greenathon*. *Teach India* was a movement initiated in 2008 by Times of India (a leading news paper in India) which provides a platform to the people for taking initiative and action for teaching to the under privileged kids. *Lead India* was another program organized by Times of India in which awareness was created about politics and leadership in the country through contest on various issues related to the country. *Greenathon* is a 24-hour environmental based show on television by NDTV channel (a leading news channel in India).

These campaigns have created much hype and generated social awareness among the masses. Through these campaigns, the core issues of the country are brought in public domain and have helped in engaging people to take responsibility of their own problems and issues.

It is very natural to raise the questions here; Are these campaigns mere medium used by media organizations for building their brands in the market or an idea driven by elite for a social change that only floats in the public discourses? Do these campaigns have a potential to bring about the social change or mobilize the people for a social cause? How much effective is the brand building activity of these media organizations and how much it actually impacts people's lives?

These campaigns apparently perceived as social marketing have an objective of building brand. Since it is carried out by the organisations known for their own brand, these campaigns are referred as *branded social marketing* methods in the present study.

Present paper examines the impact of *branded social marketing* by considering one of the most successful *Teach India* campaign by Time of India (TOI) in India.

Teach India initiative was launched by the Times foundation in association with United Nations Volunteers in July 2008 in four metropolitan cities of India- Delhi, Mumbai, Kolkata and Chennai. In 2009, other two-tier cities such as Ahmadabad, Bangalore, and Nagpur were also covered in the campaign.

Teach India campaign aimed at infusing the spirit of volunteerism amongst educated citizens by encouraging them to contribute their time (at least 2 hours a week for a minimum of 3 months), in teaching non-formal primary education to children who have been marginalized. TOI partnered with city-based NGOs, business corporations, educational institutions to carry out this two months movement. TOI invited applications from the volunteers and organized meetings between volunteers and NGOs. They allotted volunteers to partner NGOs according to their choices and convenience. After this match making between NGOs and volunteers, TOI monitored the process and covered it in their daily news papers. TOI also published many stories about educationists who were contributing in field of education on voluntary basis.

Social marketing, Cause related marketing or Branded social marketing are not the new ways of building brands. However, use of these methods by media industry is relatively new trend for retaining consumers and position of the organization. Media industry has realised the need for community participation for business growth.

2.0 Historical Background and Literature Review

Social marketing is broadly speaking, application of marketing principles and exchange to social issues. This term was first coined by Philip Kotler and Zaltman in 1971. According to Kotler and Andreasen, social marketing is different from marketing only with respect to the objectives of the marketer and his/her organization. Social marketing seeks to influence social behaviours not to benefit the marketer but to benefit the target audience and the general society (Nedra, 2006). Social marketing is extensively used for health programs across the countries. Corporate have started using this concept by integrating social marketing with cause called as *branded social marketing* as corporate use their own brand equity for social marketing.

Exposure to any type of well conceived promotional initiative for a brand leads to more positive feelings and judgements about the brand in a consumers mind (Paul Bloom, 2006). Promotional initiative emphasizing a brands affiliation or emphasizing a brand's affiliation with team, event or social cause for which a consumer has high degree of affinity is likely to

have more positive effect on consumer's judgement and feeling about brand. They measured the affinity for various brands using conjoint analysis.

Stacy Grau & Judith Folse conducted two experiments to assess the role of perceived social responsibility as mediator of effects and positively framed impact message. They found that local donations and positively framed message serve as effective message cues to produce favourable CRM outcomes.

Altruistic consumers are inclined to measure brand credibility on the basis of whether or not they attribute altruistic motives to the company. For non altruists their assessment of brand credibility is likelier to be founded on perception of fit between the brand and specific social cause [Alcaniz, Perez and Garcia]. Their Analysis indicated that; (1) higher levels cause brand fit leads to consumer perception that organization is altruistically motivated. (2) Brand credibility in CRM message is perceived better when cause-brand fit is high. (3) Cause brand fit can influence perception of both trustworthiness and expertise credibility. (4) Consumer perceptions of altruistic motivations provides the strongest influence on perceived brand credibility.

Study on impact of Thai Cause related marketing program on corporate image [Chattananon, Lawley, Supparerkchaisakul and Leelayouthayothin] revealed that Cause related marketing program can create positive attitudes towards corporate image. Households' income of the respondents showed significant influence on attitude. Lower income groups of the respondents developed more positive attitude than those of higher income group. Cause related marketing programs are important for both target market or for developing market by developing favourable corporate image among those who are potential customers.

Adding social causes to customer relationship management (CRM) activities adds value to marketing a company's products and services [Katsiolouides, Grant and McKechnie]. Popular trend in social marketing is to link the company with non-profit/charity organization. Socially acceptable causes include, global warming, ecological or social environment or charity incentives. If company integrates their CRM with Social cause marketing about the issues concern the customer most, then company increases its long term solidarity with the customer. Bond moves beyond board room to sharing mutual community service goal.

Marketing can be used as positive change –agent in the lives of youth. Deliberate participation in an organized cause –related activity appears to shape youths perceptions of themselves and influence their attitudes towards the cause [Arnold, Landry and Wood]. They investigated the malleability of youths’ perceptions of social responsibility after becoming directly involved with non consumption, cause- related experience. Youths were asked to participate in 30 hour fast to raise money for the needy. Youths positively developed self esteem and concern for others and changed perception of the role of consumption in their lives. Such findings hold potentially important implications for managers of cause related marketing. Certainly marketing managers need to be aware of causes that will appeal the youths.

Integration of social issues and business practices is the need of present time. At leading companies, social commitments have become an integral way of conducting business and a core component of corporate reputation. Just as companies are finding it harder to Out Innovate or Out Advertise, their competitors in a market place are increasingly saturated with new brands; nonprofits too are competing with rival organizations for corporate support and public awareness. Strategic cause programs provide companies and nonprofits with valuable leadership and differentiation strategies as well as enhanced brand equity and credibility, greater reach and significant resources and relationships. Now more than ever corporate are realising the power of aligning companies and causes.

Cause- related marketing links the firm’s contributions to a designated cause to customers’ engaging directly or indirectly in revenue producing transactions with firm (Kotler,2009). A successful cause marketing program can help to improve social welfare and build brand for organization.

Today cause branding programs are widely accepted business practice with many of the world’s largest companies. Corporate have realised that it is no longer about being just loosely associated with cause or partnering with NGO – it is now about integrating the concern and commitment for cause into a core component of an organization’s business strategy. Best Practice for Cause Branding is to develop a sustainable and comprehensive Cause Branding partnership with local communities. This is done either by building infrastructure needed by the community or donating funds for their welfare.

When leading organizations who already have their brand equity in the market organise social marketing campaigns to retain their market share is called *Branded Social Marketing*. Branded social marketing campaigns are well received by the communities since they trust the organisations.

In recent years with rapid increase in number of publications, news channels and internet use, competition among the media organizations is twofold among the similar media as well as across the types of media. This lead media houses to develop innovative ways of connecting with community to retain their customers and business growth. One of such most successful method adopted by leading media houses in India is inviting volunteers from the local community for running brand building campaigns through social cause.

One of such campaign is '**Greenathon**'¹, a 24-hour non-stop live television programming across all NDTV channels dedicated to improve the environment. To garner public support, NDTV is telecasting documentaries related to the issue along with organising on-ground events, clean-up drives and signature campaigns. Citizens are being encouraged to donate financially and contribute with ideas for the cause on green.ndtv.com. This campaign will make use of different media platforms such as TV, internet, paper, mobile, radio to reach across to the widest audience possible. Greenathon has already managed to raise over Rs20 million, which will be donated to Tata Energy Research Institute (TERI) for the project 'lighting a billion lives'. Mini-campaigns on simple yet compelling causes such as 'Say no to plastic bags', 'Save Water', 'Plant a Tree', 'Get rid of air pollution', 'Save India's coastlines' and 'Save the Rivers' are also undertaken in the second phase.

There are many such activities even on international level done by different broadcasting and publishing corporations. One such is '**BBC News School Report**'² aimed at young audiences between 11-14 years of age not typically engaged in news so as to enable them to make their own news reports at school, either for radio, TV or the web. In the year 2008, thousands of pupils planned, wrote and presented their own news for a fixed deadline on BBC School Report News Day in March 2008, when students across the

¹ <http://green.ndtv.com/>

² <http://www.bbc.co.uk/outreach/citizenship/>

country published or broadcast their work on their school's website. Some of the students' work featured across BBC News programming on the day. Where possible, schools also receive support from BBC mentors, who volunteer to support the project by helping guide schools through their planning and preparation for the news day. While for 2008/9, the project will feature sports reporting as well as news in order to attract a wider range of children to the project. The teams are also developing a mentor pack to lay out what will be required of volunteers in more detail.

India's leading daily 'Times of India' has been active for the past few years by conducting different campaigns such as **India Poised**³, **Lead India**⁴ and **Teach India**⁵. While India poised was an account of inspiring stories of different Indians, Lead India was about creating leaders. On the similar lines was *Teach India* campaign, an initiative to bridge the educational inequalities in the country. However, *Teach India* was different in context of the public participation that it aspired to evoke the spirit of volunteerism. The reach of the campaign to every common person induced a sense of ownership and a spirit of participation. These attributes make the campaign unique and different from all other campaigns.

Considering the volume and credibility these campaigns associated with a reputed media organisations, present study aims to find out if *Teach India* campaign was a mere brand building exercise or actually movement for fostering social change. Present paper also attempts to examine the potential of such campaigns in bringing social change by community participation.

2.1 Brand Building by TOI: According to Mr. Rahul Kansal; marketing manager of Times of India, brand of any organization is tracked on seven dimensions namely, Community connect, freedom from bias, Innovation, Optimism, People over state,, Youthfulness, Pluralism. He believes that community connect is the very important dimension to build the brand. TOI always takes efforts to integrate with the society.

³ <http://www.indiapoised.com/>

⁴ <http://www.lead.timesofindia.com/>

⁵ http://teachindia.itimes.com/public_teach-india.php

Before launching *Teach India* Campaign they tried few projects in major cities of the country to integrate with society.

Public parks in Kolkatta were developed as part of the campaigns, *Bullish about Kolkatta* and *Kolkatta Rising*. Citizens of Delhi walked to old city under the campaign, *Chalo Delhi* (Let us go to Delhi) *Mission Mumbai* was launched after the flood in Mumbai and helped the community by generating funds. Other campaigns include *Unblock Bangalore* and *Happy Hyderabad*.

All these projects undertaken by TOI were not very successful because of road blocks created by politicians or state policies. TOI decided to take up project in core issue of the country, *Education*. But they were not sure of execution and contacted various NGOs working in education who can collaborate with them. Shortlisted 100 NGOs who wanted to partner with them. Akansha, one of leading NGO working in education field addressing the formal and non formal education to children expressed keenness to partner the campaign. Chief Executive Officer of Akansha who is also on the board of *Teach For India*, recommended similar campaign which was called as *Teach India*.

2.2 Inspiration for Teach India: Initiative for *Teach India* was inspired by the organization Teach for India established in 2007 by a group of individuals who wanted to reform education in India and were seeking an innovative solution to end educational inequity in the country. Teach for India was based on the model, Teach for America, organization founded by Wendy Kopp to eliminate educational inequity in USA in 1990.

Teach for America recruits and trains recent college graduates and professionals who wants to commit to teach for two years in low-income communities throughout the country. The basic concept is that by the simple virtue of graduating from a top-tier university, members are qualified (perhaps even more so than certified teachers from lesser schools) to be teachers despite having no formal education training. This is highly successful organization which has 4500 corps members working in 38 different regions. This model of teaching was adopted by many countries.

Teach for India is a national program that aims to narrow the educational gap in India by placing India's college graduates and professionals of all academic disciplines in low

income schools to teach for two years. Teach for India is still at its infancy but growing every year. In June 2009, Teach For India placed its first cohort of Fellows in low-income municipal and private schools in Pune and Mumbai.

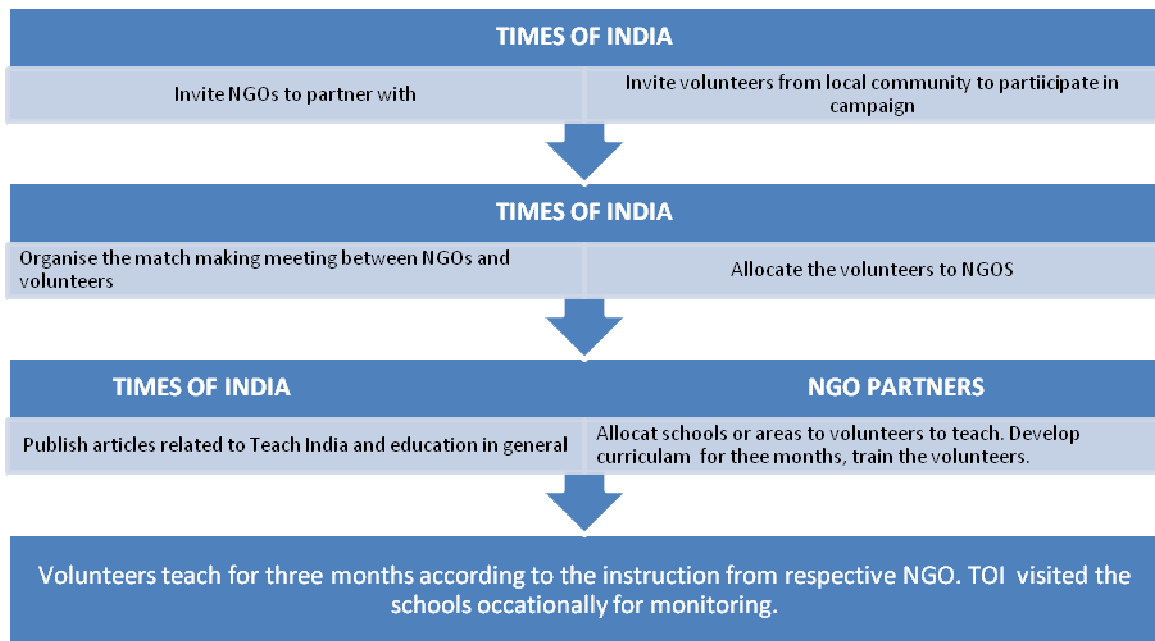
2.3 Model for Teach India: *Teach India* campaign was a marketing program for the *Brand Times of India* not with corporation Bennet and Coleman. Model for Teach India was developed by marketing team of TOI and Akansha. Though model adopted was similar to *Teach For India*, it was not possible for TOI to provide the same services *Teach For India* was able to as both had different vision and mission at organizational level. After few deliberations, it was decided to run the campaign for 2-3 months in partnership with the NGOs involved in formal or non-formal education TOI would provide certain support services. TOI also sought the support from the corporate to give special permission to their employees who want to participate in the campaign by teaching for two hours a week. MOU for Teach India to be signed for partnership is given in Appendix 1. Model adopted by TOI is shown in figure 1.

2.3.1 Role of TOI: TOI invited applications from local NGOs to partner in campaign. TOI shortlisted applications based on their experience in education field. Full paged ads were published in local editions of TOI and few TV and Radio commercials were aired on Times Now and Radio Mirchi few weeks before the launching the campaign.

TOI invited applications from the local citizens to give their two hours time a week to teach formally or informally to underprivileged children. At national level, in spite of there being no volunteering culture existing in India, the campaign generated large number of responses. Local marketing team of TOI organized the meeting of partner NGOs and volunteers in each city and allotted volunteers to NGOs according to their convenience of location and time. After this match making exercise, TOI marketing team continued their involvement through regular monitoring and collecting feedback for assessing the campaign.

TOI used to publish articles of all types related to Campaign in their news paper. TOI initiated and managed the *Teach India* campaign with Great success.

Figure 1- Present Model for Teach India



2.3.2 Role of NGOs: Each NGO held meeting with all the volunteers allotted to them separately and briefed them about their activities and expectations from the volunteers. In the case of need NGO provided short term training for teaching. Volunteers were allotted to respective schools or slums with clear instructions. A regular feedback was collected from volunteers and they were helped in the case of need. Few of the volunteers who developed the bond either with the NGO or beneficiary organization continued teaching even after the campaign.

2.3.3 Role of Volunteers: Volunteer's role was to go to the allotted location and teach the children either according to the syllabus provided by NGO or teach informally according to their choice. After the campaign, their commitment was over. However, they were free to continue if they wanted.

2.4 Launch of Teach India: *Teach India* was launched in 2008 initially in four metro cities; Delhi, Mumbai, Kolkatta and Chennai. It was a huge success in Chennai. In other cities though volunteers registered was large, turnout rate was 60-70%. The reason for poor turn was that TOI organized match making meeting at one location only and volunteers avoided to travel long distances. This was corrected in second phase in 2009 when two tier cities; Ahmedabad, Banglore, Hyderabad and Nagpur were included in addition to four metros. This improved the turn out rate and subsequently campaign 2009

was much more successful in all the cities. Marketing team also addressed all the issues raised by NGOs. Brand Director TOI decided to repeat this campaign every year. In 2010, it was started in July to attract more young students from the colleges.

Teach India campaign became not only brand building exercise for TOI but movement across the cities of which many NGOs, volunteers and beneficiaries look forward the next one.

3. Focus of the Study

Considering hype generated across the various cities where Teach India was launched, present study attempts to examine the extent of; 1. Role of brand TOI for motivating volunteers to participate in the campaign *Teach India*. 2. Impact of *Teach India* campaign on brand building and customer relationship. 3. Impact of *Teach India* campaign in increasing the awareness towards education among underprivileged parents. 4. Privileged society was sensitized towards underprivileged citizens due to *Teach India* campaign.

Having studied the impact of Teach India campaign on society and organization, study summarizes to what extent branded social marketing helps the organization and society. Study is confined to Ahmadabad based campaign for primary research. However organizational input is collected from TOI head office for other cities too.

4. Research Methods

Research method used in achieving the objectives includes, in-depth interviews, structured interviews and content analysis in print media for the period of Dec 2008- April 2009 in Ahmedabad city. Research is done in mainly two stages; in the 1st phase, information is collected from TOI office staff and the news papers. In the second phase information from participants of Campaign and beneficiaries is collected through structured and unstructured interviews.

Stage I: Content analysis of the Ahmedabad edition of daily news papers/magazines which published Teach India related reports and news. Content analysis was used for understanding the type of the coverage and importance given to the campaign by print media.

To understand the background and strategy for the campaign, in depth interview of **Marketing Manger** of TOI who conceived and design the campaign was conducted at his Delhi office. Local coordinator from Ahmadabad for the campaign was interviewed at Ahmadabad office to understand the organization and strategies implemented in Ahmadabad. They provided the list of the NGOs who partnered with TOI and information on procedures adopted for managing campaign.

Stage II: Structured and unstructured interviews of all types of participants in the campaign were conducted in Ahmadabad. This includes NGOs and schools who partnered with TOI, volunteers and beneficiaries (students). In depth interview was conducted for seven NGOs who partnered with TOI to know their experiences and opinions about the campaign.

Table 1. Partner NGOs from Ahmedabad

Calrox Foundation	Yuva Unstoppable
Center for Environmental Education(CEE)	Saath
Samvedna,	Self Employed Women’s Association(SEWA)
St. Xaviers Social Service Society (SXSSS).	

Sample of 25 volunteers and 20 beneficiaries was chosen subject to their availability for collecting information on their experiences, perceptions and effectiveness of the campaign. Responses of volunteers were used for measuring the commitment and sensitivity towards the cause. Responses of the students who were benefited were used for measuring the benefits to them and how their parents perceived it.

5. Content Analysis

Teach India is brand building exercise done through social cause marketing for print media and thus promotional advertisements, articles, cause-related opinions were covered by the same daily during the campaign. Detailed content analysis of coverage of the entire campaign was done for the period of campaign; Dec, 09 to February, 10.

Objective of the content analysis was (1) to understand what motivated the volunteers to participate in Teach India campaign (2) what the feedback from the reader and overall (3) what was the importance given to coverage of the campaign.

Teach India related writing appeared in editorials, general reports, and promotional advertisements, sometimes interviews of volunteers or eminent personality in education or feedback of readers/volunteers in readers sections. Content of these items was of various types such as informative/factual, promotional, and reactionary to the campaign. Writings were often emotional or motivational with purpose of mobilizing the reader towards the cause and creating brand *Times of India*. Table 2 summarizes the observed content category, appeal, type and motive of the content.

Table 2. Content Classification

Content Category	Content Appeal	Content Type	Content Motive
Editorial	Emotional	Informative	General awareness
General Report	Motivational	Factual	Mobilizing
Promotional	Sarcastic	Promotional	Campaigning
Pictorial	Direct	Reactionary	Overall branding
Feedback		Evaluation	
Interviews		Case study	

5.1 Overall coverage of the campaign: Promotion of the campaign and related articles were published in TOI and company's other publications; *Economic Times* and *Ahmadabad Mirror*. All these three dailies were used for content analysis. Total coverage for all these dailies during the campaign is as shown in the table 3. It revealed that in initial weeks, all related content was published at very prominent location and gradually importance given was much less. Number of the articles appeared was more in December and then occasionally published with not much of the importance.

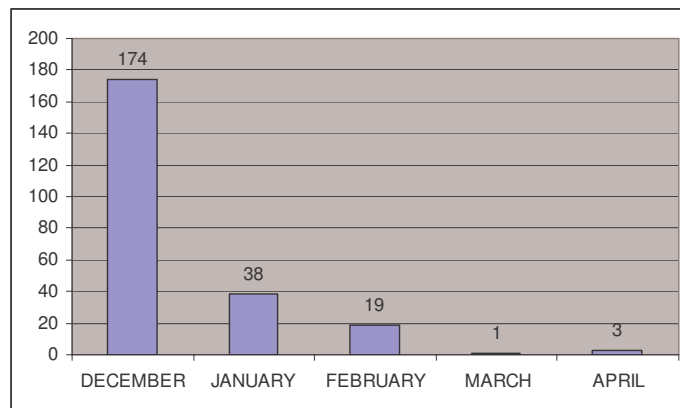
Duration of the campaign was for three months but articles related to *Teach India* continued to publish in TOI and thus content analysis was done till April. Total number of the articles published during this period was 235. Distribution of these articles is as shown in the figure 1.

According to local marketing manager in Ahmadabad, having made aware of the campaign in the beginning there was no need to allot the same space in subsequent months. Secondly readers may not like to keep reader similar articles for a too long duration. Thus December content was about all the types with all types of appeal and motives to mobilize and sensitize the citizens towards a Nobel cause.

Table 3 Overall Coverage of Teach India Campaign

Month	Page No and Location	No.of articles	Space covered (%)	Content type
December	Majority of the articles on page 1 and 2, Few on 3 and 4 or 5, 9	6-8 / day	Initial days 6-7%,later days 2-3%	Case studies and Awareness
January	No specific location. Any of the pages, 2,4,5,7,8,9	1-2 / day	0.3 to 0.7 %	Events, Feedback and case studies
February	Pages 4,5,7 were the prominent ones	0-1 / day	Between 0.2-0.3 %	Events and expert views (NGOs)

Figure 1. Distribution of Articles Related to Teach India



5.2 Content Analysis and its Findings: To understand the pattern of published content related to *Teach India* campaign was classified according to the table 1.

1. Analysis of Content Category and its type are shown in the table 4. This reveals that promotional articles and ads are maximum followed by news and facts. TOI has covered with equal importance, reactions of the readers. Readers are given due importance to express their views on the campaign which has helped them to develop the bond with

community. Thus success of the campaign is due sufficient promotion, publishing facts and indirect participation of the readers who did not volunteer for teaching

Table 4. Content Category and Content Type

Category	Content Type				
	Informative	Factual/News	Case study	Promotional	Reaction
Editorial section/ Expert	0	0	0	0	9
Article/Report	1	49	34	17	17
Feedback/ Reader's section	0	0	0	0	35
Advertisement/ Promotional	4	4	0	56	0
Graphic/ Cartoon/ Pictures	1	7	0	0	2
Interviews	0	3	0	0	0
Total	6	63	34	73	63

Category, case study covers the write up about specific location where journalist visited and reported specific story or some of the individuals who were involved in non-formal education for the underprivileged children for few years who may not have participated in the campaign. Numbers of inspiring stories were published.

2. Analysis of content appeal and its motive as shown in table 5 indicates that maximum number of articles or promos published had objective of mobilizing the individuals towards the cause of *Teach India* campaign. Content meant for campaigning was 25% and for overall branding only 7% of the total. It is interesting to note here that success of the campaign achieved is more by mobilizing the people rather than concentrating on direct branding or campaign.

Table 5. Content Appeal and Objective

Appeal	MOTIVE / OBJECTIVE			
	Awareness	Sensitising/ Mobilising	Campaigning	Overall branding

Emotional	1	27	15	8
Motivational	5	119	3	3
Sarcastic	1	0	0	1
Direct	2	9	43	5
Total	9	155	61	17

3. Analysis of Content Type, Motive and Appeal as shown in table 6, interesting findings are; (i) maximum number of news articles which are mobilising the people are of motivational appeal. (ii) Maximum number of the promos are directly related to campaign. Direct appeal through various promos has worked. (iii) Maximum number of reactions of the readers are motivational and sensitizing the others. A conclusive finding of this analysis is that success of the campaign lies in sensitizing the people through articles which are about the facts, motivational.

4. Analysis of the space allotted for the campaign as shown in table 7, reveals that only twice full page promotional advertisement was given. TOI has preferred to allot up to 20 % of the space for the campaign most of the days. This indicates that communication connectivity is more effective with frequent smaller promotional ads or shorter articles rather than larger ones.

Table 6 Content Type* Content Appeal *Content Motive

Content Type			MOTIVE/OBJECTIVE				Total
			Awareness	Sensitising/ Mobilising	Campaigning	Overall Branding	
Informative	Appeal	Direct	2	3	5	1	11
	Total		2	3	5		10
Factual/News	Appeal	Emotional	0	6		0	6
		Motivational	0	41		2	43
		Sarcastic	0	0		1	1
		Direct	1	4		1	6
	Total		1	51		4	56
Case study / Role model	Appeal	Emotional		2			2
		Motivational		31			31
	Total			33			33
Promotional	Appeal	Emotional	1	7	14	0	22
		Motivational	4	9	1	0	14
		Direct	1	0	36	2	39
	Total		6	16	51	2	75
Reactions	Appeal	Emotional		10	0	6	16
		Motivational		37	1	0	38
		Direct		5	2	2	9
	Total			52	3	8	63

Table 7 Percentage of space allotted for campaign on a page.

Content Type	2-10 %	11-20%	21-40%	41-60%	100%
Informative	4	2	0	0	0
Factual/News	33	21	2	0	0
Case study/ Role model	6	25	3	0	0
Promotional	32	12	27	0	2
Reactions	31	26	7	4	0
Total	103	86	39	5	2

Overall conclusion of the content analysis: Success of the *Teach India* campaign is achieved by mobilizing/sensitizing the community through various motivational articles which were informative about the education in the country and state. These articles appealed the readers by providing facts and experiences with underprivileged section of the community. To mobilize the community emotional appeal is found to be more effective.

Strategy adopted by TOI, to build a brand is to appeal the readers, more of emotionally rather than direct promotion of brand. They motivated the readers to volunteer for teaching and provided the media space to share their experiences of teaching to underprivileged children.

6. Times of India and Partners

According to the local marketing manager from Ahmadabad, objective of the campaign was to establish the emotional connect with the local readers and raise awareness on the state of education in India and marking the challenges and possible solutions for the same. Considering the competition in print industry, it was necessary that TOI stabilizes its market share by revitalising the brand TOI. *Teach India* achieved these objectives in Ahmadabad. In spite of new English dailies in the market, TOI circulation was more or the same. Out of circulation of 100000 copies in Ahmadabad, 6000 readers were motivated and 2000 volunteer the service.

6.1 Partners – NGOs: TOI brought volunteers and NGOs together, a kind of ‘match-making’ process. For this match-making, TOI reached to seven city-based NGOs listed in table 1. These volunteers were then incubated by the NGOs and assigned work in different areas of the city. After the match-making process onus to drive the campaign was upon NGOs and volunteers. However, TOI did back them with the necessary coverage. In depth interview was conducted for chair persons from these NGOs to understand the organisational procedures and their opinions about the campaign. These NGOs are involved in formal or non-formal education to children from lower strata of the society such as slum dwellers, labourers and street children. Brief introduction of NGO and summary of in depth interview is as given below.

Calorx foundation: According to Managing Trustee; even though it was only for three months, Teach India instilled lot of sensitivity in the volunteers and gave the students efficient teachers. Calorx Foundation who runs a Delhi Public School and also provides education to the underprivileged students through program called, Visamo Kids. Trustee decided to participate in the campaign because it is related to education and it would help Calorx Foundation for building their own image.

The Calorx Foundation took up the task of teaching in government primary schools (prathmik shalas) of greater Ahmedabad (suburbs of city) as well as some city schools where expert teachers are not available. About 250-300 volunteers were trained to teach different subjects in various schools. Lesson plans and video recording was done and distributed to the volunteers for better delivery. As a result school teachers were also benefited and sensitized for teaching more seriously. Curriculum developed included basic conversational English and mathematics.

Opinion: In spite of the initial resistance from the school, over all campaign was great success and TOI should continue organizing such social campaigns on regular basis with more involvement and longer duration. Trustee of Calorx Foundation strongly believed that large number of volunteers participated because it was organised by TOI. Volunteers enjoyed the task and performed with great degree of sincerity. Volunteers and students developed emotional connect which helped the underprivileged students and their parents. Teachers in the schools became more sensitive towards their underprivileged students and also learned from highly qualified volunteers. All associated with the program felt that they contributed to the society.

Centre for Environment Education (CEE): Is an NGO involved in educating school children about various environmental issues. CEE clubbed *Teach India* with their own thematic program, known as; Hands for Change- action towards sustainability'. This was a program for twelve weeks with ten thematic areas of principle of sustainable development. CEE trained about 300 volunteers of which about 140-150 participated in the campaign. In 97 learning centres CEE educated more than 1200 children. Each learning centre had two volunteers placed to teach on weekends. Volunteers attached to CEE were trained by CEE on ten sustainable development themes; Language and Culture, Traffic and Transportation, My City Ahmedabad – Living Heritage, Energy, Health and Nutrition, Air Quality, Water, Sanitation and Hygiene, Waste, Diversity in Living Forms and Greening. They chose to participate in the campaign because they considered it as an opportunity to expand their horizon and tell the people importance of these ten themes.

Feedback was collected from the volunteers and the students in the form of 'daily diaries'. Feedback was used for making necessary changes and brought accountability in volunteers.

However, volunteers were free to experiment their teaching methods. In many of the case, volunteers also helped the underprivileged children in their daily needs like, food and clothing. After 12 weeks, the volunteers and children consolidated their leanings and shared experiences. Children made souvenirs and gifted them to their learning group mates. Volunteers held an exhibition of all the materials developed/ photographs taken. Children performed cultural programs on messages related to the themes. Valedictory event was conducted inviting parents and other community leaders.

Opinion: CEE appreciated the TOI's role as a 'motivator' for the NGOs and the volunteers by constantly publishing the Teach India related news and articles. CEE registered 300 volunteers of whom, only 148 joined the campaign. The reason of the dropout rate was it coincided with the exams of the students. Scheduling of the campaign should not clash with exams and festivals. CEE too thought that volunteers came forward because of brand TOI.

Self Employed Women's Association (SEWA): Self Employed Women's Association (SEWA) established in 1972 is a trade union for working women in unorganised sector. SEWA also runs informal schools known as Jeevanshala in 18 districts of Gujarat state of India. SEWA partnered with TOI as this was an opportunity to sensitize community in Ahmedabad.

SEWA managed *Teach India* campaign very systematically and successfully. Volunteers were provided the curriculum developed by SEWA members. SEWA ran the campaign in 35 different areas with 72 schools and engaged 560 volunteers of which 490 served for the entire period. A team of 12 persons (gyan sathis) designed an interactive curriculum which included games, activities and field trips. A coordinator for each school was responsible for planning and monitoring campaign related activities. Register was maintained for feedback, complaints and attendance of the volunteers. Exams were conducted to test the learning of students during three months.

Opinion: Teach India was indeed SEWA's stepping stone of success in field of education in urban areas according to SEWA coordinator. SEWA could get so many volunteers because of brand TOI. Program director thought duration should be longer and news paper coverage could have been more than it was.

Samvedana: Samvedana is involved in integrated development of slums with a focus on children's education and health. They used volunteers allotted by TOI to teach in their existing schools for children from slum areas. 75 of 100 volunteers taught curriculum given by Samvedna for three months. Volunteers were trained to teach and also given choice of teaching sports of their interest.

Opinion: Like others Samvedana also thought that Teach India was a great initiative to sensitize the people towards cause and it exhibited the attitude of volunteerism among the people which was not visible before. Their visibility was also improved in the community.

Saath: Saath involved in educating children from slum areas participated in campaign as they too thought it was an opportunity of marketing social work they were doing and avail the services of the volunteers coming through TOI in education. Saath was allotted 100 volunteers by TOI, of which 18 volunteers committed themselves to volunteering. In this case dropout rate was high as volunteers did not prefer the areas they placed. Volunteers of Saath were given a specific curriculum which was not part of their regular classes. Constant monitoring was done by the coordinators of Saath. Different tests to assess the impact of the campaign and improvement in the levels of education of the students were done.

Opinion: Saath thought that allocation of volunteers by TOI should have been according to their skills to make best use of their services. Teach India campaign lacked planning and monitoring to make it more effective.

St. Xavier's Social Service Society (SXSSS): SXSSS has been involved in grassroots level development of slums since 1976 in areas of education, health, and environment. SXSSS presently works in twenty-five slums of Ahmedabad city. 30-35 volunteers joined SXSSS. Volunteers were briefed about beneficiaries and given choice to develop their own curriculum. At the end of three months only 5-7 volunteers continued with their teaching.

Opinion: There was no structured or formal system of taking feedback or evaluating the level of impact of the campaign. Many volunteers had very specific choices for area of work which was not matching with SXSSS work area. This attitude of the volunteers was interpreted as lack of commitment towards cause for which Teach India was meant for. According to them

TOI should run the campaign for longer duration and make it more sustainable if objective is to benefit the society.

YUVA Unstoppable: Yuva Unstoppable is a volunteer movement in 15 cities with over 8000 members helping about 80 NGOs. Members of these organizations give their two hours/week for teaching underprivileged children. Volunteers from TOI were asked to teach very informally to underprivileged children.

Opinion: They did think that it was very good initiative by TOI and they were happy to contribute to community. While teaching to underprivileged, volunteers were also learning lessons of life.

6.2 Corporate Partners: The corporate partners of TOI were; Cognizant Technology Group, Genpact, Dominos, The Chadha Group, Balaji Infra Projects Ltd Financial Technologies Group, Lodha Group, Acclaris Business Solution, Descon Ltd and Xenities Group. This partnership was not financial or in terms of infrastructure, but a simple agreement with the corporate that they will allow their employees who were interested to participate in Teach India campaign on company time. Couple of the executives also taught underprivileged children.

6.3 Findings from the Partners: Summary of in-depth interviews with chair persons of NGOs revealed the following critical issues.

1. All the partners appreciated Teach India campaign and thought it was a great initiative to sensitize the community towards underprivileged section of the society.
2. All NGOs participated in the campaign to build their own brand and improve their visibility in the city.
3. Majority of the partners thought three months was not enough to have significant impact on underprivileged children or their parents to make them realise the importance of education.
4. Teach India campaign lacked planning and monitoring.

7. Volunteers and Beneficiaries

Key component of the success of *Teach India* was participation of volunteers. In the second phase in 2009 of *Teach India*, 135000 individuals responded to invitation for volunteering to teach to underprivileged children. More than 55000 are engaged in teaching at various locations in different cities. Volunteers were from all walks of life, students, housewives, retired senior citizens and professions from all fields.

In response to Ahmadabad edition of TOI, 6000 readers out of 100000 expressed their willingness to volunteer of which 2000 turned up for the meeting. Some of them dropped out half way and 1406 were engaged in teaching at various places in association of seven NGOs for the entire period of campaign. Profile of the volunteers is as shown in table 8.

Based on the information provided by TOI and the list of volunteers from various NGOs, structured interview was conducted for 25 volunteers to assess the campaign. Group of 25 included students, housewives, retired and professionals. Only five of them were teaching for more than three days rest all preferred to teach for once or twice a week.

Summary of interviews with volunteers:

1 All of the volunteers were not readers of TOI or Ahmadabad Mirror. No one was found to have any emotional connect with the news paper they were reading. Individuals volunteer because they wanted to contribute towards cause and preferred to participate as it was organised by TOI.

2 Individuals from all age groups were involved.

3 Many of the student volunteers thought it was their responsibility to contribute to society and it is pleasure to help someone. Professionals/Housewives/Retired persons thought that it as an opportunity to give back to the society.

4 Every one found teaching as amazing experience. Also complained about infrastructure provided in the schools or for classes was not enough.

5 Pedagogy used by volunteers was interactive, problem solving and activity based.

6 Students should have been grouped according to the age was a complaint from all of them.

7 Proper planning, planned curriculum was lacking according to almost all the volunteers. Training provided by NGOs was not enough according to few.

8 Some of them thought it was essential to educate the parent too as they were the ones who were deciding factor for attendance in the class. Their encouragement to the children was essential for better impact of teaching.

9 All the volunteers thought underprivileged children are intelligent and *Teach India* campaign should have been for longer duration.

10 Managerial issues involved such as, allocation of volunteers, attendance, proper coordination, formal curriculum were the points to be addressed in the next campaign.

Table 8 Volunteers' Profile

Age Group	No of Applicants (Percentage)
80+	1 (0.07)
60-79	43 (3)
40-59	215 (15)
30-39	219 (16)
20-29	823 (59)
Below 20	105 (7)

8 Proposed Model

Present paper proposes model for *Teach India* campaigns based on the following beliefs.

1. Community connect can't be occasional phenomena.
2. Cause related marketing should help the community in a substantial manner not just temporarily feel good.
3. Marketing campaigns based on community participation should also seek for commitment from the community to contribute towards social cause.

With these beliefs, and considering the comments of partners and volunteers, this paper proposes the following modifications in the model.

A. Curriculum: In current model, objective of teaching was not clear. Some preferred educate children formal school curriculum where as some preferred to educate children in general hygiene and other social issues. Though volunteers enjoyed whatever they did, many felt there should be some standardised curriculum for different age groups. Proposed model suggests that, central body comprising experts from all fields should design the

curriculum for different age groups and different segments of children. Delivery of these sessions should be such that eventually children not going to the school will develop interest in formal school education.

Curriculum for the children, who are going to the schools, should be similar to what school under state boards follow. Pedagogy of the delivery can be left to the volunteer. Objective of the volunteer teaching these children should be; children develop interest in the subject and learn the subject according to the syllabus. This will help to reduce the knowledge gap between children going to resource rich schools.

B. Allocation of volunteers: Volunteers who participated in the campaign were from all walks of life, students, housewives, retired senior citizens and professionals from all fields. They should be utilized in more efficient manner. Current practice was to allot the volunteers simply based on geographic location only. According to SAATH, volunteers' expertise was not taken into account for allocation. Some of them were not even happy with their allotment. Volunteers who were keen on dealing with slum children and general issues rather than teaching specific subject should be guided to the NGOs such as SEWA, SXSSS working for the same segment.

Volunteers who had subject expertise and wanted to do proper teaching should have been guided to the NGOs such as CALORX, SAMVEDNA. These volunteers could teach a course or number of the topic they want to teach in a school. This would benefit the students to learn may generate the subject interest. This would also fill up the gap in expertise available in underprivileged schools and improve the level of education.

C. Role of NGOs: NGOs will allot the schools or slum areas to the volunteers allotted to them according to their preferences and help them in developing pedagogy according to the requirements. Help them to get acquainted with school and in dealing with the children either in schools or in slum areas during the entire period of teaching. In addition to building their own brand and visibility in the city, NGOs were also getting the high standard subject expertise as well as opportunity to develop the new bonds.

D. Volunteer's Commitment: Volunteers who have participated in *Teach India* campaign were self motivated and willing to contribute towards cause in the city and thus country. Thus

it could be possible for TOI and NGOs to get their commitment with more sincerity rather than on ad hoc basis. Commitment could be for teaching a course or few topics or few relevant issues instead of time.

E. Role of TOI: In current model recruitment is done just before the campaign and volunteer is not required to commit for specific period. Since, TOI has decided to repeat this every year, present paper proposes that period for recruiting the volunteers could be fixed for a specific month of the year. TOI would invite the volunteers, scrutinise the applications and guide them to NGOs according to point C. Allotment by NGOs after briefing them will be with more understanding and will reduce drop outs.

Initial match making meeting was meant only for match making. Instead, proposed model suggests that TOI should organize meeting of all those who participated or agreed to participate in *Teach India* to share their experiences including beneficiaries. This would provide the opportunity to volunteers and beneficiaries from different location come to gather and share their experiences which could result in learning from each other. Bond developed through this meeting could be stronger and long lasting.

Coverage on *Teach India* or articles related to education was only during the campaign. This did not keep the momentum of the core issue of education in the country. It is suggested that, it should be throughout the year in weekly editions which is read by more readers on weekends. This will keep the momentum always on and TOI will remain connected with community.

Advantages of Proposed Model:

Proposed model will result in long term community connect through social cause in education field. This also takes into account how society will get maximum benefit of the campaign by using volunteers' expertise and desire to contribute towards cause.

Brand **Times of India** will be stronger.

10. Conclusions and Future Scope

Teach India is one of the interesting ways of building brand through social marketing or cause related marketing in which society is involved voluntarily. This unique feature *Teach India*, drew the individuals out where voluntarism is not culture. It was an amazing response from the society. According to majority of the volunteers' they participated as it was campaign organised by TOI.

According to the partner NGOs and volunteers, it is brand TOI motivated local citizens to volunteer their services. All the NGOs said that it is TOI who could pull out such a large number of citizens to volunteer which they could not have definitely been able to do so. Thus brand TOI played a very significant role in motivating the people for volunteerism.

It was revealed by the marketing manager of TOI, there was not any evidential numerical proof of business growth or to conclude that after *Teach India* campaign, brand equity was increased or circulation of daily increased. However, large number of participation and demand for continuation and repetition of the campaign in next year are the reasons enough to conclude that customer relationship and community connect was improved. According to Marketing manager Mr. Rahul Kansal, after the success of *Teach India* campaign, more number of people wanted to join TOI for job. Thus *Teach India* campaign certainly had impact on customer relationship.

In spite of the fact that *Teach India* campaign was run only for two months, this had great impact on sensitizing the privileged citizens of India towards underprivileged citizens of India. As many of them continued their relationship with the children and their families, also indicates that TOI has succeeded in bringing two economic classes of the society. Parents of the beneficiary children became more aware of the education which motivated them to send their children to the school. Economically poor slum dwellers understood the need for maintaining hygiene around their house. Though these impacts are not numerically measurable but responses from number of the volunteers and beneficiaries do reveal that this was one of the most successful approaches for branded social marketing.

Proposed model overcomes the drawbacks of current Teach India Model and would be more beneficial to both society and TOI.

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Appendix -1

Mr. ABC

Chief Operating Officer/ Head

MOU for 'Teach India' initiative of The Times of India

Dear ABC,

This is further to our discussions with Mr. XYZ, Associate Director, Marketing for ABC INDIA (P) Ltd., regarding partnership for the '**Teach India**' initiative being organized by The Times of India.

As communicated by The Times of India, '**Teach India**' initiative will invite general public, corporate employees and schools to volunteer towards teaching the underprivileged children. We are looking to engage various members of society, irrespective of their personal and professional standing, who feel a desire to give back something to society by providing basic education to the undereducated children of India.

The Times of India will drive Teach India with a marketing campaign supported by editorial content to invoke the cause of volunteerism. The campaign will further aid in creating sensitivity towards corporate participation for social causes.

The Times of India has partnered with the United Nations Volunteers (UNV) a UN associate, for ensuring a effective and sustainable campaign.

This MOU captures the commitment between ABC and THE TIMES OF INDIA for the '**Teach India**' initiative.

Deliverables from THE TIMES OF INDIA

1. The Times of India will provide a team of coordinators headed by United Nations Volunteers (UNV) a UN associate, for mapping potential volunteers with relevant NGOs.
2. The Times of India is committed to enhance the strength of the NGO by connecting it with a large pool of educated urbanite volunteers who want to contribute their time in the education space.
3. The Times of India will designate a one point of contact for coordination with the NGO.
4. The Times of India will present Reward & Recognition to participating NGO. These will include certificates of excellence and editorial coverage of the same.
5. The Times of India will provide a list of volunteers to the NGO for interviews.
6. The Times of India will provide transport facility for its school program. Details about the schools program have been mentioned in the 'Deliverables from partner NGO' clause number 11.
7. The Times of India & UNV team will inform the volunteer about the NGOs name, address, contact person's name and his/her number and a pre decided time-slot for the interviews.

8. The Times of India will bear the cost of creating and printing of formal appointment letters for the volunteers.

Deliverables from partner NGO (ABC)

1. NGO will absorb minimum X number of volunteers generated through TEACH INDIA campaign under its programs namely,.....at centers This clause remains applicable under all conditions except in the case where The Times of India supplies lesser number of volunteers from its side.
2. NGO will be provided with a relevant list of volunteers by The Times of India however the responsibility to for interviews and subsequent follow-ups lies with the NGO. The Times of India/UNV designate will inform the volunteer about the NGO's name and address so that s/he can call the NGO at a pre-decided time to know his/her interview slot.
3. NGO will need to facilitate Teach India internally by appointing a single window contact to coordinate the operations along with The Times of India/UNV's designated coordinator. This coordinator will be responsible for following activities;
 - Scheduling of interviews
 - Coordination with volunteers
 - Follow-ups
 - Interviews
 - Preparation of final list of selected volunteers
 - Mapping with relevant learning centers
 - Preparing selection letters for volunteers
 - Inform respective mentors about the volunteers.
4. NGO will develop its own mechanism to select/shortlist the volunteers and The Times of India will have no role in it.
5. Post the selection of volunteers NGO will have to organize an orientation session for the selected volunteers so as to sensitize them about the issues pertaining to child protection and specific dos and donts.
6. NGO will issue a formal letter to all the selected volunteers which will have details about volunteer's timings, frequency, assigned learning center, name of the mentor and duration. This letter has to be jointly signed by The Times of India and NGO.
7. Frequency of visits and time spent per visit, learning center assigned etc. are to be mutually decided by the NGO and the volunteer. The Times of India will have no role in that.
8. NGO will also inform all the selected volunteers about the specific code of conduct in terms of integrity, punctuality, commitment etc.
9. NGO reserves the right to cancel the appointment of volunteers in case of violation of code of conduct of any type.
10. NGOs will have to provide assistance to The Times of India editorial staff for coverage of the activities being performed at learning centers.

11. NGOs will have to organize a weekly school trip for a group of 50 children from slum areas. Transportation and coordination will be organized by The Times of India. NGOs will be informed well in advance about the trip so that they can inform the respective centers. List of schools will be shared with the NGO.
12. NGOs will allow The Times of India to send a team of corporate volunteers at some of its learning centers so as to sensitize them about child education.
13. The partner NGO will play a pivotal role in the success of this initiative and will have to commit a minimum of **3 months towards** it.

Additional Points:

- While the intent is to bring NGO and the like-minded volunteers closer for the betterment of the underprivileged children, The Times of India takes no guarantee of the particulars of volunteers. NGO is advised to do a thorough screening before it takes any volunteers on-board.
- Specific dates and process flow will be shared with the NGO so as to keep everyone abreast of the developments.
- Details about school program and corporate volunteers will be shared well in advance with the NGOs so as to work out the modalities.

For BENNETT COLEMAN AND CO. LTD.
Vijayant Saigal
General Manager
TOI Brand, Strategic Initiatives & New Media
New Delhi

For ABC India
XYZ
COO
ABC Co Ltd.
Gurgaon

However, in our interaction with NGOs, as expressed by them, coverage was not enough in February and March and momentum of the campaign was losing.

Summarizing the findings, *Teach India* campaign helped TOI to connect with the local communities and build brand. But cause for which TOI started Teach India was not served beyond sensitizing the community. It needed more rigor and thoughtful planning which will have impact on society and improve the level of education among underprivileged.